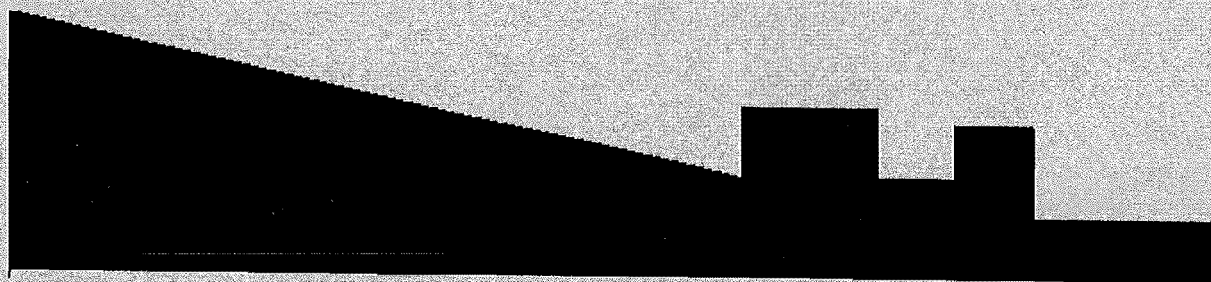


Final Report



A Study on the Effectiveness of Investment in Higher Education Project

Submitted to

**National Planning Commission Secretariat
Singh Durbar, Kathmandu**



Submitted by
**Centre for Economic Development and
Administration (CEDA)
Tribhuvan University
Kirtipur, Kathmandu, Nepal**



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Foreword

The present study entitled "A Study on the Effectiveness of Investment in Higher Education Project" was initiated with the financial support from the National Planning Commission Secretariat, HMG/N. The main objective has been to look into the effectiveness and usefulness of investment in Higher Education Project. The Study covers five HEP funded and two HEP non-funded campuses of TU. Although these campuses are found to conduct educational programmes, they are suffering from educational programmes lack of resources. I hope the present study is successful in bringing out these issues and problems and also action to remedy them.

The successful accomplishment of the present study is an outcome of the collective efforts of CEDA and many other individuals. Mr. Radheshyam Acharya, Project Chief of the project and his team deserve thank to accomplish the present study timely.

On behalf of CEDA and on my own I would like to thank the National Planning Commission and particularly Honourable Vice-Chairman of NPC Dr. Shankar Prasad Sharma and other staff of NPC for intrusting us this present study. I would also like to express my gratitude for their kind cooperation.

July, 2003

Abullaish
Executive Director

Acknowledgements

The research team expresses its sincere gratitude to the CMED/NPC for entrusting this important study to CEDA. During the entire duration of the study, the team received generous support and co-operation of CMED/NPC staff members. The team would like to express sincere gratitude to Dr. Shankar Prasad Sharma, Honourable, Vice-Chairman and Dr. Yubraj Khatiwada, Honourable, Member of the National Planning Commission, for their constant encouragement and guidance. The team also would like to acknowledge the Members of Steering Committee and CMED/NPC staff members, Mr. Keshav Prasad Bhattarai, Mr Markandey Upadhyaya, Mr. Yam Nath Sharma, Mr. Shanti Raj Prasai, Mr. Pashupati Bhandari, Mr. Ram Bahadur Ghimire and other staff members for their valuable suggestions which helped to improve the quality of research. I would like to extend my heartfelt thanks to all the members of the research team for their valuable contribution. Executive Director, Mr. Abullaish, Education Expert/Economist Dr. Shreeram Prasad Lamichhane and Civil Engineer Mr. Bideha Mani Upadhyaya deserve thanks for their contributions.

Other technical and administrative personnel are equally acknowledged for their help. Special thanks go to Mrs. Nilu Shrestha and Mrs. Subarna Shrestha for their hard work in the secretarial service.

July, 2003

Radheshyam Acharya
Project Co-ordinator

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- | | | |
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| 3. Mr. Ram Krishna Tiwari (Division Chief, Human Resource) | - | Member |
| 4. Mr. Rameshwor Shrestha (Representative of MOES) | - | Member |
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List of Acronyms

| | |
|------------|--|
| AGO | - Office of the Auditor's General |
| BBA | - Bachelor of Business Administration |
| BBS | - Bachelor of Business Studies |
| CDC | - Curriculum Development Centre |
| CEDA | - Centre for Economic Development and Administration |
| CHSE | - Council for Higher Secondary Education |
| CMC | - Campus Management Committee |
| CMED | - Central Monitoring & Evaluation Division |
| EMIS | - Educational Management Information System |
| FOE | - Faculty of Education |
| FOM | - Faculty of Management |
| FY | - Financial Year |
| HEP | - Higher Education Project |
| HMG | - His Majesty's Government |
| HMG/N | - His Majesty's Government of Nepal |
| HSEB | - Higher Secondary Education Board |
| HSEB | - Higher Secondary Education Board |
| IDA | - International Development Association |
| IOM | - Institute of Medicine |
| MBA | - Master of Business Administration |
| MBS | - Master of Business Studies |
| MMA Campus | - Mahendra Morang Adarsh M. Campus |
| MOES | - Ministry of Education and Sports |
| MOF | - Ministry of Finance |
| NPC | - National Planning Commission |
| OCOE | - Office of the Controller of Examinations |
| PCL | - Proficiency Certificate Level |
| PIF | - Policy Implementation Fund |
| PN Campus | - Prithvi Narayan M. Campus |
| TU | - Tribhuvan University |
| TW | - Tuition Waiver |
| UGC | - University Grant Commission |
| UNDP | - United Nations Development Program |
| WDR | - Western Development Region |

Executive Summary

1. Effectiveness of the Project

The following aspects were the outcome of the study on effectiveness of the project.

- Though the campuses are very positive about internal resource generation and a lot of initiatives have been taken in this direction, yet the concrete output can be seen only in a long term run with continuous monitoring and support from the agencies concerned.
- Decentralisation in admission/enrolment by campuses did not show a positive trend towards regulating enrolment growth. This has shown a big constraint due to pressures in the already limited resources of the campuses.
- Education Management Information System (EMIS) has been installed at the Office of the Controller of Examination (OCOE), Personnel Administration and Financial Administration Division. Of them all EMIS has benefited OCOE the most.
- Though EMIS was planned for implementation at Mahendra Morang Adarsha Multiple Campus (MMA Campus) and Prithvi Narayan Multiple Campus (PN Campus), it was not found implemented during the field visit by the research team.
- Greatest achievement of the HEP is the infrastructural facilities improvement, under which various civil works had been undertaken at the funded campus and lot of laboratory, library and other resource materials (goods) have been supplied.
- There were some minor problems of moisture leakages in the newly constructed block and some other minor ailments of not providing orientation programs or repair workshops to the concerned laboratory personnel. Or else, the facilities improvement should be called satisfactory.
- Though curriculum development has been successfully accomplished, yet its supplementary aid of textbook revision (availability of affordable and readable textbook) was found mission.
- Introduction of market-oriented courses in various TU campuses should be called a positive step forward in cost-recovery and towards generating adequate technical manpower in the country.
- The preparation for higher secondary education reform, though a good concept, is not gaining ground in creating opportunity of affordable education to an average Nepali student. So the phasing out of PCL from TU is being affected.
- Under policy implementation fund, decentralization and resource generation concept are satisfactorily initiated at the various funded campuses of TU. However, the phasing out of PCL from the funded campus was not seen effected partly due to feeble political commitment and partly due to students protest.

- The sustainability of the out come of the project is at question. If continuous political; and material support is provided to the continuous reform packages like the HEP, then only such programs may succeed in a long term run. As such, the research team is optimistic about the sustainability of the program.

2 Suggestions and Recommendations

The following basic suggestions and recommendations have been suggested.

- PCL Teachers of TU will have to be deputed to become involved in higher secondary schools under Ministry of Education and Sport in gradual run and the modality of their deputation needs to be suitably designed.
- Such projects need to forecast future needs more clearly.
- Monitoring and evaluation of such projects need to be stressed upon more comprehensively.
- The higher secondary education has to be more affordable to phase out PCL from TU
- More citizens and other stakeholders participation is desirable.
- As far as possible, local goods and equipments have to be disbursed under the lab facility and other supporting facilities improvement
- Decentralisation needs to be supported by other relevant documents.

3 Strategies for implementation

The following strategy for future project implementation has to be adopted

- The future need should be projected at the design stage
- Even though the inputs are comprehensive, yet their optional implementation have to be sought.
- A co-ordinated effort of various institutions involved is a must for the effectiveness and efficiency of such programs.
- A good documentation process has to be undertaken both at the campus involved and the central office of the project, which has been found missing currently.
- Higher secondary education reform is a must before phasing out PCL.
- Central purchase of goods and materials for local use has to be discouraged in similar future projects.
- Adequate orientation programs have to be provided to the resource personnel before providing them with facilities.

CHAPTER I

Introduction

1. Background

Nepal has completed nine periodic plans so far and the Tenth Plan is at the first year of its outset. Despite long planning endeavours of four decades, yet it has been realised that a lot needs to be done to achieve economic growth on sustainable basis and to reduce the level of poverty. The first five periodic plans targeted mainly to achieve usual infrastructures as a prelude for development efforts in a least developed country like Nepal. The Sixth and Seventh plans put emphasis more upon enhancing production sectors and human resource development. The Eighth Plans for the first time adopted a different approach by setting its objectives to achieve sustainable growth, poverty alleviation and reduced regional imbalances. The Ninth and Tenth Plan continues the policy of poverty alleviation. Furthermore, it conceived that poverty eradication is possible through human resource development with enhancement in skill and education.

The Higher education Project (HEP) of Tribhuvan University (T.U.) was started in 1994 A.D. and was completed in November 2001 A.D. It is an International Development Agency (IDA) financed project first of its kind in Nepal. The project was designed to provide tangible support for the ongoing reform process in Tribhuvan University by supporting the implementation of a package of policy changes in higher education including the initiation of much needed systematic changes in administrative, financial and management processes of the University. The total cost of the project was estimated US\$ 23.1 million and as of November 25, 2001 the overall disbursements under the credit was around US\$ 15.63.

1.1 Objectives of HEP

The main objectives of the project as provided in the TOR (see Appendix 25) were as follows:

- Regulation of enrolment growth.
- Improve options for resource mobilization and utilization.
- Preparation for Higher Secondary Education reform.
- Improvement of organization, planning and management of T.U.
- Improvement of quality, relevance and responsiveness of higher education.
- Improvement and maintenance of physical facilities.

1.2 Components of HEP

The main components of the project as mentioned in the TOR were as follows:

- To assist institutional development with particular emphasis on authority and strengthening of campus level management.
- To improve selected facilities (Particularly libraries and laboratories) at three key campuses and develop institutional maintenance capacity.
- To improve institutional delivery and rationalization of the student examination system.
- To assist Ministry of Education and Sports (MOES) to prepare for higher secondary education reform.

2. Objectives of the Study

The present study envisages to briefly evaluate the present situation and their effectiveness and usefulness of investment in higher education project at T. U.

The specific objectives of the study (as given in the TOR, which is given in Appendix 25) are as follows:

- i. To examine issues concerning the efficiency, effectiveness and impact of the project to improve future performance.
- ii. To assess the appropriateness and the relevance of the design, inputs and implementation arrangements (strategy/mechanism) as well as the sustainability of benefits generated by the project.
- iii. To assess the policy reform and implementation as well as curriculum and textbook reform and examination system reform.
- iv. To assess the impact of the project in relation to output (institutional development, facilities improvement, institutional delivery and higher secondary education reform).
- v. To assess the strengths and weaknesses of the project by studying the targeted and actual facilities developed.
- vi. To assess the actual disbursement of credit and targets achieved in the project activities including their attitude towards such projects and future perspective, and
- vii. To recommend the future course of action to be adopted by the government keeping in view the factors such as sustainability, operation and maintenance cost, long term and short term national needs etc.

3. Scope of the Study

Major activities proposed under the study comprise the following:

- Field observation to assess actual physical facilities developed by the project.
- Study of effectiveness of the project considering factors such as sustainability, operation and maintenance, output and relative strengths and weaknesses of the project.
- Study of overall benefits of short term and long term improvement in institutional delivery and manpower development from the projects and lessons.
- Study of effectiveness of resource mobilization and utilization and cost sharing and cost recovery in T.U.
- Recommend policy to be adopted by the government for planning and financing the projects of similar nature.
- Identify potentialities created by the project for country's higher educational development.

4. Methodology of the Study

Following methodologies were adopted to help generate data and opinions about the effectiveness of the investment in HEP at T.U.

i. Record Study:

A list of five campuses financed by HEP of T.U. were identified and regulation of enrolment growth were studied. The amount of finance provided by HEP to various campuses were also known. While making an inventory of HEP related campuses involved in receiving HEP finance, information required on such campuses, and as specified in the objectives of the present study were collected.

ii Interview

To examine the effectiveness of the respective investment in HEP, campus chiefs, teachers and administrative staff of HEP financed campuses and concerned officials of Ministry of Education and Sports (MOES) were interviewed and discussed. Students of project and non-project campuses were also discussed.

iii Field observation of existing infrastructure

To assess the effectiveness of the respective investment in HEP, data were also generated through the field observation of existing infrastructure and programs.

4.1 Sources of Data

Both primary and secondary data sources were utilized for the study. The secondary data were collected mainly from TU, The other sources of secondary data were:

- National Planning Commission.
- Ministry of Finance/Foreign Aid Coordination Division.
- World Bank, Country Office, Nepal.
- Other concerned, T.U., campuses (sampled).

The secondary data were mainly used to assess the amount and types of investments. For this purpose, government policies, related appraisal reports, Project Completion Report and other relevant reports on different stages of the project were reviewed. However, a field survey was undertaken in order to generate primary data to fulfill the requirements of evaluation of the project investment in terms of its role as mentioned in the objectives of HEP. Furthermore, perception of the concerned campus staff, campus chiefs, teachers, and other stakeholders was also solicited through group interaction during the course of the field survey in order to identify the problems encountered during the launching of the project. Moreover, discussions with key personnel of concerned stakeholders were held to obtain suggestions for future policy direction.

4.2 Survey Instruments

Six different sets of interview schedule/checklist were designed and were administered in order to obtain information on various aspects and the strengths and weakness of the investment in Higher Education Project.

The type of interview schedule/checklist is presented in Appendix 13-18. Such presented schedule/checklist were used to gather information from the Campus Chiefs/teachers, Account Officer and Students.

4.3 Sampling Scheme for the Survey

The budget as well as time constraints limit the study to cover very few campuses only. Altogether seven campuses have been covered. Thus, for the purpose of collecting primary data, only two campuses, outside the Kathmandu valley, one each in the eastern and western part of the country, and two project campuses and two non-project campuses in Kathmandu valley have been included in the sample. The selection procedure of the respondents was purposive. The details of the sample size by different categories in each of the selected campuses are described in Appendix 12.

5. Limitations of the Study

Some important limiting factors to the study were:

- i. Since the sampled campus size was not a big one, so this can limit the study to some extent.
- ii. The study is a qualitative one (as the name suggests) and not properly reflected in quantitative terms.
- iii. All of the campuses were from metropolis and sub metropolis so this may not reflect the situation of rural campuses.
- iv. Since the sample size is not that comprehensive, it may reflect sampling errors.
- v. There was time and resource constraints, which may have affected the study.
- vi. Even though repeated efforts were made to retrieve data from the concerned authorities of the previous HEP projects and other related office (particularly Planning Division of TU), the research team was unable to obtain the relevant PIF disbursements data even with repeated endeavour of the CEDA and others. This has made the comparison of actual credit disbursements with the central record not possible.

CHAPTER II

Review of Literature

2.1 Introduction

Since the current study focuses on the reforms initiative made in the higher education system, it may be pertinent to make a journey into this system by making a cursory review of relevant literature. Similarly, the pertinence of reviewing project documents in particular is equally important. Therefore, this chapter is devoted to present review notes of the related literature.

Higher Education in Nepal is of recent origin. It is the product of the interactions of the modernising forces with the archaic traditions. Although the foundation stones of modern higher education was laid with the establishment of the Tri-chandra College in 1918 A.D. its development began only with the "Revolution of 1950", which opened up the door for the forces of modernisation. Comprehensive educational planning at the national level was undertaken by the New Education Plan (National Education System: Plan for 1971-76).

This chapter deals the review of literature on the following aspects of higher education in Nepal: government policy regarding higher education in various/different plan period-Eighth to Tenth Plan period, Project Appraisal Report, Project Implementation Completion Report and Financing of Higher Education in Nepal, Rationalization of Higher Education in Nepal, Decentralisation of the Management of Higher Education in Nepal and High Level Investigation Commission's Report.

2.2 Review of Ninth Plan

The Ninth Plan (1997-2002), His Majesty's Government (HMG), National Planning Commission (NPC), Nepal, July 1998 in review of the Eight Plan States: 'During the Plan period, Kathmandu University and Eastern Regional University have been established and are in operation. Similarly, Pokhara University has been proposed to establish. During the Eight Plan period, the number of University has reached to 5 including Tribhuvan University and Mahendra Sanscrit University, among them, private campuses are 135 and campuses under Tribhuvan University are 61.

2.2.1 Existing Challenges

The Ninth Plan states that the education sector faces various problems. Quality of education from basic to higher level has not been improved as expected. Educational Management has not become strong. Education sector has been unable to get spontaneous and result oriented public participation. Syllabus and textbooks have been integrated with development needs and made mutually inclusive at a different level of education. Cost recovery concept has not been really implemented in higher education. No step is found to have undertaken for making sustainable and result-oriented programme in the education sector. Thus problems of the present education system especially in higher education can be stated as follows:

2.2.2 Higher Education

The Ministry of Education has limited control over universities. The existing inequality between school education and higher education has not helped to develop interrelation among syllabus, examination, enrolment policy and financial arrangements (Ninth Plan). Tribhuvan University has become centralised. Its educational and administrative management aspect is weak, problems existed in higher education can be pointed out as follows:

- Almost all the financial burden of T.U. has been borne by government. No steps are found to have undertaken towards cost recovery. Effective programmes have not been conducted for taking economic benefit through the mobilization of fixed and current assets of universities.
- Campus and research centres are not financially autonomous, and active steps have not been undertaken to fulfil the need.
- No active effort has been made to produce manpower as per the need of productive sector through the interaction and co-operation of the sector for the formulation and implementation of necessary curriculum (Ninth Plan).
- Late publication of result of examination conducted by T.U. has made the whole academic year of students a waste.

2.2.3 Policy and Implementation Strategy

- During the plan period, proficiency certificate level programme currently conducted at universities were tried to be adjusted in a phase-wise manner in the structure of technical and higher secondary school, and education programme were made to conduct in line with the objective of such institutions and schools.
- Higher education would be made more systematic, competitive and standard. Universities would be established in all five development regional needs.

For this purpose, a University Establishment and Implementation Co-ordination Committee will be constituted with the representation of NPC, Ministry of Education, T.U. and University Grant Commission.

During the Ninth Plan period, Tribhuvan University will also adopt the policy of giving emphasis to include curriculum and research in the programmes of institute, campus and research centres in a way to increase the quality of higher education and fulfil the requirement of over all development campuses running under Tribhuvan University would be merged in to the university established as a regional universities in the respective regions.

2.3 Review of Tenth Plan (2059-2064/2002-2007), HMG/NPC Nepal, 2059

The Ninth Plan period made a target to establish an open university and a couple of universities in the regional basis. However, the envisioned up-gradation of two key regional campuses of TU, viz. MMA campus, Biratnagar and PN Campus, Pokhara to autonomous institutes and subsequently to independent universities could not be obtained.

To cope with the massive expansion of TU and to increase its efficiency by making the higher education more qualitative, participatory and competitive, the Tenth Five year Plan envisages to develop Pokhara University and Purwanchal University as regional universities.

The Plan has given more emphasis to adopt "Block Grant System" by adopting the principle of cost recovery in TU. The Plan also has a policy to merge the campuses running under TU within the fold of the regional universities.

2.4 Review of the Staff Appraisal Report (November 23, 1993)

With a view to providing tangible support for the reform at Tribhuvan University (TU) by supporting the implementation of a package of policy changes in higher education, including the initiation of the than much-needed systematic changes in administrative, financial and management processes of the university, the six-year long Higher Education Project (HEP) was designed. This appraisal report has justified how the investment of the government in higher university education, called tertiary education, was declining even though the

investments in primary school education and other educational sectors were increasing. The document highlights the major problems, then prevalent in the higher education system. Amongst them exploding enrolments, poor facility utilization, insufficient mobilization and inefficient management of resources (cost recovery, centralised control, under financing) provision of secondary level education in the university, some organizational difficulties (Central control, inefficient management decentralised admission, conventional examination system etc) have been blamed for extremely low quality of education.

The project was designed to undertake the following objectives to integrate closely with the objectives of Nepal's Eighth Five-year Plan. The highlighted points were:

2.4.1 Organizational Reform

Under which policy implementation fund (of US\$ 5,00,000), (Staff Appraisal Report, WB, 1993, pg. 16) was to be dispersed to support to campuses within the TU system (except Kirtipur and cluster campuses), which demonstrated measurable progress in: self reliance, resource mobilization, improvement in campus operation management, and educational achievements. Here by cluster campuses, it is meant that MMA Campus, Biratnagar and PN Campus, Pokhara were to be developed as the main campuses and certain satellite campuses of the regions were to be supervised and monitored under them, rather than from the central unit of TU.

2.4.2 Educational Management Information System (EMIS)

Under which Kirtipur and two major regional campuses were to receive US\$ 1.5 million to build stand-alone computer units (rather than a large central computer). It proposed that the structure of the information system would include a series of modules of relational data bases linked through common coded items (campus, student and teacher identification codes)

2.4.3 Regional Cluster Development

Under the component US\$ 3.6 million was to be funded for the formation of two regional campus clusters to support EMIS development, decentralisation and ultimately, autonomy. Each cluster would consist of a lead campus and up to seven satellite campuses.

2.4.4 Facilities Development

Under this there were two sub-components (US\$ 8.6 million).

1. Maintenance Capacity Development (US\$ 0.6 million); This focused on the organizational structures, staffing and development of preventive maintenance programs for buildings and developing maintenance centres at each three principal campuses; staff training, maintenance and testing equipment.
2. Facilities Improvement at Kirtipur (US \$ 7.9 million); Expansion and upgrading of science library, also upgrading of facilities for the humanities, education and management faculties were to be undertaken under this. It had some additional proposed components like improvement of site services, boundary wall construction, realignment of neighbourhood access road to alleviate security problems, establishment of female dormitory for 100 students, refurbishment of students' center; boys dormitory and cafeteria, equipment, furniture, library books and professional fees.

2.4.5 Instructional Delivery and Assessment

Instructional Delivery and Assessment under which there were again two major components:

- i. Examination Reform (US\$ 0.8 million): The old controller's office was to be replaced. The Controller's office was to be computerised; for which technical assistance, staff training and fellowships were to be granted.
- ii Curriculum Development and Textbook Revision (US\$ 1.2 million): since the Bachelor's Level was to be upgraded from 2 to 3 years programs, so the undergraduate and the graduate curricula were to be revised in 20 specialities viz science and technology, humanities, education, management, low as well as a new course in environmental science. The financing was to cover information dissemination workshops, international and local technical assistance, development of teacher's guides, etc. to ensure availability of affordable and understandable textbook.

2.4.6 Higher Secondary Education Reform (US\$ 1.75 million)

This amount was to be spent for civil works for +2 classes in about 10 selected secondary schools to transfer Certificate level. It included some grants for foreign and local technical assistance for curriculum and textbook development in +2 grades, technical assistance to

refine and start implementing plans to transition certificate level from the university to higher secondary education.

The document projects that IDA credit of US\$ 20.0 million would finance about 87 percent of project cost. His Majesty's Government was to contribute US\$ 3.1 million equivalent i.e. 13% of the total project cost. The appraisal report also shows the financial break-ups under various titles and their disbursement programmes. It further states about the project organization and management, provision for project monitoring and mid-term review, auditing, programs of special emphasis like poverty, women in development etc. Also it analyses the benefits, risks and projects sustainability.

2.5 Review of Implementation Completion Report (June 19,2002)

The Project Completion Report of Higher Education Project was prepared by the World Bank. The report is basically the evaluation report of the Project. According to the report the various principal performance ratings were as follows:

- a) Outcome: Satisfactory b) Sustainability: Likely
- c) Institutional Development Impact: Substantial
- d) Bank Performance: Satisfactory e) Borrower Performance: Satisfactory, and
- f) Project at Risk any Time: Yes

The report has analysed the various objective of the project and has tried to evaluate the departure of the project from the designed parameters. The component-wise performance ratings are as stated below.

2.5.1 Institutional Development: highly satisfactory

It included organizational reform, which has been rated as highly satisfactory, *education management information system*, which has been rated as marginally satisfactory and finally regional cluster development, which has been rated as unsatisfactory.

2.5.2 Facilities Improvement: Satisfactory

It included two parameters viz *maintenance capacity development* which has been rated marginally satisfactory and facilities improvement. The parameter of facilities improvement has again been categorised into two components: i) Civil works, which has been stressed as highly satisfactory, and ii) Goods, which is rated just satisfactory.

2.5.3 Institutional Delivery and Assessment: highly satisfactory

It consisted of two sub-components: i) examination, which has been rated as satisfactory and ii) *curriculum development and textbook revision*, which has been rated as highly satisfactory.

2.5.4 Preparation for Higher Secondary Education Reform: Satisfactory

Under the unanticipated project result the completion reports points out the following four points as the major optimistic outcomes.

- i) The gradual but steady transformation of social attitudes towards acceptance of cost recovery in public institutions.
- ii) The rapid acceptance of the concept and pace of decentralization of individual institutions.
- iii) Enhanced generation of campus level reform initiatives under the policy implementation fund, and
- iv) The preparation of a strategic vision and plan for guiding future reforms in TU.

The report views the sustainability rating as likely. Under the lessons learned from the project the report puts forth the following points.

- Under the project design the local stakeholders have to be extensively consulted for consensus building so as to enhance the role of citizen participation in the design of local institutions.
- Due to increased interest of the donors in primary and secondary education and low share of budget allocated to higher education (and continuing decline in government allocations to higher education), to avoid distortion of allocations between the sub-selectors, it would be desirable to reach a broad understanding on sectoral allocations between the Government and donors.

- The failure to stabilize funding levels is due to lack of agreement between TU and the Government on funding principles. Therefore, in order for cost recovery initiatives to produce sustainable improvements in the quality of education programs, they must be accompanied by a strong commitment for continued public support.
- Higher education reform is a long-term process needing continued support over a protracted period. Interruptions of support mid-way in reform process can obstruct the full mobilization and use of benefits accruing from the reforms already implemented.
- In highly complex and reform-oriented projects, it is better to link the achievement of development objectives to the implementation policy reforms rather than to stick to a specific set of predetermined activities.

2.6 Review of "Financing of Higher Education in Nepal", CEDA, TU and UNDP/WB, October, 1995

CEDA undertook a study "Financing of Higher Education in Nepal" in co-operation with UNDP/WB with the objective to analyse financing of higher education basically geared towards bringing about efficient financial management which would contribute to easing financial constraints for better academic achievement.

"Tribhuvan University has overwhelming enrolment in higher education. The certificate level accounts for 60 percent of the total enrolment. The phenomena are similar to other developing countries. In recent years, the enrolment growth has been moderate in social sciences and engineering. It has been negative in agriculture and medicines while it increased in management and education due to market forces". (Financing of Higher Education in Nepal, CEDA, TU, UNDP/WB, October 1995, (Page iii, Executive Summary).

The wastage of physical facilities prevails because of highly inadequate finance for maintenance. The document further states the expenditure on salary amounts to 80 percent in total and that on teaching quality 5 percent. This pattern resembles with that of developing countries, in general. But the amount allotted on it is meagre, leading to shortage of educational materials (e.g. equipment and journals and even chalks). Moreover, the total unit expenditure is low in adequate to finance essential activities in a sustained way.

As per the document, the following are major challenges being faced by the university:

- i. The university has been in the financial squeeze, leading to inadequate financing.
- ii. This financial squeeze has, thus led to the wastage of "*physical and human resources*". The strategies recommended by the study team are: a) the Tuition waiver should be reduced immediately.
- iii. The fee levels ought to be increased by 10 percent either every alternate year or by 5 percent every year from 1996 on wards.
- iv. The users charges other than fees should also be raised gradually.

2.7 Review of "Regionalization of Higher Education in Nepal", CEDA, HMG/TU/UNDP/World Bank, October 1994

CEDA and assessment of Tertiary Education Project HMG/TU/UNDP/World Bank, October, 1994, states in Page 2 the major objectives of this study was to, "assess the suitability of different leading campuses in each of five development regions to function as a prospective centre or lead campus in the region, which can play the role of an educational resource centre and a future university in the making".

"Centralization of institutions of higher education in a few centres resulted into a concentration of development efforts in a few centres. And such centres are over crowded also. So for correcting this situation, Tribhuvan University made a decision to decentralize the management of higher education initially by creating a cluster of several campuses. Such clusters would be gradually evolved to take academic and management decisions on their owns. In the process of forming the cluster, lead campuses are visualised each of the clusters, which would be responsible for providing academic leadership and co-ordinating other academic activities. Such lead campuses can eventually evolve into an independent university also". (Page 3, Executive Summary).

The document further states that the policy of cluster and lead campuses has been a complete failure. Establishment of Purwanchal and Pokhara have contributed to the failure of the policy of regionalization of TU. (Page 5, Executive Summary).

2.8 Review of Decentralisation of the Management of Higher Education in Nepal,

This document was submitted by CEDA to Assessment of Tertiary Education Project, HMG/TU/WB, December, 1994, which states: "Decentralisation of the management of higher education becomes desirable as the institutions grow in size and complexity. Inadequate opportunity for participation, lack of decision making authority at operational level, poor institutionalisation and lack of commitment among the staff and students may lead to poor performance causing discontent in administration and resentment among staff and students".

The document states further that there was no clear vision regarding the mission or goals of higher education and that it was very difficult to workout a strategy of decentralisation in a state of confusion regarding the goals, objectives and priorities of higher education (Decentralisation of the Management of Higher Education in Nepal, CEDA, HMG/TU/WB, December, 1994. (Page vii, Executive Summary).

Moreover, the study team has questioned on the functional strategy of decentralisation and the extent of their agreement on each of the strategic options, the summarised responses were as follows:

- a) Of the four strategic options given to policy-makers, the "block-grant system" received the highest rating as the best functional strategy to be adopted by the university. Their second preference was "full autonomy" option,
- b) The operational level executives, on the other hand gave the highest rating to the option on "full autonomy" as the right functional strategy towards decentralisation,
- c) Both groups, however, totally rejected the "*privatisation*" option as a decentralisation strategy with the lowest possible rating. (Page xi, Executive Summary).

2.9 Review of Tribhuvan University, "High Level Investigation Commission's Report (2056)"

The Report is related with the irregularities at the Mahendra Morang Adarsha Multiple Campus, Biratnagar. In order to investigate on the administrative, educational and financial irregularities that occurred in the campus during that period, a High Level Investigation Commission was commissioned on 2056/11/5 B.S. by TU. The financial irregularities were mostly concerned with the Policy Implementation Fund (PIF) disbursed under HEP.

After a detail investigation the commission had concluded the following findings, concerned with the financial irregularities

- i. Though initially Polythelene Felt coating was advised as a solution to the leaking roof the science block, later it was discarded as it was felt that the Polythelene felt would not control the leakage. In lieu of that R.C.C. slabing was done using 7mm diameter reinforcement. But while paying the bill to the contractor, even the cost for Polythelene felt treatment was found to have been paid.
- ii. Excess amount has been found paid to the contractor of the main buildings roof repair.
- iii. It has been seen that no proper attention has been given to make sure that the painting works were accomplished as per the specification agreed upon.
- iv. Since there was no fruitful outcome of maintenance works undertaken in the Boys Hostel. So the amount spent i.e. NRs 3,60,000 has been in vain.
- v. The expenditure for repair and maintenance of wiring of the campus blocks by tender and price quotation has been found to be irregular.
- vi. The 15% extra remuneration paid for the supervision of the construction and maintenance work could not be justified as per the rules.

CHAPTER III

Effectiveness of HEP

3.1 Project Design, Inputs and Implementation Arrangements as well as Sustainability of the benefits

To achieve the required systematic changes in the administrative, financial and management process of the university to permit the government and TU gain control over rapidly escalating costs and to improve upon the low quality of higher education, the following existing policies were identified to have a long-term impact (Staff Appraisal Report, WB, Nov. 23, 1993, Page 14):

- i. **Regulation of Enrolment Growth** by: a) limiting enrolment to the capacity of each campus and department, b) devising measures to enrol students on merit basis, and c) regulating new campus affiliations.
- ii. **Improving Resource Utilization and Mobilization** by: a) developing policies for cost recovery and income generation, b) privatizing services units within TU, and c) increasing private responsibility for tuition and other fees.
- iii. **Preparation for Higher Secondary Education Reform** by working jointly with the Ministry of Education and Sports to implement a higher secondary education reform in according to 1989 law enabling higher secondary education.
- iv. **Improving Quality, Utility and Responsiveness of Higher Education** by: a) improving the quality and relevance of higher education by establishing three-year Bachelor's degree programs and updating the curricula, and b) improving the examination system of TU.
- v. **Improving the Organisation, Planning and Management Capacity of TU** by: a) increasing organizational effectiveness through decentralisation of managerial responsibility to institutes, faculties, research centres, and campuses, and b) strengthening the central administration to perform policy planning and evaluation functions.
- vi. **Improving and Maintaining Physical Facilities** by: a) rectifying the current serious facilities and equipment deficiencies through a program of renovation, upgrading and maintenance, b) developing maintenance plans for facilities and equipment, c) establishing capacity within TUs central administration to plan and advise on future development and maintenance operations of TU campuses to ensure sustainability.

While examining these policies within the objectives of the study on effectiveness of investment in higher education, the research team found that the Policy Implementation Fund was granted to campuses then willing to go for decentralisation, resource generation and phase out of Proficiency Certificate Level (PCL). Though some campuses within Kathmandu Valley phased out Proficiency Certificate Level (PCL) (eg. Shanker Dev Campus), most of the campuses could not phase out PCL because of the political pressure. Also that the, generation of tuition fee from PCL contributed substantially to the financial resources of the campuses. However the increasing enrolment ratio of the students to the PCL level of TU has been regulated and down sized. The campuses outside the valley also met with the same problems. Most of the campus chiefs teachers and students interviewed were of the opinion that alternate cheap provision should be introduced by the government in lieu of PCL. The current higher secondary education offered by some private schools is too costly for a majority of the students to support their education. Many campuses sampled and receiving the fund showed positive signs towards resource generation. Since under decentralization policy they were allowed to generate "Development Fund", it was particularly worth noting in Nepal Commerce Campus, Minbhawan that the campus had collected adequate fund to provide accident insurance to the students, though in a very small amount. The research team felt that it was a major step towards the internal resource generation. In another case Shankar Dev Campus and Prithvi Narayan Multiple Campus, Pokhara had rented shutters constructed by them to outside parties and were seen generating financial resources from that. This was also observed to be satisfactory by the research team.

With a view to improving upon the existing documentation and in formations systems, it was decided to implement the EMIS in three key campuses viz. Central Campus, Kirtipur, MMA Campus, Biratnagar and PN Campus, Pokhara. However, EMIS could be introduced at OCOE, personnel Administration and Financial Administration Division. The Failure of cluster concept prevented the introduction of EMIS in the cluster campuses i.e. PN Campus, Pokhara and MMA Campus, Biratnagar, (Project completion Report, WB, Nov. 2002).

However the computers granted under the PIF disbursements to various campuses were utilized for various purposes. Shankar Dev Campus and Nepal Commerce Campus used that

in computer laboratory of BBA program and also in accounts and administration. The computers granted to PN Campus were being utilized by the computer lab therein. It acted as an autonomous unit within the campus that trained outside students by charging a little extra amount from them besides providing regular services to the BBS and B.Sc students at highly subsidised cost. In MMA Campus, Biratnagar, the computers were seen dumped in the store. This was because the campus was unable to raise adequate financial resource for the maintenance of the computers. This showed that mere granting facility and utilities to the campuses is not enough. Such projects also need to train adequate human resources to look after their repair/maintenance and smooth running.

The major achievement of the Higher Education Project has been the "Infrastructural Facilities Improvement". The research team found that various new buildings like the science block at TU, laboratory block at PN Campus, Pokhara, a teaching block at Nepal Commerce Campus and a Seminar block at Shankar Dev Campus, were all built by the aid of HEP fund. These new buildings were found to be useful to the respective campuses as observed by the research team. But there seemed to be problem of leakage at times, sometimes the toilets chocking and corridor draining the overflow water at Kirtipur campus. Though some minor complaints were observed, overall the civil works is rated satisfactory. The development of new facilities (as observed in field visit) have increased the performance of the campus mostly in the science stream. This has been demonstrated by high level of result output by students under science stream (Refer to Analysis of Enrolment Examination Clearance Trend from the data page 29-32 of this report). It would have been highly fruitful had the HEP completed the construction of boundary wall surrounding the university compound. The repair and maintenance works of the various leaking roofs at PN campus, Pokhara (particularly the library block and science block) and MMA Campus, Biratnagar (particularly the roofs of Science block) were observed to be yet leaking then and it has also been justified by the High Level Investigation Commissions Report (2056). It was observed that at times the campuses demanded fund under one heading and spent them under another as obtained from the discussion with teachers and students of the HEP funded campuses. (Refer to Interview Schedule, Appendix 6 to 11 of this report). This has been seen in practice due to improper monitoring and control of PIF disbursements by HEP central office and Central Monitoring and Evaluation Division of TU. Also, is it worth mentioning here that the

research team could not justify the building of a two storeyed 'Porsche' laboratory block at PN Campus, Pokhara. The team was of the view that instead of building such a costly block (the team estimated that the block would cost more than one crore), the campus could have opted for construction of two or three multi-storeyed buildings because the team found that the main science teaching block was in bad shape and desperately needed replacement.

The goods sent by the HEP office to the libraries of various campuses were found to be satisfactory in the sense that it helped in improving the severely stressed resources of the campus. Yet the central purchase of furniture and fixtures for Biratnagar could not be justified by the research team. Most of the equipment furnished by HEP central office to the various campuses for laboratory facilities upgradation was found to be non-durable even though they could be made useful because they were found to be imported from overseas. Such costly laboratory instruments formed a good chunk of the equipment in PN campus, Pokhara and MM Multiple campus, Biratnagar. The major problem was the repair, maintenance and/or replacement of the parts of the equipment. Also it was felt that the local campus personnels were not given enough training for maintenance and repair of such goods.

The performance of the consultants was observed to be generally satisfactory but for some minor complaints of supervision on-site which has led to inconsistency in quality control. Some site development activities such as construction of a by-pass road were also seen in the TU, Kirtipur campus.

Another major thrust of the HEP was examination reform. Under this the research team observed that the Office of the Controller of Examinations has been shifted from its old and outdated building at Jamal to a newly constructed, well-equipped and a fully computerised building at Balkhu. EMIS was observed implemented at this new block. This has helped to conduct the examinations more efficiently and a considerable reduction in the time taken to declare the results timely. But the other works were observed to be of the same quality as before, for example subjective questions in most of the programmes, manual checking of answer sheets, duplication of work by manual checking and recording by feeding upon computer database etc. Since the concept of regional cluster development failed miserably, the branches of the OCOE at the PN Campus and MMA Campus were observed to be non-functional. The research team observed that there were no computer terminals and a very

poor documentation of examination records in these branches. This suggests that there are very few reforms in the FMIS outside Kathmandu.

So far as the *Curriculum Development and Textbook Revision* is concerned, the research team found that a considerable amount of resources were spent in "Curriculum Development" from the discussion with the concerned authorities of the MOES, and the MOF it was realized that a huge amount was spent in hiring the consultants from neighbouring and other countries and intensive work outs were done for the revision of the curriculum for the three-year Bachelor's degree and the new Master's Degree programs. (The exact amount to this effect could not be obtained despite repeated effort due to non cooperation from the office concerned). Also many market-oriented courses like Information Management, Rural Development, Computer Applications etc. were observed to have been initiated by TU. Through not anticipated under HEP, the results from these reform reflect the enhanced responsiveness of TU towards market needs. The need for revision of the curriculum of PCL was not appraised in the objective of the project as PCL was appraised to be phased out from TU.

On the other hand, the concept of textbook revision was to design and make available the textbook, as far as practicable, of local writers in simple and understandable language and, if unavailable, then to import affordable yet understandable textbooks from outside. This was found missing to a large extent. The books furnished to the campus libraries were very small in numbers compared to the huge number of students they enrolled. The books available in the local markets were too costly for the students to purchase. So the students rely totally on the lecture notes and hands out granted to them by the teachers of the concerned subjects. Hence the research team rated this component to be unsatisfactory. As an example there were about 61,493 books in the library of MMA Campus, Biratnagar, most of which were purchased a long time back to suit the course requirements then run by the campus. After the introduction of new three year Bachelor's Degree program only 3,000 books have been purchased and that also through HEP fund. On the other hand the enrolment to the college has doubled or almost tripled within that seven or eight years (also due to non phasing out of PCL level from the campus) as realized from the discussion with the campus chief.

The next component that needed attention was "*preparation for higher secondary reform*". The original concept of the HEP was a step-wise phasing out of 'Proficiency Certificate

Level' program from TU and to replace the program by encouraging the matriculate students to go for 10+2 program of Higher Secondary Education Board. For the implementation of this program, some money was found to have been disbursed through the regional campuses (observed in case of record study of PN campus where NRs 43,25,387 was spent for upgrading of 5 schools to higher secondary level and has been reported on "Field Report" of the research team), but the schools were not seen that willing to undertake the +2 programs even though they undertook the fund because they were unwilling to run an economically unviable program.

The positive outcome of the implementation of this component has been a) expansion of HSEB technically, materialistically and academically, b) initiation of phasing out PCL programs from TU and c) non-affiliation of new PCL campuses or programs by TU.

The *sustainability* of the reform programs as envisaged by the HEP is more likely because a lot of initiatives have been undertaken by the various campuses funded under the PIF. Of them all, orientation of the respective campuses towards cost recovery by introduction of market driven courses, upgradation of laboratory and library facilities, more participation of citizens in the design of local institutions etc. are some positive symptoms. As for example the introduction of Bachelor's in Business Administration (BBA) programs in Shankar Dev Campus and Nepal Commerce Campus, where the students pay an average monthly tuition fee of around NRs 2,700 gives an air of sustainability. Besides, a lot of courses like Biotechnology, Microbiology, Rural Development etc. are of hot demand in the present market of the country. Constant up-gradation of the facilities and regulated enrolment in such courses with a sustainable fee structure is the key to sustainability. A small example of this was observed in Shankar Dev Campus, Kathmandu and Prithivi Narayan Campus, Pokhara, where the campuses rented their shutters to outside parties for fund generation. The concept of cost recovery from the internal resources like increase in the tuition fee of students or lease/rent of fixed assets of the campus etc. has been observed at many campuses. This gives an air of gradual change in the mental set up of the campus management. At this point, the research team is optimistic about the sustainability of the project output in a long term run with continuous aid and support from the parties concerned.

The research team also observed that the generation of the "Development Fund" under the decentralisation policy was a major step forward in this direction.

3.2 Targets Accomplishment

If the HEP is to be analysed according to the targets accomplishment, then there comes distinctly three categories of the components (objectives) that the HEP was designed to accomplish. They are basically the targets that are a) fully and satisfactorily accomplished, b) partially accomplished (accomplished but with some reservations about them) and c) unaccomplished (or targets that have failed to achieve the objectives).

Amongst the various parameters, regulation of enrolment growth (despite strong constant opposition and protest from the student), improved resource utilisation and mobilization, curriculum revision, decentralisation policy, infrastructural facilities improvement fall under the first category i.e. satisfactorily accomplished. However, various other parameters like examination reform, library reforms, improving the organisation, planning and management capacity of TU, improving the quality, utility and responsiveness of higher education, examinations reform has been rated marginally satisfactory or they fall under the second category. Nevertheless, regional cluster development, textbook revision, higher secondary education reform and EMIS fall under the third category i.e. the ones that could be spoken of as unaccomplished (Referred to Reflections from the Interview Schedule Section of this report).

3.3 Efficiency, Effectiveness and Impact

The overall program efficiency of the HEP can be categorised according to the performance or implementation status of the various parameters. Though HEP has started a good progressive step ahead in the field of higher education reform, while matching and cross-checking the baseline information generated through the literature review with the secondary data generated from record study and primary information obtained through interview schedule and field observation, the research team found that some parameters were very effective in reaching targets well beyond its anticipation. Amongst them are "resource utilization and mobilization", "facilities improvements" introduction of merit-based entrance

examination for all university level programs, non-affiliation of new PCL program campuses by TU and management capacity improvement of the campuses.

These outcomes have shown a long-term impact upon the functioning of TU and its campuses. They have not only been highly effective and efficient, but rather they have aided a lot in improving the quality of delivery of higher education. Yet such achievements don't last forever, and hence they need constant revision and enhancements along with a co-ordinated support from all the stakeholders support.

There are certain other components like "textbook revision" "decentralization" etc. which should be spoken of as partially successful. They could not show their full effectiveness and as a result the efficiency of the higher education has not been enhanced significantly. Though "curriculum reform" can be spoken of as successful, yet the non-availability of affordable and understandable texts at local market has clouded the much endeavoured curriculum reform. Its impact if optimistically viewed, can have a long term positive bearing in the quality of education provided the textbooks are soon made available.

Finally, there are certain other components like "maintenance capacity development" regional cluster development, "examination reforms" etc. along with "EMIS" which should be called not-that-successful. The effectiveness of these components was not that fruitful, which ultimately has contributed to decreased delivery of HEP. The maintenance capacity development needs immediate focus so as to make the laboratories goods granted by HEP office to the respective campuses functional. If not undertaken immediately, then within a few years the improved laboratories will again assume the previous state of haphazardness. The EMIS should be another area of reform, because the research team has come to the realisation that should EMIS be implemented, the data keeping or inventory management of the major campuses of TU would increase significantly. And this, in turn, would help in improving many areas of TU, where attention would be required.

Conclusively the project should be taken as a successful one because despite of many shortcomings, it has opened a lot of prospects for higher education reform. Had the project not intervened, the TU management system would have worsened far beyond the point, from where returning back would have become very difficult. Also that a ray of hope for the sustainability of the project has been anticipated though much needs to be done in this field.

3.4 Strengths and Weaknesses

The major strengths of the HEP has been:

- a. Implementation of merit-based entrance examination system to regulate enrolment growth, b) improvement in resource utilization and mobilization, c) increase in the management capacity of the campuses, d) implementation of self-sustaining policy, e) decentralisation initiative, f) infrastructure and facilities improvement, g) curriculum development and reform, h) reduction in result declaration time.

Similarly the major weakness of the HEP has been the failure of (a) regional cluster development, (b) maintenance capacity development, (c) unplanned phasing-out of PCL program without suitable affordable+2 program or other similar alternatives, (d) unavailability of affordable and understandable textbooks, (e) EMIS in major campuses ((f) work completion and execution as per the design and specifications at times.

3.5 Policy Concerns

The Policy Statements made in Eight Plan indicate the intention of the government to i) upgrade higher education in terms of physical and research infrastructure, ii) encourage the private sector to participate in higher education, iii) make the educational institutions financially and managerially autonomous and self-reliant, iv) decentralise the management of higher education through creation of universities in different regions and the UGC. The policy statements reflect a move away from the traditional system of state control, towards a more competitive system with increased autonomy and normative financing system of public resources.

The present status of policy implementation shows that the government has so far attained some progress. It has developed the legal framework required for the decentralised management of higher education and also for some encouraging the private sector to participate in higher education sector. However, much remains to be done towards policy implementation. The schemes and strategies to impart the policy of upgrading higher education, phasing out the PCL education from higher education, and the financing, co-ordination and evaluating criteria were not seen satisfactorily in the sampled campuses.

Both MMA campus, Biratnagar and P.N. campus, Pokhara were unable to phase out PCL programme. Even though the P.N. Campus, distributed a good chunk of money to outside

institutions for the developing the necessary infrastructures to undertake PCL programmes because the institutions later refused to continue the programme realising its unsustainability. Only six campuses namely – Siddhanath Campus, Mahendranagar, Nepal Commerce Campus, Shankar Dev Campus, Nepal Law Campus, Vishwo Bhasha Campus and Public Youth Campus are running in TU Block Grant System (Proposed Income and Expenditure Estimate of TU for the Financial Year 2060/61, Central Office, Kirtipur, 2060).

3.6 Some Important Reflections from the Interview Schedule

3.6.1 Campus chiefs:

According to the Campus chiefs of the five sampled HEP funded campuses, they received funds for teaching blocks, library, laboratory and others facilities improvement. Even then they thought that the funding was inadequate. About 80% of the campus chiefs tried for additional funds though it was not granted and they opined that the internal resource of the campuses were not sufficient to carry out regular repair /maintenance of the infrastructures. The same 80% of campus chiefs believed that the enrolment capacity of their campuses have improved due to new facilities, which amounted to nearly 30% improvement. And the same 80% of the campus chiefs believed that adequate lab facilities have been provided to their students as per the requirements of the curriculum. Nearly 60% of the campus chiefs were of the opinion that their library facilities were adequate for students as per the requirement of the new curriculum. In another query about the size of the classrooms, 60% of the campus chiefs were unsatisfactory about the standard class size as their classes for various levels and disciplines had to be scheduled during peak (day time) teaching hours. Nearly 80% of them replied that their campus had utilized its resources effectively. A majority of them suggested that their campus needed improvements in facilities up-gradation like canteen, toilets, classrooms, libraries etc. 80% of them said that the HEP fund was not utilized in construction works only. Only 60% of the campuses had regular repair /maintenance plans.

About 40% of the HEP funded campuses yet run PCL programs whereas 80% of them ran PCL programs previous to the funding. Similarly 80% of them said that the PIF fund had helped them improve the result of their campuses where was 60% opined that there has been minor change in the examinations reforms. Finally all of them were of the view that in overall consideration, there has been mild improvement in their institutional delivery.

Similarly when the campus chiefs of two non-funded campuses were asked why their campus didn't receive HEP fund, 50% of them replied that they didn't ask for fund. The same 50% replied that they were unable to add new facilities through their regular internal resources or funds and were unable to undertake repair/maintenance works. They all replied that there was no of regulation enrolment growth in their campuses and 50% of them were unable to provide regular lab facilities to their students as per the demand of the curriculum. All of them said that their standard class size exceeded their carrying capacity and needed improvement in facilities. None of them had regular repair/maintenance plans for their campuses and all of them ran the PCL courses. Finally they confessed that there has not been any significant improvement in their exam performance. Rather the percentage of students failing in the final exams were increasing compared to the yesteryears.

This analysis shows that HEP fund has helped the funded campuses to improve their performance compared to the non-funded ones in a variety of sectors.

3.6.2 Teachers:

Twelve teachers from the HEP funded campuses were chosen. These teachers of the project funded campus when asked about the adequacy of the newly constructed /repaired classrooms for the students, 50% didn't have any information about that. Similarly 50% of the teachers were of the view that the newly added infrastructures aided in the study of the students, 35% said that increase in teaching equipment aided in the study. More than 80% of the teachers were of the view that the library facilities had improved, amongst which 20% said that it was very effective and 70% believed that the improvement was marginally satisfactorily. More than 80% of the teachers believed that the civil works were undertaken satisfactory and 30% amongst them rated it to be excellent whereas 70% said that it was satisfactory. Likewise 70% of the teachers believed there has been improvement in the enrolment capacity of the campuses due to HEP funding and nearly 70% opined that the seasonal variation didn't affect the regular classroom/laboratory activities. To another question of whether the student pass percentage has improved due to addition of new facilities by HEP funding, 70% of the teachers replied affirmatively. Finally, 70% of teachers were of the view that their campuses did not undertake regular/periodical maintenance and repair works.

On the other hand, 4 teachers from two HEP non-funded campus were chosen for interview schedule. When asked whether the classrooms in their campuses were large enough to accommodate students, 50% replied affirmatively and 50% negatively. Likewise, when asked whether there had been any improvement in the library facilities within recent past (intentionally 1992-2000) 75% of them said 'yes'. To another query of how they rated the library improvement, 66% felt that to be highly effective and remaining 34% ranked it to be satisfactory. Similarly, to another question of whether the campus had undertaken the civil works with its own resources, all of them (100%) replied affirmatively. Finally when they were asked to rate the campus undertaken civil works, 75% said that it was very good and the remaining 25% rated it to be average.

3.6.3 Students:

Twenty students were sampled from the HEP funded campuses for interview –schedule. When asked whether they knew anything about HEP, 60% said 'yes'. Again when asked whether there had been any improvement in the institutional delivery of the campus more than 50% replied that it was negligible and 30% replied that it had marginally improved. To a question on if the facilities developed harmonized with their requirements, about 80% replied affirmatively. To another question of whether HEP had aided in teacher's training, lecture hall improvement etc 80% said 'yes'. When asked to rank that improvement, 50% said it was good and 45% said it was satisfactory. The research team queried further on library facility's adequacy; 80% said that it was inadequate and only 20% rated it to be adequate. Similarly when asked about their view regarding the laboratory facilities present in the campus, more than 80% were dissatisfied with the existing lab facilities. Furthermore, 75% of the students were dissatisfied with the examinations reform and text book revision lately undertaken by T. U. Besides, 80% of the students were not satisfied with the way HEP fund had been spent in campus facilities improvement. The same 80% of the students said that the repair /maintenance works had not been taken satisfactory. To a query on what should be done to make such educational reform programs more sustainable, 50% of the students replied that lease or rent of the campus resources was the best solution and 25% said that a hike in the tuition fee would help to recover the cost where as the remaining 25% opined that other means like government grant /foreign aid etc. should be sought to run the programs.

Similarly 8 students from HEP non-funded campuses were chosen. When asked whether they know anything about HEP, 85% said 'no'. 70% of them complained that their classes were oversized. Likewise, 80% replied that there was no improvement in the campus delivery compared to before. When asked about the library facilities of the campuses, the students gave a fractured opinion with 25% saying that it was good, another 50% saying that it was average and a majority i.e. the remaining 50% replied it to be poor. Similarly, the same 50% of the students ranked the laboratory facilities availed to them by the campuses to be very poor, with the remaining 25% each saying that it was good and average. 50% of the students rated the examination forms undertaken by TU to be good with remaining 50% rating it as average. Similarly to another question of curriculum reform undertaken by T. U., more than 80% took it to be average. Finally when asked to comment on how such educational reform programs could be made sustainable more than 60% said that government aid, foreign grant etc. should be utilized, 30% said that the campuses should put their resources in lease /rent and the remaining 10% said that the campuses should think about hiking their tuition fee of the students.

3.7 Analysis of Enrolment and Examination Clearance Trend from the data

3.7.1 Prithvi Narayan Multiple Campus, Pokhara

Under the various disciplines of humanities the enrolment seemed almost constant from 2055 to 2058 with a slight variation in 2058 when the enrolment showed a decrease from 2100 to 1836. However the enrolment again showed an upsurge during 2059 when the capacity increased to 2911. Similarly the examination performance of the students under the humanities stream initially showed a positive trend when the pass percentage rose from 10% to 12% from 055 to 057 but again it down surged to 9.6% in 2058. The result of 2059 could not be obtained.

The faculty of management has a better performance compared to the humanities stream in PN Campus. The enrolment trend has shown a better gradual enrolment growth of the students from 2055, when they were 699 in strength to, 2059 when they were 1008 in numbers. Likewise the exam result also has shown a gradual improvement in pass percentage from 9.73% of 2055 to 16.5% of 2058.

The most satisfying amongst all the faculties is the faculty of science, where the overall performance has been better than that of other disciplines. Though the enrolment growth has risen from 258 in 2055 to 501 in 2059, yet the pass percentage has decreased from 55.81% in 2055 to 16.63% in 2058 (even this was better than that compared to other facilities). Even though the exam performance is deteriorating, it is much better as compared to other faculties.

Under the various disciplines of education the enrolment trend has shown expansion whereby the number of students enrolled have improved from 1685 in 2055 to 2814 in 2059. However, the pass percentage has decreased from 20.95% in 2055 to 17.42% in 2058 with an exception of 23.19% in 2056.

Of all the other disciplines, the faculty of law shows the most disturbing result in PN Campus, where the enrolment has dropped from 102 in 2055 to 14 in 2057 and the passed students range from 5 in 2055 to 1 in 2057. The record of 2058 & 2059 are left blank as no further enrolment was undertaken.

3.7.2 Shanker Dev Campus, Kathmandu

Shankar Dev Campus is a management campus located centrally in downtown Kathmandu. The student pass percentage could not be calculated as the data of students clearing eh exams over the years could not be obtained. The enrolment under BBS and MBS programs show a regulation in enrolment, whereby the enrolment has dropped from 1700 in 2055 to 1463 in 2058 with a sudden down surge to 1351 in 2056. This shows the level of competitiveness of admission to Shankar Dev Campus due to introduction of entrance examination.

3.7.3 Nepal Commerce Campus, Minbhawan

Nepal Commerce Campus, also spoken as Minbhawan Campus is another reputed management campus of Nepal. A trend analysis shows the following result of BBS programs. In the year 2055, the BBS program was run only up-to 2nd year and the average result declaration was about 17% whereas the average pass percentage of 2059 has been 26% with an outstanding performance of 30% during the year 2057. The enrolment capacity of the campus in BBS program has risen from 1869 in 2055 to 3,163 in 2059 with the best enrolment capacity of 3,722 in 2058.

3.7.4 Mahendra Morang Adarsha Multiple Campus, Biratnagar

The trend analysis of the performance of students of PCL level shows the following projections. Under the faculty of humanities the enrolment has fallen from 990 to 983 (almost constant) and the pass percentage has also dropped from 6.06% to 4.12% while comparing the time frame of 2058 with that of 2055. Likewise in case of management, the enrolment and pass percent of 2055 has been 916 & 14.19% respectively while that of 2058 has been 749 and 7.20% respectively. Similarly while comparing the enrolment and pass percentage of 2055 (142 & 14.08%) with that of 2058 (231 and 14.71%) both enrolment and pass percentage seem to have increased comparing the performance of the overall PCL program science streams shows better performance).

The various records for enrolments of PCL level and exam performance records can be interpreted as follows (students clearing exams refer to regular students)

Humanities:

Enrolment from 2055 to 058 = 4301

Students clearing exams = 238

∴ Percentage pass = 5.53% in average

Management:

Enrolment from 2055 to 058 = 3946

Students clearing exams = 490

∴ Percentage pass = 12.41% in average

Science:

Enrolment from 2055 to 058 = 774

Students clearing exams = 143

∴ Percentage pass = 18.47% in average

On the other hand in the Bachelor's level under various faculties, the following data reflect the scenario. Under the humanities stream the enrolment grew from 585 students in 055 to 775 students in 057 and then decreased to 635 students in 059. Similar fluctuation can be seen in terms of result where the pass percentage dropped from 12.47% in 055 to 7.22% in 057 and then again rose upto 10.62% in 058. Talking about management the enrolment capacity has dropped uniformly from 898 to 761 from 055 to 059 respectively. Along with the decreasing enrolment the pass percentage rose from 7.34% of 055 to 7.79% in 058.

Finally the science stream show somewhat better trend whether enrolment showed a growth from 53 in 055 to 159 students in 057 and then dropped to 128 in 059. But the pass percentage showed a scaling up from 37.73% in 055 to 39.51% in 058. Following are the highlights of Bachelor's level.

Humanities:

Total Enrolment from 2055=2594

Students clearing exams = 233

∴ Percentage pass = 9% (average)

Management:

Total Enrolment from 2055 to 058 =3081

Students regularly clearing exams = 220

∴ Percentage pass = 7.14% (average)

Science:

Enrolment from 2055 to 058 =437

Students regularly clearing exams = 144

∴ Percentage pass = 33% in average

3.8 Analysis of HEP Fund Disbursement

The research team repeatedly tried to retrieve the necessary data from the concerned office regarding the PIF disbursements but could not obtain any. So the table of HEP fund disbursements as presented by Implementation Completion Report, WB, Nov. 2001 has been provided in Appendix 19.

As per the report there has been disbursement of 66.1% in Institutional Development compared to the appraisal estimate. Also it shows 106.7%, 73.9% and 52.2% disbursement of the appraisal estimate under Facilities Development, Instructional Delivery and Assessment and Secondary Education Reform respectively. All the above data pertains to the actual disbursement of the project financing by the bank i.e. WB.

New for the actual disbursement compared to the appraisal estimate of HMG as per the same document, 85% for Institutional Development, 121.8% for Facilities Development, 120% for Instructional Delivery and Assessment and 27.5% for Secondary Education Reform was spent.

Thus it can be seen that in a majority of headings only a certain fraction of the appraised estimate could be spent. From the interview schedule with Campus Chiefs it can be drawn that though many campuses demanded for funds they were unable to receive additional fund demanded (refer to some important reflections from the interview schedule Page No. 26-29). As per the same report of the WB, only 15.63 million US Dollar was the actual credit disbursement in overall whereas the appraised cost for the project was 23.1 million US Dollar. Even though the actual credit disbursement is small to the appraised estimate, however, the research team is of the view that the project should be evaluated in terms of policy objectives achievement (which has been analysed in article 3.1 of Chapter III component wise in this report), rather than disbursement of credit. All in all the project has initiated a step forward in the direction of reform in higher education of Nepal (as it was the first of its kind).

Additionally, the research team could collect some information relating to PIF disbursements for various works of various campuses. Drawing of any conclusion from the record would be premature (partly due to constraints of resources like time, money etc. and partly due to authenticity and completeness of the data obtained), yet they have been displayed in Appendix 19 to 23 of this report with a view that it might be of use to future researchers.

CHAPTER IV

Summary and Recommendations

4.1 Summary of Findings of Field Level Observations

This section, deals with various issues, like PIF, decentralisation, PCL phase-out, regulating enrolment growth, EMIS, Civil works, Laboratory, Literary, etc. The following discussions have tried to present the experience as well as the feeling of campus chief, teachers and students over the project.

The following aspects were the outcome of the study on effectiveness of the project.

- Under policy implementation fund, decentralisation and resource generation concept are satisfactorily initiated at the various project funded campuses of TU. However, the phasing out of PCL from the funded campus were not seen effected partly due to feeble political commitment and partly due to students protest.
- Though the campuses are very positive about internal resource generation and a lot of initiatives have been taken in this direction, yet the concrete output can be seen only in a long run with continuous monitoring and support from the agencies concerned.
- Decentralisation in admission/enrolment by campuses did not show a positive trend towards regulating enrolment growth due to not following of the merit list published upon completion of the admission entrance test. Mostly, it has been observed (Refer to interview with campus chiefs at the annexe) that the student's union pressurize the campus administration to enrol more students well beyond the enrolment capacity of the campuses, thereby adding upon the already stressed resources of the campuses. This has shown a big constraint due to pressures in the already limited resources of the campuses.
- Greatest achievement of the HEP is the infrastructural facilities improvement, under which various civil works had been undertaken at the funded campus and lot of laboratory, library and other resource materials (goods) have been supplied.
- There were some minor problems of moisture leakages in the newly constructed block and some other minor ailments of not providing orientation programs or repair workshops to the concerned laboratory personnel. Or else, the facilities improvement should be called satisfactory.

- Though curriculum development has been successfully accomplished, yet its supplementary aid of textbook revision (availability of affordable and readable textbook) was found missing
- The laboratory facilities improvement seems to have contributed to the students of science streams which has been justified by the exam record of the students (please refer to Analysis of Enrolment and Examination clearance trend Page No. 29 to 32 of this report).
- The infrastructural development though rated as satisfactory would show positive trend in a long run only. As of present, it has contributed slightly teaching, learning process. So future projects need to concentrate more on improving teaching-learning also.
- The respective campuses need to chalk out a regular repair/maintenance calendar.
- At times, unwarranted goods have been found disbursed under material support to campuses by HEP. Most of such goods were found unutilised by the campuses. (Refer Field Report and Page No. 20 of this report).
- At some campuses the previous furniture were dumped in a room even though they were functional just because HEP provided them with a new set. This gives an air that central purchase and distribution policy didn't show that positive outcome (Refer to Field observation of MMA Campus, Biratnagar).
- Introduction of market-oriented courses in various TU campuses should be called a positive step forward in cost-recovery and towards generating adequate technical manpower in the country.
- The preparation for higher secondary education reform, though a good concept, is not gaining ground in creating opportunity of affordable education to an average Nepali student. So the phasing out of PCL from TU is being affected.
- The sustainability of the project outcome is more likely. If continuous political and material support is provided to the continuous reform packages like the HEP, then only such programs may succeed in a long term run. As such the research team is optimistic about the sustainability of the program.

4.2 Recommendations

In the context of the numerous problems existing with investment in Higher Education Project it is difficult to make appropriate and genuine recommendations. The problems besetting the PIF campuses and non-PIF campuses and the project are the ones, which have not been creeping up over night. These are cumulative problems besetting the different campuses over many years. In the light of the above conclusions, the research team makes the following recommendations:

- Monitoring and evaluation cell should be made effective.
- PCL Teachers of TU will have to be deputed to become involved in higher secondary schools under Ministry of Education and Sport in gradual run and the modality of their deputation needs to be suitably designed.
- Existing Government Secondary Schools should be upgraded to higher secondary levels.
- While designing such projects, the need assessment has to account for the future needs also.
- Provision for placement services have to be developed within the campuses.
- More participation should be initiated to make the programme more sustainable.
- Necessary orientation programmes should be launched to sustain laboratory reform program.
- Local equipment should be disbursed to campuses.
- Decentralisation policy should be made more clear and under stable.
- Continuous support program should be provided for a certain length of time.
- It is recommended that the social cost-benefit analysis of such projects be done.
- Strong political commitment is needed where policy revision has been undertaken.
- The next project should focus towards increasing the efficiency of "teaching learning process, capacity building in research works etc.
- It is difficult to upgrade the schools in rural areas to phase out PCL from university campuses. The funding mechanism for +2 program has to be more realistic so as to enable them to undertake the higher secondary program.
- It is very tedious and unsustainable approach to create a stand alone higher secondary school (i.e. schools containing +1 and +2 grades) both financially and academically. Rather, an approach of upgrading the present secondary schools (basically the public

schools) that are running the programs of matriculation have to be upgraded with the necessary support supervision and a vision of sustaining the program in a certain length of time to make the +2 program available even at village level.

- Besides, there are many faculty members within the TU campuses, who had been teaching at PCL program. If TU is to phase-out the PCL program, then a systematic deputation of these teachers from TU to the Ministry of Education has to be devised.

4.3 Strategies for Implementation

The research team recommends the following strategies to be adopted:

There is an urgent need of an efficient monitoring and evaluation system in TU. Monitoring and evaluation cell of TU was seen no effective, therefore, internal control was not achieved. Quality control of work was not seen due to absence of work execution according to specification. It is recommended that the CMED/NPC should also separately monitor and evaluate over the type of project.

The teachers who are engaged for PCL teaching in TU have to be shifted to HSE programme by transferring them gradually to the Ministry of Education and Sports and working out the mechanism of transition. It is also recommended that TU should stop recruiting the teachers for PCL programme.

With a view to strengthening the policy, necessary steps have to be undertaken to upgrade the existing government secondary schools to higher secondary levels so that the +2 programme becomes more sustainable and in reach of the villagers.

Alternatives have to be sought to provide affordable higher secondary programmes to the commons whether by negotiating with the donor or by allocation of necessary budgets by the government to the schools willing to go for +2 programmes. Then only phasing out of PCL will become meaningful.

While designing such projects, the need assessment has to account for the future need also. The present way of assessing the needs some six year earlier and implementing them at the later date is not scientific.

Provision for placement services have to be developed within the campuses so that the students are encouraged to pay for their education with the optimism that suitable placement would pay them back in future for their investment.

There is a need to initiate more participation of citizen in higher education to make the higher education program sustainable. It has been deemed important to provide necessary orientation programs, repair and maintenance workshop etc. to the concerned manpower so as to sustain the laboratory reform program (Refer to Reflections from Interview Schedule Page No. 26-29 of this report).

As far as practicable, local resources or more pragmatically local equipment need to be disbursed while providing the goods under such projects to different campus. This helps in keeping the goods in shape as the replacement part and technical persons required for their repair and maintenance could be obtained in the local markets.

Strong political commitment is needed to respect and accept the out-come of such projects where policy revision has been undertaken.

At times, the work of the Office of the Auditor General contradicted to decentralisation policy. This lacuna should be necessarily rectified in AGO's audit programme in order to make decentralisation friendly to the audit. The 'Development Fund' collected under decentralization policy were found unutilized in many campuses and the internal resource utilization was found being affected. For overcoming this difficulty, necessary elaborations to decentralization policy has to be undertaken so as to make it more clear and understandable by making new rules. (Obtained from informal discussions with campus authorities of sampled HEP-funded campus).

Revision and formulation of supporting document to decentralisation rules is an urgent need. It is recommended that strong political commitment is needed to respect and accept outcome of such projects where policy revision has been undertaken.

Appendices

Log-Frame Matrix

| Parameter | Observed status | Indicator | Means of Verification |
|---|---|--|---|
| 1. Relevance of design, Inputs and implementation arrangement | Design was satisfactory, the inputs were comprehensive but the implementation arrangements were not that applicable | <ul style="list-style-type: none"> Excessive pressure of student in campuses The pass percentage of last five years is stagnant Works not accomplished as per the projects appraisal | <ul style="list-style-type: none"> Enrolment record of campuses Examinations record Record of PIF expenditures and field observation |
| 2. Sustainability of benefits generated by the project | No increase in the tuition fee observed | No significant improvement in facilities infrastructural, curriculum resource personnels etc. | <ul style="list-style-type: none"> Accounts record Internal and external audit reports. |
| a) Increment of tuition fee of students | | | |
| b) Internal resource optimisations | Partially improved | <ul style="list-style-type: none"> Extra financial benefits generated by some campuses Development fund established and extra income generated | <ul style="list-style-type: none"> Accounts records of respective campuses Record study Audit reports |
| 3. Policy reform and implementation | Though policy reform has been found to be appreciable, yet the implementation status was observed to be unsatisfactory | <ul style="list-style-type: none"> Full utilization of decentralisation not seen Poor return even though the physical facilities have been improved | <ul style="list-style-type: none"> Field observation Audit report Annual results of the campus. |
| 4. Curriculum reform | Curriculum reform has been observed in the new three years of Bachelors and Masters degree program | <ul style="list-style-type: none"> Upgradation of Bachelors degree from two to three years made it mandatory to introduce new curriculum for the third year and revise that of the Master's level program Introductions of new courses like micro-biology, rural development, computer science, environmental science etc. | <ul style="list-style-type: none"> Courses of study Departmental records Records of annual funds disbursements for new streams. |
| 5. Textbook reform | Textbook revision was undertaken at decision making level but in practice affordable and understandable textbooks were not seen adequately in the local market. | <ul style="list-style-type: none"> Unavailability of adequate affordable and understandable textbooks in the local stationeries and book shops. Journals and periodicals seen in the libraries were not sufficient | <ul style="list-style-type: none"> Library observation Interview schedule with students and teachers. |

| | | | |
|--|--|--|--|
| 6. Examination system reform | <ul style="list-style-type: none"> Result declaration time has been reduced New premises for controller of examinations office established Controller's office has been computerised fully. | <ul style="list-style-type: none"> Timely declaration of result Regular/timely conduction of examinations Web site developed for viewing the status of student results. Record management has been upgraded. | <ul style="list-style-type: none"> Web-site of the controller of examinations Field observation Academic calendar of T.U. |
| 7. Institutional development a) Organizational reform | <ul style="list-style-type: none"> Campuses were put into block grant modalities as a major policy departure Self reliance, resource mobilization and improvement in campus operation management were seen but currently at major cities only | <ul style="list-style-type: none"> Establishment of development campuses infrastructural development in the campuses Improved financial status of the campuses | <ul style="list-style-type: none"> Campuses accounts record Project appraised and completion report |
| b) Regional cluster development | <ul style="list-style-type: none"> The concept of two regional campus cluster to support management development decentralisation, and ultimately autonomy was not realised during the field observed | <ul style="list-style-type: none"> Establishments of new private universities at the two regional centres of eastern and western development regions. Excessive work pressure in the central office of the controller of examination has not been reduced. | <ul style="list-style-type: none"> Annual report of TU Project completion report |
| 8. Facilities development | <ul style="list-style-type: none"> Though some workshops/seminars on preventive maintenance were carried at 3 principal campuses, the facility management office and centre for instrumentation services established in kirtipur, were close to non functional Infrastructural facilities like campus blocks, laboratories, upgradation of computer labs, library facilities were observed in sampled campuses | <ul style="list-style-type: none"> Many imported instruments of the science lab or those, which were out of order, had not been maintained from quite sometime now. Construction of new facilities of TU central campus and other campus. | <ul style="list-style-type: none"> Project completion report Field observation report |

| | | | |
|---------------------------------------|---|---|--|
| 9. Institutional delivery | <ul style="list-style-type: none"> • Though initiatives for local resource generation, offering of new market driven academic programs and stakeholders participation in management were seen as good sign for improvement yet the overall technical-learning process were found to be in the same stage as before | <ul style="list-style-type: none"> • Oversized classes | <ul style="list-style-type: none"> • Examination results • Interview schedule |
| 10. Higher Secondary Education Reform | <ul style="list-style-type: none"> • The projected target of higher secondary education reform to phase out the proficiency certificate level program from the university was not realized in practice by many TU campuses partly due to student unrest and partly due to higher educational (tuition) cost of +2 program. | <ul style="list-style-type: none"> • Non accomplishment of phasing out of PCL by campuses funded under PIF by HEP • Over crowding to campuses • Stress on campus resources (eg. lab, library, cafeteria) etc. | <ul style="list-style-type: none"> • Campus observation • Project completion report • Interview with students and teachers • Field report. |

Prithvi Narayan Multiple Campus, Pokhara

Trend Analysis of Students Enrolled Under various Faculties and The Students Passed

Humanities Stream

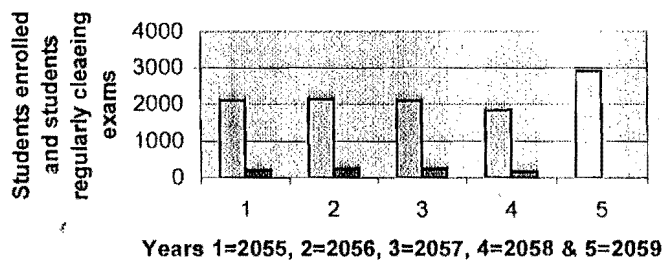
| Year | Enrolled | Passed |
|------|----------|--------|
| 2055 | 2103 | 210 |
| 2056 | 2140 | 253 |
| 2057 | 2092 | 251 |
| 2058 | 1836 | 176 |
| 2059 | 2911 | |

Total enrollment 055-058 = 8171

Regularly passing = 890

% regularly passing = 11

P.N. Campus (Humanities Stream) Performance Evaluation



Management Stream

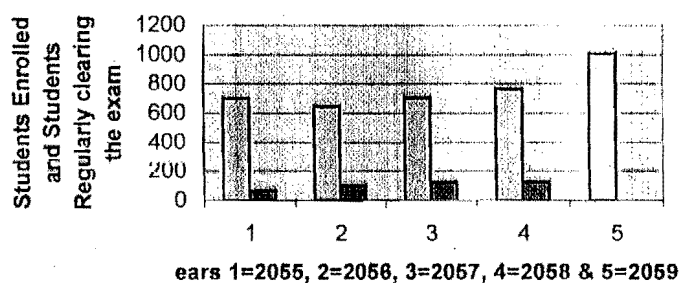
| Year | Enrollment | Passed |
|------|------------|--------|
| 2055 | 699 | 68 |
| 2056 | 646 | 103 |
| 2057 | 705 | 124 |
| 2058 | 764 | 126 |
| 2059 | 1008 | |

Total enrollment 055-059 = 2814

Students regularly passing = 421

% regularly passing = 15

P.N. Campus, Pokhara (Management Stream) Performance Evaluation



Science stream

| Year | Enrollment | Passed |
|------|------------|--------|
| 2055 | 258 | 144 |
| 2056 | 481 | 127 |
| 2057 | 477 | 120 |
| 2058 | 457 | 76 |
| 2059 | 501 | |

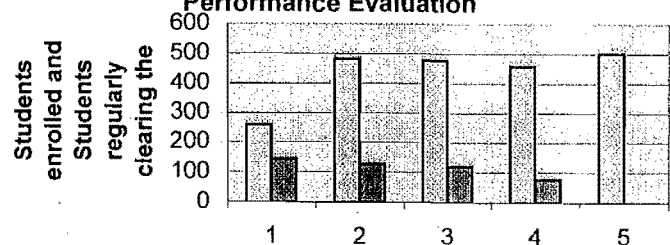
Total enrolles 055-059 = 1673

Regularly passing = 467

% regularly passing = 28

P.N. Campus, Pokhara (Science Stream)

Performance Evaluation



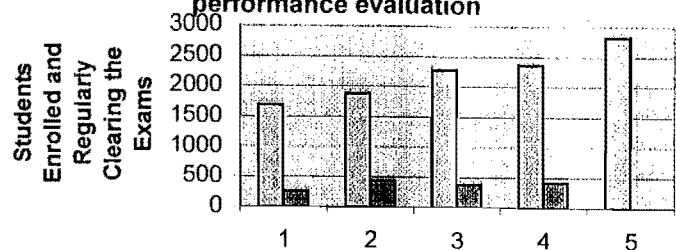
Years 1=2055, 2=2056, 3=2057, 4=2058 & 5=2059

Education Stream

| Years | Enrollment | Passed |
|-------|------------|--------|
| 2055 | 1685 | 253 |
| 2056 | 1876 | 435 |
| 2057 | 2263 | 376 |
| 2058 | 2360 | 411 |
| 2059 | 2814 | |

P.N. Campus, Pokhara (Education Stream)

performance evaluation



Years 1=2055, 2=2056, 3=2057, 4=2058 7 5=2059

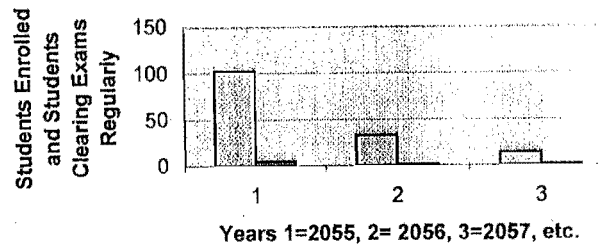
Law Stream

| Years | Enrollment | Passed |
|-------|------------|--------|
| 2055 | 102 | 5 |
| 2056 | 33 | 1 |
| 2057 | 14 | 1 |
| 2058 | | |
| 2059 | | |

Total enrollment = 149

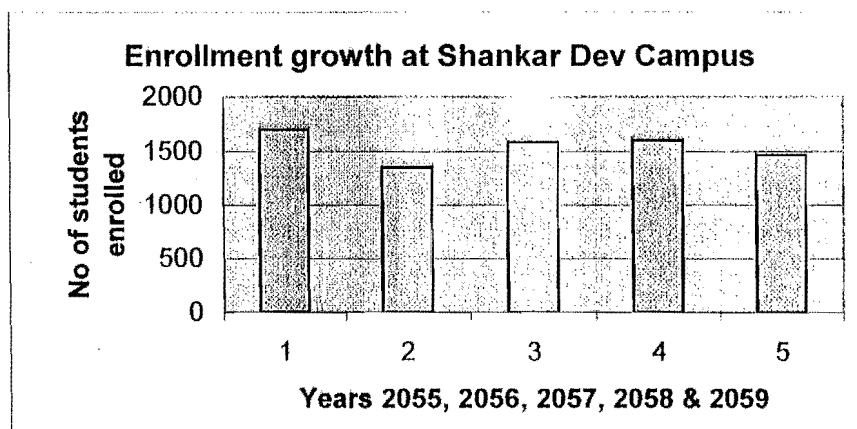
Regularly passing = 7

% regularly passing = 5

PN Campus (Law Stream) I.L. & B.L.

Study of Trend of Enrollment Growth at Shankar Dev Campus , Kathmandu

| | |
|---------|------|
| 055/056 | 1700 |
| 056/057 | 1351 |
| 057/058 | 1581 |
| 058/059 | 1603 |
| 059/060 | 1463 |

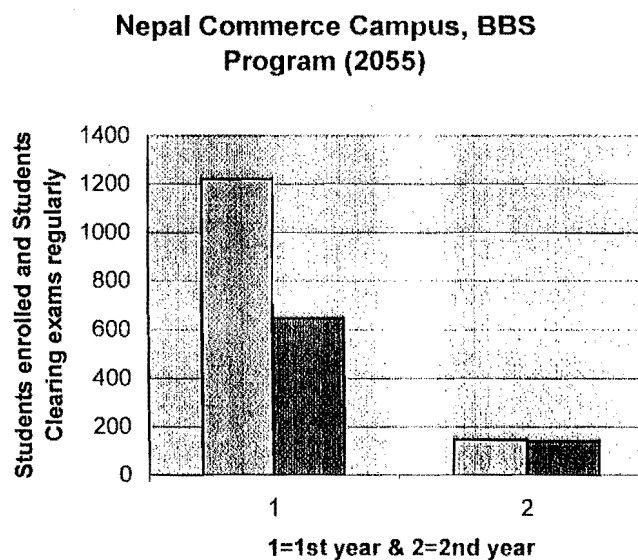


Nepal Commerce Campus, Minbhawan

Students Enrollement and Exam Clearance Trend

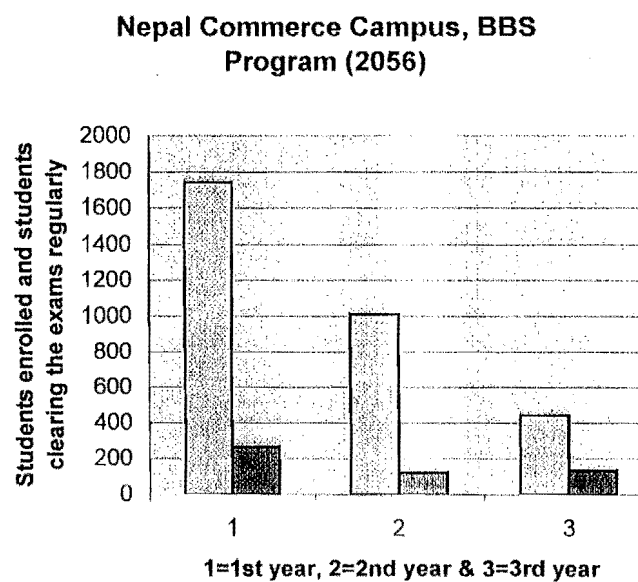
Year 2055

| | Enrolled | Passed |
|----------|----------|--------|
| 1st Year | 1220 | 147 |
| 2nd Year | 649 | 140 |

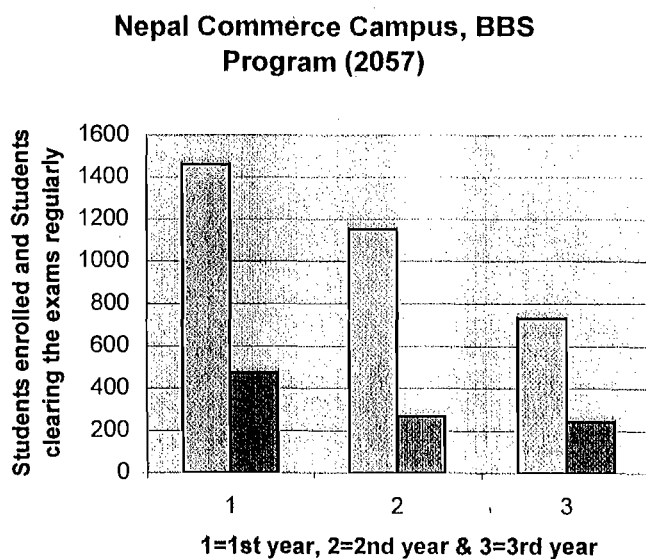


Year 2056

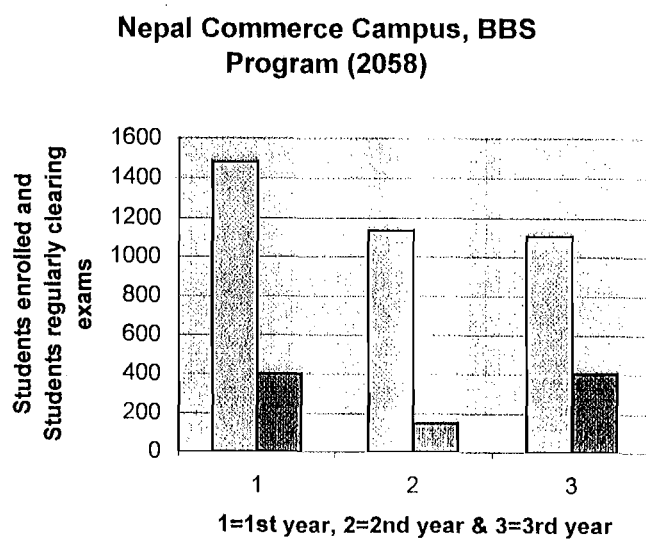
| Enrolled | Passed | |
|----------|--------|----------|
| 1740 | 265 | 1st Year |
| 1010 | 121 | 2nd Year |
| 443 | 132 | 3rd Year |



| Year 2057 | |
|-----------|--------------|
| Enrolled | Passed |
| 1460 | 473 1st Year |
| 1153 | 270 2nd Year |
| 730 | 243 3rd Year |



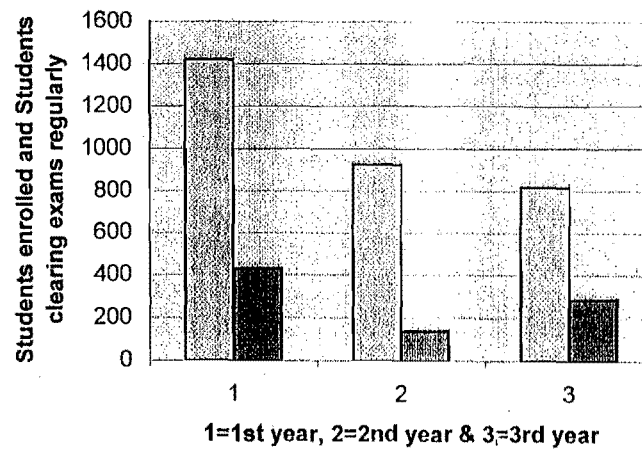
| Year 2058 | |
|-----------|--------------|
| Enrolled | Passed |
| 1480 | 400 1st Year |
| 1136 | 151 2nd Year |
| 1106 | 405 3rd Year |



Year 2059

| Enrolled | Passed |
|----------|--------------|
| 1420 | 430 1st Year |
| 925 | 140 2nd Year |
| 818 | 284 3rd Year |

**Nepal Commerce Campus, BBS
Program (2059)**

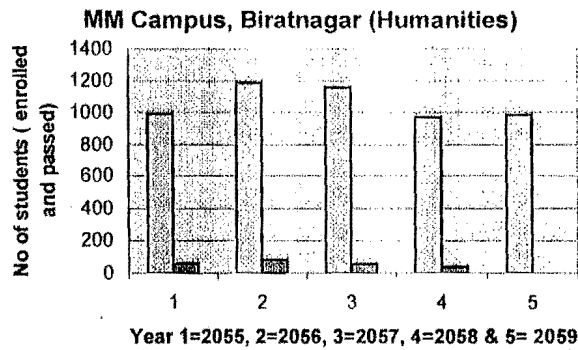


Mahendra Morang Adarsha Multiple Campus, BiratNagar

Proficiency Certificate Level

| Humanities | Enrollment | Passed |
|------------|------------|--------|
| 2055 | 990 | 60 |
| 2056 | 1186 | 81 |
| 2057 | 1155 | 57 |
| 2058 | 969 | 40 |
| 2059 | 983 | |

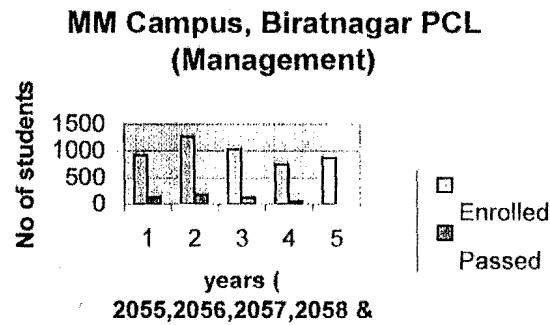
Total enrollment till 2058 = 4301
 Students clearing the exams = 238
 % of students passed = 5.53



Management

| Year | Enrolled | Passed |
|------|----------|--------|
| 2055 | 916 | 130 |
| 2056 | 1259 | 182 |
| 2057 | 1022 | 124 |
| 2058 | 749 | 54 |
| 2059 | 865 | |

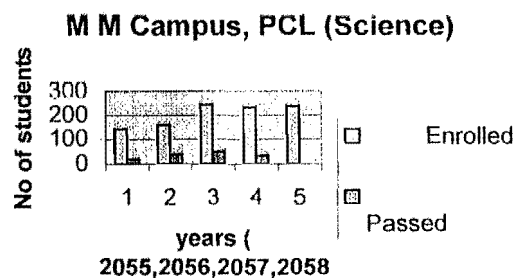
Total no of students enrolled till 2058 =3946
 No of students regularly clearing exams =490
 % of students regularly clearing exams = 12.41



Mahendra Morang Multiple Campus **Proficiency Certificate Level**

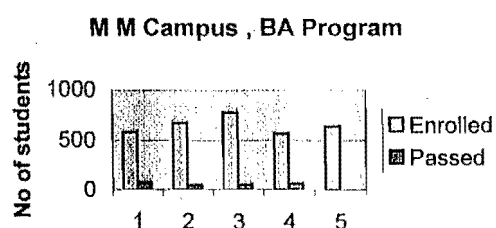
| Science | Enrolled | Passed |
|---------|----------|--------|
| 2055 | 142 | 20 |
| 2056 | 159 | 39 |
| 2057 | 242 | 50 |
| 2058 | 231 | 34 |
| 2059 | 237 | |

Total enrollment till 2058 = 774
 Students regularly clearing exams = 143
 % of students regularly clearing exams = 18.47



| Humanities | Enrolled | Bachelor's Level Passed |
|------------|----------|----------------------------|
| 2055 | 585 | 73 |
| 2056 | 669 | 44 |
| 2057 | 775 | 56 |
| 2058 | 565 | 60 |
| 2059 | 635 | |

Total enrollment till 2058 = 2594
 Students regularly clearing exams = 233
 % of students regularly clearing exams = 9

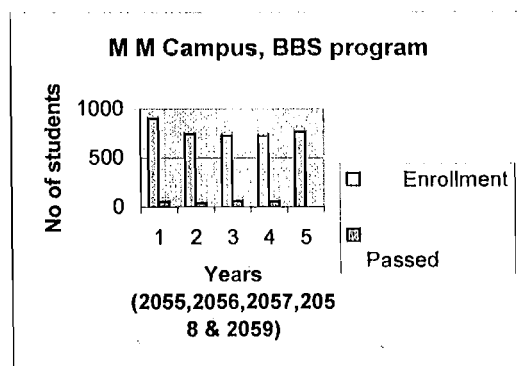


| Management | Enrollment | Passed |
|------------|------------|--------|
| 2055 | 898 | 57 |
| 2056 | 743 | 44 |
| 2057 | 722 | 63 |
| 2058 | 718 | 56 |
| 2059 | 761 | |

Total enrollment from 055-058 = 3081

No of students regularly clearing exams = 220

% of students regularly clearing exams = 7.14



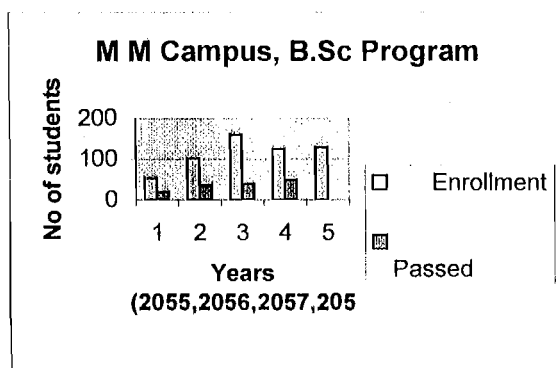
Mahendra Morang Campus , Biratnagar Bachelor's Program

| Science | Enrollment | Passed |
|---------|------------|--------|
| 2055 | 53 | 20 |
| 2056 | 101 | 36 |
| 2057 | 159 | 39 |
| 2058 | 124 | 49 |
| 2059 | 128 | |

Total no of students enrolled 055-059 = 437

Students regularly clearing exams = 144

% of students regularly clearing exams = 33



Interview Schedule with the Campus Chiefs of Funded Campuses

1. For what infrastructures development did your campus receive funds ?
 - a) Blocks – 5
 - b) Library – 5
 - c) Laboratory 5
 - d) Others 4
2. Was the funding enough ?
 - a) Yes –0
 - b) No – 5
3. If not, then did you try for additional funds ?
 - a) Yes –4
 - b) No – 1
4. If you tried, then was the fund granted ?
 - a) Yes –4
 - b) No – 0
5. Is the internal resource generation enough for repair/ maintenance of the campus infrastructures ?
 - a) Yes –1
 - b) No – 4
6. Has the enrollment capacity of the campus improved due to new facilities?
 - a) Yes –4
 - b) No – 1
7. If yes, then by what percentage ?
 - a) 30% - 2
 - b) 10% -1
 - c) Insignificantly – 1
8. Has the campus provided lab facilities to its students as per the requirements of the curriculum?
 - a) Yes –4
 - b) No – 1
9. Is the library facility adequate to the students (as per the new curriculum) ?
 - a) Yes –3
 - b) No – 2
10. Are the classes big enough to accommodate the students during peak teaching hours ?
 - a) Adequate - 0
 - b) Satisfactory – 2
 - c) Somehow arranged – 3

11. Has the campus utilized its resources effectively ?
 - a) Yes -4
 - b) No - 1
12. Which are the areas under your campus that yet require improvement ?
 - a) Facilities (Canteen, toilets etc.) -4
 - b) Classrooms - 4
 - c) Teachers' room - 5
 - d) Library - 4
 - e) Laboratory -3
 - f) Others - 3
13. Was the amount, obtained from HEP fund, spent under construction only ?
 - a) Yes -1
 - b) No - 4
14. Has the campus undertaken plans (strategies) for regular repair/maintenance of facilities?
 - a) Yes -3
 - b) No - 2
15. Did you apply for fund under HEP?
 - a) Yes -5
 - b) No - 0
16. Does your campus yet run PCL program ?
 - a) Yes -2
 - b) No - 3
17. If no, then was the PCL program run previously?
 - a) Yes -4
 - b) No - 1
18. Do you think there has been change in examinations system compared to before ?
 - a) Significant -2
 - b) Some what - 3
 - c) Insignificant - 0
 - d) Decline - 0

Interview Schedule with the Campus Chiefs of Non- funded Campuses

1. Why didn't your campus receive HEP fund ?
 - a. Not demanded – 1
 - b. Demanded but not granted – 1
2. Do you think, the campus can undertake the repair and maintenance works through its regular budget or by generating internal resource?
 - a. Yes - 1
 - b. No – 1
3. Is the campus able to add new facilities through its own regular fund or internal resources ?
 - a. Yes - 1
 - b. No – 1
4. If there has been facilities development by the campus budget or through internal resource, has it contributed in increasing the enrollment capacity of the campus?
 - a. Yes - 0
 - b. No – 2
5. Is the campus capable enough to provide library facilities to its students as per the curriculum requirement ?
 - a. Yes - 0
 - b. No – 2
6. Is the class size enough to accumulate the students of all programs?
 - a. Yes - 0
 - b. No – 2
7. Are there any particular areas in this campus that require enhancement ?
 - a. Facilities like (Canteen, toilets, library etc) - 2
 - b. Others – 0
8. Is there any repair/maintenance plan (strategy) for maintenance of infrastructures (facilities) ?
 - a. Yes - 0
 - b. No – 2
9. does your campus run PCL programs even now ?
 - a. Yes - 2
 - b. No – 0
10. Has there been any significant change in your campus result trends ?
 - a. Ascending - 0
 - b. Descending – 2

Interview Schedule with the Teachers of Funded Campuses

1. Are the newly constructed /repaired classroom adequate for the students ?
 - a. Yes – 6
 - b. No – 5
 - c. Don't know – 1
2. How have the newly added infrastructures (facilities) aided in the study of the students ?
 - a. By addition of physical facilities – 6
 - b. By increasing the equipments of teaching -4
 - c. Others – 2
3. Has there been any improvement in library facility ?
 - a. Yes – 10
 - b. No – 2
4. If there has been library improvement, how do you rate that ?
 - a. Very effective – 2
 - b. Satisfactory – 7
 - c. Not much improvement – 3
5. Do you think that the civil works undertaken were satisfactory ?
 - a. Yes – 10
 - b. No – 2
6. If the civil works were satisfactory, then how do you rate them ?
 - a. Excellent – 3
 - b. Satisfactory – 7
 - c. No rating – 2
7. Has there been any improvement in the enrollment capacity of the campus ?
 - a. Yes – 9
 - b. No – 3
8. Does the seasonal variation affect the regular classroom /laboratory activities ?
 - a. Yes – 4
 - b. No – 8
9. Has there been any improvement in the student pass percentage after addition of new facilities ?
 - a. Yes – 3
 - b. No – 8
 - c. Don't know – 1
10. Does the campus undertake regular/periodical maintenance or repair works ?
 - a. Yes – 4
 - b. No – 8

Interview Schedule With Non- funded Campus Teachers

1. Are the classrooms enough for the students to accommodate ?
 - a. Yes - 2
 - b. No - 2
2. Has there been any improvement in the library facilities in the recent past ?
 - a. Yes - 3
 - b. No - 1
3. If yes, then how do you rate them ?
 - a. Highly effective - 2
 - b. Satisfactory - 1
 - c. Others - 0
4. Has the campus undertaken civil works with its own resources ?
 - a. Yes - 4
 - b. No - 0
5. If yes, then how do you rate that ?
 - a. Very good - 3
 - b. Average - 1
 - c. Others - 0

Interview Schedule with Students of Funded Campuses

1. Do you know anything about HEP ?
 - a. Yes -12
 - b. No - 8
2. Of late, has there been any improvement in the institutional delivery of the campus and its effectiveness ?
 - a. Very much -1
 - b. Some what - 8
 - c. Negligible - 11
3. Are the facilities, lately developed in harmony with the requirements of the students?
 - a. Yes -18
 - b. No - 2
4. Do you think that the HEP fund has aided in the teaching mechanism, teacher's training, lecture hall improvement etc. ?
 - a. Yes -16
 - b. No - 4
5. If yes, then how do you rate that ?
 - a. Significant -1
 - b. Good - 10
 - c. Satisfactory - 9
6. Is the upgraded library facility adequate enough ?
 - a. Yes -4
 - b. No - 16
7. Are you satisfied with the lab facilities present in the campus ?
 - a. Yes -3
 - b. No - 17
8. Are you satisfied with the examination reforms and textbook revision lately undertaken by T. U. ?
 - a. Yes -5
 - b. No - 15
9. Are you satisfied with the way that fund has been spent in the campus facilities improvement ?
 - a. Yes -4
 - b. No - 16
10. Has the repair and maintenance works been taken satisfactorily ?
 - a. Yes -4
 - b. No - 16
11. To make such educational reform programs more sustainable, what should be done ?
 - a. Hike in tuition fee -5
 - b. Lease /rent of campus resources - 10
 - c. Other (govt. grants, foreign aid etc) -5
12. Was the fund, disbursed under HEP spent for constructional works only ?
 - a. Yes -10
 - b. No - 10

Interview Schedule with the Students of Non-funded Campuses

1. Do you know anything about HEP ?
 - a. Yes -1
 - b. No - 7
2. Has there been any improvement in the campus delivery as of now compared to that before ?
 - a. Yes -1
 - b. No - 7
3. How is class size in your campus ?
 - a. Sufficient -2
 - b. Oversized - 6
4. What is the condition of the library of your campus ?
 - a. Effective -0
 - b. Good- 2
 - c. Average - 2
 - d. Others - 2
5. State the condition of the laboratories in your campus ?
 - a. Effective -0
 - b. Good- 2
 - c. Average - 2
 - d. Others - 4
6. How do you rate the examinations reform undertaken lately by T. U. ?
 - a. Effective -0
 - b. Good- 4
 - c. Average - 4
7. How do you rate the curriculum reforms undertaken by T. U. ?
 - a. Effective -0
 - b. Good- 1
 - c. Average - 6
 - d. Other - 1
8. What do you think, should be done to make such education reform programs more sustainable ?
 - a. Hike in tuition fee -1
 - b. Lease /rent of campus resources - 2
 - c. Other (like govt. aid etc) -5

Sample Size in Different Categories in each Campus

| Campuses | Campus Chief/Faculty Head | Selected Teachers | Account | Selected Student |
|---|---------------------------|-------------------|---------|------------------|
| 1. Mahendra Morang M. Campus, Biratnagar | 1 | 2 | 1 | 4 |
| 2. Prithvi Narayan M. Campus, Pokhara | 1 | 2 | 1 | 4 |
| 3. Shankar Dev. Campus, Kathmandu | 1 | 2 | 1 | 4 |
| 4. Nepal Commerce Campus., Kathmandu | 1 | 2 | 1 | 4 |
| 5. Ratna Rajya Laxmi Campus, Kathmandu * | 1 | 2 | 1 | 4 |
| 6. Saraswoti M. Campus, Kathmandu * | 1 | 2 | 1 | 4 |
| 7. University Campus, Kirtipur, Kathmandu | 1 | 2 | 1 | 6 |

Note: * - HEP-Non funded Campus.

त्रिभुवन विश्वविद्यालय
आर्थिक विकास तथा प्रशासन अनुन्धान केन्द्र (सेडा), कीर्तिपुर
तथा
राष्ट्रिय योजना आयोग, सिंहदरबार

“उच्च शिक्षा परियोजनामा लगानीको प्रभावकारिता सम्बन्धि अध्ययन”

परियोजनाको कोष प्राप्त गर्ने क्याम्पसका क्याम्पस प्रमुखका लागि

अन्तर्वार्ता सूचि

१. नाम: २. क्याम्पस: ३. स्थान:

४. यस क्याम्पसमा, उच्च शिक्षा परियोजना अन्तर्गत के के पूर्वाधारहरूमा निर्माणको लागि रकम लगानी गरिएको थियो?
क) क्याम्पस भवन () ख) पुस्तकालय () ग) प्रयोगशाला ()
घ) अन्य (खुलाउनु होस्)
५. उक्त पूर्वाधारहरू निर्माणको लागि विनियोजित रकम र यथार्थ खर्च रकम कति हो?
क) विनियोजितरकम: ख) खर्च रकम:
६. यदि भएन भने त्यसमा कारणहरू के के हुन्?
कारणहरू
१.
२.
३.
४.
७. उक्त पूर्वाधारहरूमा जुन किसिमले रकम लगानी गरिएको छ, के उक्त लगानी तपाईंको क्याम्पसको लागि पर्याप्त थियो?
क) थियो () ख) थिएन ()
८. यदि थिएन भने, त्यो पूरा गर्नको लागि तपाईंले पहल गर्नु भयो?
क) गरे () ख) गरिन ()
९. यदि थप रकमको लागि पहल गर्नु हुँदा थप रकम उपलब्ध भयो?
क) भयो () ख) भएन ()
१०. उक्त संरचित पूर्वाधारहरू क्याम्पसका आवश्यकतानुसार कतिको उपयुक्त छन्?
क) एकदमै उपयुक्त () ख) ठीकै () ग) खास उपयुक्त छैनन् ()

११. के क्याम्पसका भौतिक संरचनाहरु आफ्नै नियमित कोष वा आफ्नै स्रोतबाट संकलन गरिएको कोषबाट नै ती संरचनाको मरम्त तथा संभार गर्न सक्षम छ ?
क) छ () ख) छैन ()
१२. के नयाँ सुविधाहरु थप भएपछि क्याम्पसको भर्ना क्षमतामा सुधार आएको छ?
क) छ () ख) छैन ()
१३. यदि छ भने कति प्रतिशतले वृद्धि भएको छ?
प्रतिशत ()
१४. के क्याम्पस पाठ्यक्रमका आवश्यकतानुरूप विद्यार्थीहरुलाई प्रयोगशाला सुविधा उपलब्ध गराउनमा सक्षम भएको छ?
क) छ () ख) छैन ()
१५. यदि छ भने खास गरी थप कतिलाई सो सुविधा उपलब्ध भयो?
..... जना थप
१६. के क्याम्पस पाठ्यक्रमका आवश्यकतानुरूप विद्यार्थीहरुलाई पुस्तकालय सुविधा उपलब्ध गराउनमा सक्षम भएको छ?
क) छ () ख) छैन ()
१७. परियोजना अन्तर्गत कति पुस्तकहरु खरीद भए?
१८. के कक्षा कोठाका आकार एवम् संख्याहरु प्रत्येक कार्यक्रमहरुमा भर्ना भएका विद्यार्थीहरुको संख्यालाई, उच्च शिक्षण अवधि (समय) हरूमा पर्याप्त हुने खालका छन्?
क) पर्याप्त () ख) संतोषजनक छ () ग) जेनतेन मिलाइएको छ ()
१९. के क्याम्पसको आफ्नो स्रोतहरुको सही उपयोग ठीक ढंगले गरिएको छ?
क) छ () ख) छैन ()
२०. यदि छैन भने के कारणले स्रोतहरु सही रुपमा उपयोग भएको छैन?
कारणहरु
१.
२.
३.
४.
२१. तपाईंको विचारमा के यस क्याम्पसमा कुनै खास क्षेत्रहरु छन्? जसलाई सुधानु पर्ने आवश्यकताको महशुस गर्नु भएको छ:
क) सुविधाहरु (चमेनागृह, शौचालय आदी) () ख) कक्षाकोठाहरु ()
ग) शिक्षकहरुको कोठाहरु () घ) पुस्तकालय ()
ङ) प्रयोगशाला () च) अन्य (खुलाउनुहोस्)

२२. क) उच्चशिक्षा परियोजनाबाट प्राप्त रकम निर्माण (Construction) मा मात्र खर्च गरियो?
क) गरियो () ख) गरिएन ()

ख) विद्यार्थीको पठनपाठनमा सुविधा पुग्न जाने पूर्वाधारहरु जस्तै पंखा, बत्ती, कक्षाको टेबुल, कुर्सी, सर-सफाई, शिक्षकको लागि मार्कर, माइक-जस्ले गर्दा विद्यार्थी शिक्षक दुवैको स्वास्थ्यमा सकारात्मक प्रभाव पार्ने जस्ता कुरामा लगानी भए/नभएको के कस्तो लाग्छ, कृपया टिप्पणी गरिदिनु हुन्छ की?

- २३ उच्च शिक्षा परियोजनाका बलिया (strong) पक्ष र कमजोर (weak) पक्षहरु के के हुन?

| बलिया पक्षहरु (strong aspects) | कमजोर पक्षहरु (weak Aspects) |
|--------------------------------|------------------------------|
| क) | क) |
| ख) | ख) |
| ग) | ग) |
| घ) | घ) |
| ड) | ड) |

- २४ भौतिक सुविधा/पूर्वाधारहरु

| सि.नं. | लक्षित (Targeted) | इकाई | लक्ष्य | प्रगति प्रतिशतमा | निकासा रकम (रु) | कैफियत |
|--------|--------------------------|------|--------|------------------|-----------------|--------|
| १ | क्याम्पस भवन | | | | | |
| २ | पुस्तकालय | | | | | |
| ३ | प्रयोगशाला | | | | | |
| ४ | कक्षाकोठा विस्तार | | | | | |
| ५ | शौचालय | | | | | |
| ६ | अन्य (कृपया खुलाउनुहोस्) | | | | | |
| | कूल जम्मा | | | | | |

२५. उच्च शिक्षाको क्षेत्रमा यस्ता खालका परियोजना ल्याउँदा के कस्ता कुराहरुमा ध्यान दिनु पर्ने सुझाव दिनुहुन्छ?

- २६ निर्माण भै सकेका पूर्वाधारहरुको मरम्मत/संभार गर्नका लागि यस क्याम्पसले कुनै नीति (Strategy) अपनाएको छ कि छैन?

क) छ () ख) छैन ()

२७. यदि छ भने,

| नीतिगत व्यवस्थापन (Stragegy Management) | स्रोतहरु (Resoruces) |
|---|----------------------|
| १ | १ |
| २ | २ |
| ३ | ३ |
| ४ | ४ |
| ५ | ५ |
| ६ | ६ |

- २८ परियोजनाबाट सिर्जित संरचनाहरुको दीगो विकास गराउनका लागि के कस्ता नीतिहरु अपनाउनु भएको छ र त्यस नीतिहरु मध्ये हाल कुन कुन व्यवहारमा लागू गर्नु भएको छ?

| दीगो विकासका नीतिहरु (Sustainability strategy) | व्यवहारमा लागू गरिएका (Practiced) |
|--|-----------------------------------|
| १ | १ |
| २ | २ |
| ३ | ३ |
| ४ | ४ |
| ५ | ५ |
| ६ | ६ |

- २९ तपाईंको क्याम्पसले उच्च शिक्षा परियोजनाबाट कोष प्राप्त कुन प्रक्रियाबाट गर्‍यो? उक्त कोष प्राप्त गर्न प्रस्तावना पेश गर्नु भएको थियो कि थिएन?
क) थियो () ख) थिएन ()

- ३० यदि थियो भने के प्रक्रिया हो? (प्रक्रिया उल्लेख गरिदिनुहोस्)

- ३१ तपाईंको क्याम्पसमा प्रविणता प्रमाणपत्रको पढाई हुन्छ कि हुँदैन?
क) हुन्छ () ख) हुँदैन ()

- ३२ यदि हुँदैन भने, परियोजनाको कोष प्राप्त गर्नु पूर्व थियो वा थिएन?
क) थियो () ख) थिएन ()

- ३३ तपाईंको विचारमा पहिलेको तुलनाम परीक्षा प्रणालीमा सुधार भएको छ?
क) उल्लेखनीय () ख) ठीकै छ () ग) उस्तै () घ) गिरेको ()

- ३४ परियोजना लागू भए पश्चात तपाईंको क्याम्पसको विद्यार्थीहरुको परीक्षाफल (result) मा सुधार भएको छ कि छैन?
क) छ () ख) छैन ()

- ३५ यदि छ भने, कस्तो छ?
क) उल्लेखनीय प्रगति () ख) ठीकै छ () ग) उस्तै छ ()

- ३६ विद्यार्थीहरुको भर्ना संख्या एवं उत्तीर्ण संख्या पाँच वर्षको (२०५५-२०५९) सम्म निम्न नमूनामा दिनुहोस् ।

| संकायहरु | प्र.प्रमाणपत्र तह | | स्नातक तह | | स्नातकोत्तर तह | | कुलजम्मा | |
|------------|-------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|
| | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. |
| मानविकी | | | | | | | | |
| व्यवस्थापन | | | | | | | | |
| विज्ञान | | | | | | | | |
| शिक्षा | | | | | | | | |
| कानून | | | | | | | | |
| प्राविधिक | | | | | | | | |
| कुल | | | | | | | | |

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आर्थिक विकास तथा प्रशासन अनुन्धान केन्द्र (सेडा), कीर्तिपुर
तथा
राष्ट्रिय योजना आयोग, सिंहदरबार
“उच्च शिक्षा परियोजनामा लगानीको प्रभावकारिता सम्बन्धि अध्ययन”
परियोजनाको कोष प्राप्त गर्ने क्याम्पसका शिक्षकको लागि
अन्तर्वार्ता सूचि

१. नाम: २. क्याम्पस: ३. स्थान:

४. के नव निर्मित कक्षा कोठाहरु विद्यार्थीहरुको लागि प्रयाप्त बस्न सक्ने खालका छन्?
क) छन () ख) छैनन् ()

५. यदि प्रयाप्त छैन भने विद्यार्थी संख्या र निर्मित भवन/कक्षा कोठाको तालमेल के कारणले नभिलेको हो? कारण दिनुहोस्।

कारणहरु

- क)
ख)
ग)
घ)
६. यस क्याम्पसमा थप गरिएका पूर्वाधार सुविधाहरुले विद्यार्थीहरुको पढाईमा कसरी सुधार गरेको छ?
क) भौतिक सुविधा बढाएर ()
ख) कक्षाकोठामा पठन पाठन उपकरणमा वृद्धि ल्याएर ()
ग) अन्य (खुलाउनुहोस्)

७. के पुस्तकालय सुविधामा सुधार आएको छ?

क) छ () ख) छैन ()

८. यदि छ भने, सो सुविधा कुन हद सम्म प्राप्त भएको छ?

क) ज्यादै नै () ख) ठीकै () ग) खास केही नभएको ()

९. के यस क्याम्पसमा भएका निर्माण कार्यहरु (Civil works) सन्तोषजनक रुपमा भएका छन्?

क) छन् () ख) छैनन् ()

१०. यदि छ भने, तपाईं कसरी मूल्यांकन गर्नुहुन्छ?

क) ज्यादै राम्रो () ख) ठीकठीकै ()

११ यदि त्यति राम्रो छैन भने त्यसको के कारण होला?

क)

ख)

ग)

१२ के क्याम्पसको भर्ना सम्बन्धी क्षमतामा वृद्धि भएको छ?

क) छ ()

ख) छैन ()

१३ यदि छैन भने पूर्वाधार निर्माण पश्चात पनि किन नभएको कारण उल्लेख गर्नुहोस् ।

१४ के सजिनको भिन्नताले क्याम्पसको कक्षा कोठा/प्रयोगशाला कार्यमा प्रतिकूल प्रभाव पारेको छ?

क) छ ()

ख) छैन ()

१५ यदि छ भने कस्तो प्रभावको प्रतिकूल असर गरेको छ, उल्लेख गर्नुहोस् ।

१६ के उक्त पूर्वाधार निर्माण भएपछि परीक्षामा उत्तीर्ण विद्यार्थीहरुको प्रतिशत वृद्धि भएको छ?

क) छ ()

ख) छैन ()

१७ यदि छ भने कति प्रतिशतले वृद्धि भएको छ ?

अन्दाजीप्रतिशत ।

१८ के क्याम्पसले आफना भवनहरुको मर्मत एवं संभार कार्य नियमितरूपले गर्ने गर्दछ?

क) गर्छ ()

ख) गर्दैन ()

१९ क) उच्चशिक्षा परियोजनाबाट प्राप्त रकम निर्माण (Construction) मा मात्र खर्च गरियो कि?

ख) विद्यार्थीको पठनपाठनमा सुविधा सहलियत दिने पूर्वाधारहरु जस्तै पंखा, बत्ती, कक्षाको टेबुल, कुर्सी, सर-सफाई, शिक्षकको लागि मार्कर, माइक-जस्तै गर्दा विद्यार्थी शिक्षक दुवैको स्वास्थ्यमा प्रभाव पार्ने जस्ता कुरामा लगानी भए/नभएमा के कस्तो लाग्छ, कृपया टिप्पणी गरिदिनु हुन्छ की?

२० उच्च शिक्षा परियोजनाका बलिया (strong) पक्ष र कमजोर (weak) पक्षहरु के के हुन?

| बलिया पक्षहरु (strong aspects) | कमजोर पक्षहरु (weak Aspects) |
|--------------------------------|------------------------------|
| क) | क) |
| ख) | ख) |
| ग) | ग) |

२१ सुभाव

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परियोजनाको कोष प्राप्त नगर्ने क्याम्पसका क्याम्पस प्रमुखका लागि
अन्तर्वार्ता सूचि

१. नाम: २. क्याम्पस: ३. स्थान:

४. तपाईंको यस क्याम्पसले उच्च शिक्षा परियोजनाको कोष प्राप्त नगर्नुका कारणहरु कृपया बताईदिनुहुन्छ कि?

कारण

- क) माग नगरेका ()
ख) गरेको तर नपाएको ()
ग) अन्य (खुलाउनुहोस्) ()

५. के क्याम्पस, आफ्नै नियमित कोष वा आफ्नै स्रोतबाट संकलन गरिएको कोषबाट नै मरमत तथा संभार गर्न सक्षम छ ?

- क) छ () ख) छैन ()

६. के क्याम्पस आफ्नै नियमित कोष वा आफ्नै स्रोतबाट संकलन गरिएका कोषबाट नै नयाँ सुविधा थप गर्न सफल भएको छ?

- क) छ () ख) छैन ()

७. के नयाँ सुविधाहरु थप भएको भएमा त्यसपछि क्याम्पसको भर्ना क्षमतामा सुधार आएको छ?

- क) छ () ख) छैन ()

८. यदि छ भने कति प्रतिशतले खर्च वृद्धि भएको छ?
प्रतिशत ()

९. के प्रयोगशाला सुविधा पाठ्यक्रमका आवश्यकतानुरूप विद्यार्थीहरुलाई उपलब्ध गराउनमा क्याम्पस सक्षम भएको छ?

- क) छ () ख) छैन ()

१०. यदि छ भने खास गरी कतिलाई सो प्राप्त भएको छ?
..... जना ।

११. के क्याम्पस पाठ्यक्रमका आवश्यकतानुरूप विद्यार्थीहरूलाई पुस्तकालय सुविधा उपलब्ध गराउनमा सफल भएको छ?

क) छ () ख) छैन ()

१२. वितेका वर्षमा कति पुस्तकहरू खरीद भए?

१३. के कक्षा कोठाका आकार एवम् संख्याहरू प्रत्येक कार्यक्रमहरूमा भर्ना भएको विद्यार्थीहरूको संख्यालाई, पर्याप्त हुने खालका छन्?

क) छन् () ख) छैनन् ()

१४. तपाईंको विचारमा के यस क्याम्पसमा कुनै खास त्यस्तो क्षेत्र छ? जसलाई उकास्ने आवश्यकताको महशुस गर्नु भएको छ?

क) सुविधाहरू (चमेनागृह, शौचालय आदी) () ख) कक्षाकोठाहरू ()
ग) शिक्षकहरूको कोठाहरू () घ) पुस्तकालय ()
(ङ) प्रयोगशाला () च) अन्य (खुलाउनुहोस्)

१५. निर्माण भै सकेका पूर्वाधारहरूको मरम्मत/संभार गर्नका लागि यस क्याम्पसले कुनै नीति (Strategy) अपनाएको छ कि छैन?

क) छ () ख) छैन ()

१६. यदि छ भने,

| नीतिगत व्यवस्थापन (Stragegy Management) | स्रोतहरू (Resoruces) |
|---|----------------------|
| १ | १ |
| २ | २ |
| ३ | ३ |
| ४ | ४ |
| ५ | ५ |
| ६ | ६ |

१७. परियोजनालाई दीगो गराउनका लागि के कस्ता नीतिहरू अपनाउनु भएको छ र त्यस नीतिहरू मध्ये हाल कुन कुन व्यवहारमा लागु गर्नु भएको छ?

| दीगो बनाउने नीतिहरू (Sustainability strategy) | व्यवहारमा लागु गरिएका (Practiced) |
|--|-----------------------------------|
| १ | १ |
| २ | २ |
| ३ | ३ |
| ४ | ४ |
| ५ | ५ |
| ६ | ६ |

१८. तपाईंको क्याम्पसमा प्रविणता प्रमाणपत्रको पढाई हुन्छ कि हुँदैन?

क) हुन्छ () ख) हुँदैन ()

१९ यदि हुँदैन भने, परियोजनाको कोष प्राप्त गर्नु पूर्व थियो वा थिएन?
क) थियो () ख) थिएन ()

२० विद्यार्थीहरूको भर्ना संख्या एवं उत्तीर्ण संख्या पाँच वर्षको (२०५५-२०५९) सम्म निम्न नमूनामा दिनुहोस् ।

| संकायहरु | प्र.प्रमाणपत्र तह | | स्नातक तह | | स्नातकोत्तर तह | | कूलजम्मा | |
|------------|-------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|
| | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. | भर्ना संख्या | उत्तीर्ण सं. |
| मानविकी | | | | | | | | |
| व्यवस्थापन | | | | | | | | |
| विज्ञान | | | | | | | | |
| शिक्षा | | | | | | | | |
| कानून | | | | | | | | |
| प्राविधिक | | | | | | | | |
| कूल | | | | | | | | |

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परियोजनाको कोष प्राप्त नगर्ने क्याम्पसका शिक्षकको लागि
अन्तर्वार्ता सूचि

१. नाम: २. क्याम्पस: ३. स्थान:

४. के कक्षा कोठाहरु विद्यार्थीहरुको लागि पर्याप्त बस्न सक्ने खालका छन्?
क) छन () ख) छैनन् ()
५. यदि प्रयाप्त छैनन् भने विद्यार्थी संख्या र कक्षा कोठाको तालमेल के कारणले नमिलेको हो?
कारण दिनुहोस् ।
कारणहरु:
क)
ख)
ग)
घ)
६. के हालैका वर्षहरुमा पुस्तकालय सुविधामा सुधार आएको छ?
क) छ () ख) छैन ()
यदि छ भने, सो सुविधा कुन हद सम्म प्राप्त भएको छ?
क) ज्यादै नै () ख) ठीकै () ग) अन्य खुलाउने
७. आफ्नै स्रोत जुटाएर के यस क्याम्पसमा निर्माण कार्यहरु (Civil works) भएका छन्?
क) छन () ख) छैनन् ()
८. यदि छ भने, तपाईं कसरी मूल्यांकन गर्नुहुन्छ?
क) ज्यादै राम्रो () ख) ठीकठीकै () ग) त्यति राम्रो छैन ()
९. यदि त्यति राम्रो छैन भने त्यसको के कारण होला?
क)
ख)
ग)
१०. विद्यार्थीको पठनपाठनमा सुविधा सहूलियत दिने पूर्वाधारहरु जस्तै पंखा, बत्ती, कक्षाको टेबुल, कुर्सी, सर-सफाई, शिक्षकको लागि मार्कर, माइक-जस्तै गर्दा विद्यार्थी शिक्षक दुवैको स्वास्थ्यमा प्रभाव पार्ने जस्ता कुरामा लगानी भए/नभएमा के कस्तो लाग्छ, कृपया टिप्पणी गरिदिनु हुन्छ की?

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(उच्च शिक्षा परियोजनाबाट कोष प्राप्त गर्ने क्याम्पसका विद्यार्थीहरुको लागि)
अन्तर्वार्ता सूची

१. नाम: २. क्याम्पस: ३. स्थान:

- ४ के तपाईंलाई उच्च शिक्षा परियोजनाको सम्बन्धमा केही थाहा छ?
क) छ () ख) छैन ()
यदि छ भने,
- ५ वर्तमान समयमा के क्याम्पसको दक्षता एवम् प्रभावकारितामा सुधार भएको छ?
क) ज्यादै () ख) ठीकै मात्रामा () ग) नगन्यरूपमा ()
- ६ के यस क्याम्पसमा हाल तयार भएका पूर्वाधारात्मक संरचनाहरु विद्यार्थीहरुका आवश्यकताहरूसँग मेल खाने खालका छन्?
क) छ () ख) छैन ()
- ७ के तपाईंलाई समष्टिगत उच्चशिक्षा परियोजना (पढाउने कार्य, शिक्षकको तालिम, कक्षा कोठा गुणस्तर (थप तथा सुधारहरु) ले विद्यार्थीहरुको पढाई लेखाईमा सघाउ पुऱ्याएको जस्तो लाग्छ?
क) लाग्छ () ख) लाग्दैन ()
- ८ यदि लाग्छ भने कस्तो लाग्छ?
क) उल्लेखनीय () ख) ठीकै मात्रामा () ग) सन्तोषजनक मात्रामा ()
- ९ के यस क्याम्पसको पुस्तकालय सुविधा पर्याप्त छ?
क) छ () ख) छैन ()
- १० के तपाईं यस क्याम्पसको प्रयोगशाला सुविधाबाट सन्तुष्ट हुनुहुन्छ?
क) छ () ख) छैन ()
- ११ के परीक्षा प्रणालीमा भएका सुधार एवं पाठ्यक्रममा भएका सुधारहरुबाट सन्तुष्ट हुनुहुन्छ?
क) छ () ख) छैन ()
- १२ के क्याम्पस सुधारमा जुन किसीमले रकम खर्च गरिएका छन् त्यसबाट तपाईं सन्तुष्ट हुनुहुन्छ?
क) छ () ख) छैन ()

१३ के क्याम्पसमा भएका मरमत र संभार कार्यहरु सन्तोषजनक छन्?

क) छ () ख) छैन ()

१४ यदि छैन भने किन?

क)

ख)

ग)

१५ तपाईंको विचारमा यस्ता शैक्षिक सुधार कार्यक्रमहरुलाई बढी दीगो बनाउनका लागि के कस्ता किसीमका कदम चाल्नु पर्ला?

क) शिक्षण शुल्कमा वृद्धि गराएर ()

ख) क्याम्पसका स्रोतहरुलाई भाडा वा लिजमा लगाएर ()

ग) अन्य खुलाउने

१६ के तपाईंको विचारमा राष्ट्रको दीर्घकालिन एवं अल्पकालिन आवश्यकताहरु परियोजनाको सुधारले गर्दा परिपूर्ति भएको छ? । कृपया आफ्नो विचार राख्नु हुन्छ कि?

क) दीर्घकालिन

ख) अल्पकालिन

१७ क) उच्चशिक्षा परियोजनाबाट प्राप्त रकम निर्माण (Construction) मा मात्र खर्च गरियो?

क) गरियो () ख) गरिएन ()

ख) विद्यार्थीको पठनपाठनमा सुविधा पुग्न जाने पूर्वाधारहरु जस्तै पंखा, बत्ती, कक्षाको टेबुल, कुर्सी, सर-सफाई, शिक्षकको लागि मार्कर, माइक-जस्तै गर्दा विद्यार्थी शिक्षक दुवैको स्वास्थ्यमा सकारात्मक प्रभाव पार्ने जस्ता कुरामा लगानी भए/नभएको के कस्तो लाग्छ, कृपया टिप्पणी गरिदिनु हुन्छ की?

१८ उच्च शिक्षा परियोजनाका बलिया (strong) पक्ष र कमजोर (weak) पक्षहरु के के हुन?

| बलिया पक्षहरु (strong aspects) | कमजोर पक्षहरु (weak Aspects) |
|--------------------------------|------------------------------|
| क) | क) |
| ख) | ख) |
| ग) | ग) |
| घ) | घ) |
| ड) | ड) |

१९ सुझाव

त्रिभुवन विश्वविद्यालय
आर्थिक विकास तथा प्रशासन अनुन्धान केन्द्र (सेडा), कीर्तिपुर
तथा
राष्ट्रिय योजना आयोग, सिंहदरबार
(उच्च शिक्षा परियोजनाबाट कोष प्राप्त नगर्ने क्याम्पसका विद्यार्थीहरुको लागि)
अन्तर्वार्ता सूची

१. नाम: २. क्याम्पस: ३. स्थान:

४. के तपाईंलाई उच्च शिक्षा परियोजनाको सम्बन्धमा केही थाहा छ?
क) छ () ख) छैन ()
५. यदि छ भने,
६. वर्तमान समयमा के क्याम्पसको दक्षता एवम् प्रभावकारितामा पहिले भन्दा तुलनात्मक रूपमा सुधार भएको छ?
क) छ () ख) छैन ()
७. तपाईंको क्याम्पसमा कक्षा कोठाको अवस्था कस्तो छ?
क) भर्ना भएका सबैले बस्न सक्छन् () ख) सक्दैनन् ()
८. तपाईंको क्याम्पसमा पुस्तकालयको अवस्था कस्तो छ?
क) प्रभावकारी () ख) राम्रै () ग) औषत () ग)अन्य(खुलाउनुहोस्)
९. तपाईंको क्याम्पसमा प्रयोगशालाको अवस्था कस्तो छ??
क) प्रभावकारी () ख) राम्रै () ग) औषत () ग)अन्य(खुलाउनुहोस्)
१०. त्रि.वि.ले परीक्षा प्रणालीमा गरेको सुधार कस्तो लाग्छ?
क) प्रभावकारी () ख) राम्रै () ग) औषत () ग)अन्य(खुलाउनुहोस्)
११. त्रि.वि.ले पाठ्यक्रममा गरेको सुधार कस्तो लाग्छ?
क) प्रभावकारी () ख) राम्रै () ग) औषत () ग)अन्य(खुलाउनुहोस्)
१२. तपाईंको विचारमा यस्ता शैक्षिक सुधार कार्यहरुलाई बढी दीगो बनाउन के कस्ता किसिमका कदमहरु चाल्नु पर्ला ?
क) शिक्षण शुल्कमा वृद्धि ()
ख) क्याम्पसका स्रोतहरुलाई भाडा वा लिजमा लगाएर ()
ग) अन्य (खुलाउनुहोस्)
१३. विद्यार्थीको पठनपाठनमा सुविधा पुग्न जाने पूर्वाधारहरु जस्तै पंखा, बत्ती, कक्षाको टेबुल, कुर्सी, सर-सफाई, शिक्षकको लागि मार्कर, माइक-जस्तै गर्दा विद्यार्थी शिक्षक दुवैको स्वास्थ्यमा सकारात्मक प्रभाव पार्ने जस्ता कुरामा लगानी भए/नभएको के कस्तो लाग्छ, कृपया टिप्पणी गरिदिनु हुन्छ की?

Project Financing by Component (in US\$ million equivalent)

| Component | Appraisal Estimate | | Actual/Latest Estimate | | Percentage of Appraisal | |
|-------------------------------------|--------------------|-------|------------------------|-------|-------------------------|-------|
| | Bank | Govt. | Bank | Govt. | Bank | Govt. |
| Institutional Development | 7.81 | 1.07 | 5.16 | 0.91 | 66.1 | 85.0 |
| Facilities Improvement | 8.72 | 1.19 | 9.30 | 1.45 | 106.7 | 121.8 |
| Instructional Delivery & Assessment | 2.26 | 0.05 | 1.67 | 0.06 | 73.9 | 120.0 |
| Secondary Education Reform | 1.61 | 0.40 | 0.84 | 0.11 | 52.2 | 27.5 |

Source: Implementation Completion Report, World Bank, June 19, 2002.

Details of PIF Fund in Shankar Dev Campus

| S.N. | Description of Work | Quantity/ Piece | Budget (NRS) | Expenditure | Date | Present Condition |
|------|--|--------------------|-----------------|-------------|----------------------|----------------------|
| 1. | Furniture/Fixture/Physical Maintenance | | 200,000.00 | | 2054/1/9 | Work accomplished |
| 2. | Cover to stair case (maintenance) | | 125906.25 | | 2055/8/27 | Work accomplished |
| 3. | Research Methodology Workshop (Faculty Dev.) | | 90000.00 | 72948 | 2055/7/29 – 2055/8/6 | Work accomplished |
| 4. | Computer Training (Faculty Dev.) | | 56250.00 | | | Work accomplished |
| 5. | Seminar Block Construction | | 500000.00 | 500000 | | |
| 6. | Human Resource Dev. (Faculty Dev.) | | 102000.00 | 82064 | 2056/4/13- 2056/4/24 | Work accomplished |
| 7. | Books purchase | | 35037.00 | | | Work accomplished |
| 8. | Books purchase | | 63155.70 | | | |
| 9. | Books purchase | | 52400.40 | | | |
| 10. | Books purchase | | 5022.00 | | | |
| 11. | Books purchase | | 89580.00 | | | Goods received |
| 12. | Computer | 10 | | | | Goods received |
| 13. | Printer | 3 | | | | Goods received |
| 14. | UPS | 1 | | | | Goods received |
| 15. | Vacuum Cleaner | 1 | | | | Goods received |
| 16. | Computer Table | 42.20 sq.ft. | | | | Goods received |
| 17. | Library Furniture Periodical Rack | 2 | | | | Goods received |
| 18. | Steel Book Rack | 10 | | | | Goods received |
| 19. | Carrel | 4 | | | | Goods received |
| 20. | Table | | | | | Goods received |
| 21. | Conference Table | 1 | | | | Goods received |
| 22. | Seminar Chair (with Dunlop) | 235 | | | | Goods received |
| 23. | Books purchase | | 115689.12 | | | |
| 24. | Books purchase | | 72475.78 | | | |
| 25. | Seminar Block 2 nd floor | | 530209.84 | | | |
| 26. | Seminar Block 3 rd floor | | 754369.26 | | | |

Source: Shankar Dev Campus.

Details of PIF Fund in MMA Campus, Biratnagar

| S.N. | Date | Description of Work | Total Amount Released | Remarks |
|-------------------|--|--|-----------------------|------------------|
| A 1 | 2055/1/10 | Library and Laboratory Repair | 10,47,698.87 | Advance |
| | | a) Library 238615 | | |
| | | b) Physical Lab 411506 | | |
| | | c) Chemistry Lab 189177 | | |
| | | d) Botany Lab 137063 | | |
| | | e) Zoology Lab 71336 | | |
| 2 | 2055/9/26 | Contingency | 1,00,000.00 | Advance |
| 3 | 2055/11/13 | Computer Lab Repair | 3,31,688.07 | Advance |
| 4 | 2055/11/13 | Toilet | 501,134.00 | Advance |
| 5 | 2056/2/18 | Boys Hostel Repair | 1061985.43 | Advance |
| | | a) General Repair 692058.51 | | |
| | | b) Safety Tank 103058.05 | | |
| | | c) Sports Court 266868.87 | | |
| 6 | 2056/2/27 | Boys Hostel (Remaining work) | | |
| | | a) Water Supply pipe fitting | 125438.04 | Advance |
| | | b) Electricity Wiring | 149142.00 | Advance |
| 7 | 2056/2/27 | Main building's window and door repair | 211448.68 | Advance |
| 8 | 2056/4/9 | Under Sports | 326270 | Advance |
| | | a) Field repairing 56970.00 | | |
| | | b) Building repairing 269300.00 | | |
| Total Advance Rs. | | | 38,54,805.09 | |
| B | Computer (10 pieces) | | 21,54,884.00 | Received in kind |
| C | Furniture with VAT | | 1,00,000.00 | Received in kind |
| D | Miscellaneous (Scientific goods received in kind) | | 68,58,412.35 | Received in kind |

Source: MMA Campus, Biratnagar.

Details of PIF Fund in Nepal Commerce Campus, Minbhavan

| S.N. | Description of work | Unit | Total Amount Released |
|------------------------------|----------------------|------|-------------------------------|
| 1 | Campus Building | 2 | 54,46,932.01 |
| 2 | Library | 1 | 5,62,482.77 |
| 3 | Laboratory | 1 | 14,12,136.88 |
| 4 | Class Room Extension | 8 | (Included in campus building) |
| 5 | Others | | 7,78,448.34 |
| Total Expenditure Amount Rs. | | | 82,00,000.00 |

Source: Nepal Commerce Campus, Minbhavan.

Description of HEP fund (PN Campus, Pokhara)

| | | |
|-----|--------------------------------------|-----------|
| 1. | Funded to 5 Higher Secondary Schools | 43,25,387 |
| 2. | Electrical goods | 7,16,260 |
| 3. | Electrical wages | 1,26,654 |
| 4. | Repair and Maintenance Materials | 77,56,030 |
| 5. | Repair and Maintenance wages | 29,41,117 |
| 6. | Office goods (including stationary) | 2,81,112 |
| 7. | Carriage, Cartage & Wages | 84,818 |
| 8. | Bank Commission | 12,912 |
| 9. | Advertisement | 14,775 |
| 10. | Travelling Expenses | 22,195 |
| 11. | Furniture Repair & Purchased | 11,96,260 |
| 12. | Books Purchased | 5,92,575 |
| 13. | Miscellaneous | 5,29,293 |

Total HEP Fund Expenditure Rs. 185,99,388

Source: PN Campus, Pokhara.

List of persons contacted

a) Nepal Commerce Campus, Minbhawan

| S. No | Name | Designation |
|-------|---------------------------|---------------------------|
| 1. | Mr. Madhav Prasad Neupane | Campus Chief |
| 2. | Mr. Bihari Binod Pokharel | Reader & Ex. Campus Chief |
| 3. | Mr. Nanda Adhikari | Teacher |
| 4. | Mr. Ananda Shrestha | Student |
| 5. | Mr. Santosh Pyakurel | Student |
| 6. | Mr. Yubaraj Khatiwada | Student |

b) Shankar Dev Campus, Putalisadak

| S. No | Name | Designation |
|-------|-------------------------|----------------------|
| 1. | Mrs. Amuda Shrestah | Campus Chief |
| 2. | Mr. Shashi Kumar Sharma | Lecturer |
| 3. | Mrs. Meera Gautam | Lecturer |
| 4. | Mr. Raju Devkota | Student |
| 5. | Mr. Niraj Mishra | Student |
| 6. | Mr. Hari Shrestha | Student |
| 7. | Mr. Niresh Amatya | Student |
| 8. | Mr. Vivek Niraula | Student |
| 9. | Mrs. Meena Suwal | Deputy Administrator |
| 10. | Mr. Ishwor Raj Lohani | Lecturer |

c) Ratna Rajya Laxmi Campus, Bhrikuti Mandap

| S.No. | Name | Designation |
|-------|-----------------------------|--------------------------------|
| 1. | Mr. Sunil Paudyal | Campus Chief |
| 2. | Mr. Ram Prasad Bhattarai | Former Campus Chief |
| 3. | Mr. Sudha Shrestah | Lecturer of Economics |
| 4. | Mr. Bhupendra Rai | President, Nepal Student Union |
| 5. | Mr. Shankar Prasad Bhandari | Student |
| 6. | Mr. Chhedup Lama | Student |
| 7. | Mr. Meghnath Subedi | Student |

d) Saraswoti M. Campus, Lekhanath Marga

| S. No. | Name | Designation |
|--------|---------------------------|---------------------|
| 1. | Mr. Murari Krishna Gautam | Acting Campus Chief |
| 2. | Mrs. Rajya Laxmi Khadka | Lecturer of Culture |
| 3. | Mr. Babu Ram Khanal | Lecturer of English |
| 4. | Mr. Pushpa Raj Koirala | Student |
| 5. | Mr. Noor Prasad Adhikari | Student |
| 6. | Mr. Arjun Pokharel | Student |
| 7. | Mr. Nathu Mishra | Student |

e) University Campus, Kirtipur

| S.No. | Name | Designation |
|-------|---------------------------------|--|
| 1. | Prof. Dr. Shekhar Gurung | Principal |
| 2. | Prof. Dr. Yogendra Prasad Yadav | Professor & Linguistic Department Chairman |
| 3. | Prof. Mohan Raj Sharma | Professor |
| 4. | Prof. Dr. Devi Dutta Paudyal | Professor |
| 5. | Mr. Indra Lal Sharma | Lecturer of Education |
| 6. | Mr. Dilip Kumar Paudyal | Student of Math |
| 7. | Mr. Narayan Bhandari | Student of Chemistry |
| 8. | Mr. Ganesh Dutta Bhatta | Student of Botany |
| 9. | Ms. Kamala Bhushal | Student of Management |
| 10. | Ms. Kalpana Subedi | Student of Zoology |
| 11. | Ms. Saileja Ale | Student of Geography |
| 12. | Ms. Chandra kumari Buduja | Student of Education |

f) Mahendra Morang Adarsh M. Campus, Biratnagar

| S.No. | Name | Designation |
|-------|-------------------------------|--|
| 1. | Mr. Gopal Kumar Karki | Campus Chief |
| 2. | Mr. Arun Kumar Thakur | Secretary, Nepal University Teachers Association |
| 3. | Mrs. Sita Bhandari | Teacher of Culture |
| 4. | Mrs. Sumana pant | Teacher of Chemistry |
| 5. | Mr. Ram Naresh Yadav | Secretary, Free Student Union |
| 6. | Mr. Kedar Karki | President, Nepal student Union |
| 7. | Mr. Pushpa Chandra Adhikari | Member, Free Student Union |
| 8. | Mr. Ganesh Baral | Member, Nepal Student Union |
| 9. | Mr. Jugeshwor Yadav | Member, Nepal Student Union |
| 10. | Mr. Badri Prasad Rjbhanshi | Member, Nepal Student Union |
| 11. | Mr. Bhim Parajuli | Treasurer, Free Student Union |
| 12. | Mr. Hari Bhattarai | Member, Free Student Union |
| 13. | Mr. Sagar Thapa | President, Free Student Union |
| 14. | Prof. Dr. Bimal Prasad Sharma | Head of the Dept. Chemistry |
| 15. | Mr. Ashok Kumar Mallik | Head of the Dept. Physics |
| 16. | Mr. Yogendra Narayan Das | Head of the Dept. Zoology |
| 17. | Mr. Narayan Bahadur Shrestha | Account Controller |

g) Prithvi Narayan Campus, Pokhara

| S. No. | Name | Designation |
|--------|---------------------------|-----------------------------|
| 1. | Mr. Mahendra Bhusan Tahpa | Campus Chief |
| 2. | Mr. Hari Prasad Upadhyaya | Assistant Campus Chief |
| 3. | Dr. Keshar Jung Baral | Reader |
| 4. | Mr. Ameer Man Shrestha | Teacher of English |
| 5. | Mr. Birodh Bikram Gurung | Member, Free Student Union |
| 6. | Ms. Bhim Kumari Shresha | Student of Education |
| 7. | Ms. Ganga K. C. | Student |
| 8. | Mr. Laxman Gairhe | Student |
| 9. | Mr. Khadak Bahadur Rana | Student |
| 10. | Mr. Srikrishan Regmi | Accountant & Recorder (HEP) |

Effectiveness of Investment in Higher Education Project

TERMS OF REFERENCE (TOR)

1. Background

The "Higher Education Project" was designed to provide tangible support for the on going reform process at Tribhuvan University (TU) by supporting the implementation of a package of policy changes in higher education including the initiation of much needed systemic changes in administrative, financial and management processes of the University. The Project was started in 1994 and was completed in November 2001 as an IDA financed project in Nepal. The total cost of the Project was estimated US\$23.1 million and as of November 25, 2001, the overall disbursements under the credit was around US\$15.63. However, a comprehensive mid-term review of the Project was agreed and original credit amount was revised.

The main objectives and components of the Project were as follows:

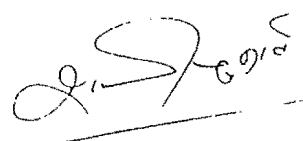
- (i) Regulation of Enrolment Growth;
- (ii) Improve Options for Resource Mobilization and Utilization;
- (iii) Preparation for Higher Secondary Education Reform;
- (iv) Improvement of Organization, Planning and Management of TU.
- (v) Improvement of Quality, Relevance and Responsiveness of Higher Education; and
- (vi) Improvement and Maintenance of Physical Facilities.

The main components of the project were as follows:

- to assist institutional development with particular emphasis on authority and strengthening of campus-level management;
- to improve selected facilities (particularly libraries and laboratories) at three key campuses and develop institutional maintenance capacity;
- to improve institutional delivery and rationalization of the student examination system; and
- to assist Ministry of Education and Sports (MOES) to prepare for higher secondary education reform.

In the fiscal year 2059/60, National Planning Commission Secretariat (NPCS) has intended to conduct a study to assess the effectiveness of investment in the Project. Central Monitoring and Evaluation Division (CMED) of NPCS will be responsible to conduct and supervise the study. For this purpose, an officer from CMED will be involved to assist and supervise the study including the field work. A Steering Committee shall be formed in NPCS to review and guide the study.

This study is intended to review the effectiveness of investment in the Project and its impact on higher education reform. Under this study, output of the project and impact on the higher education policy reform shall be examined and the effectiveness of investment in the project area and benefit accrued in education sector shall be worked out in order to guide the policy for future investment.



2. Objectives of the Study

The objectives of the study are as follows:

- to examine issues concerning the efficiency, effectiveness and impact of the project to improve future performance,
- to assess the appropriateness and the relevance of the design, inputs and implementation arrangements as well as the sustainability of benefits generated by the project,
- to assess the policy reform and implementation as well as curriculum and textbook reform and examination system reform.
- to assess the impact of the project in relation to output (institutional development, facilities improvement, institutional delivery and higher secondary education reform).
- to assess the strengths and weaknesses of the project by studying the targeted and actual facilities developed,
- to assess the actual disbursement of credit and targets achieved in the project activities including their attitude towards such projects and future perspective, and
- to recommend the future course of action to be adopted by the Government keeping in view the factors such as sustainability, operation and maintenance cost, long-term and short-term national needs etc.

3. Scope of the Study

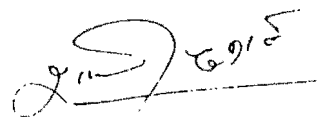
Major activities proposed under the study comprise the following:

- (i) Field observation to assess actual physical facilities developed by the project.
- (ii) Study of effectiveness of the Project considering factors such as sustainability, operation and maintenance, output and relative strengths and weaknesses of the project.
- (iii) Study of overall benefits of short term and long term improvement in institutional delivery and manpower development from the Projects and lessons.
- (iv) Study of effectiveness of resource mobilization and utilization and cost sharing and cost recovery in TU.
- (v) Recommend policy to be adopted by the Government for planning and financing the projects of similar nature.
- (vi) Identify potentialities created by the Project for country's higher educational development.

4. Detailed Terms of Reference:

Remaining within the broad scope and the objectives of the study as mentioned above, the consultants will, but not limited to, carry out the following:

- Review related government policies, related appraisal reports, project completion report, project performance audit reports and revaluation and impact evaluation studies and other relevant reports on different stages of the Project.



- Determine the impacts in terms of enrolment of students, facilities developed, policy changed and implemented, environment created and overall benefits to government and students seeking higher education.
- Determine efficiencies of higher education delivery system and management..
- Determine the overall sustainability of the higher education reform and facilities developed including the state of maintenance and cost recovery.
- Assess the overall improvement in the University's educational environment.
- Make recommendations for improving the future performance and sustainability of the project.

For the purpose of the study, the consultants would perform a survey of the project areas. An appropriate survey methodology would be adopted and sampling process would be determined in consultation with CMED. The purpose of the survey is to examine in-depth the overall benefits and the effectiveness of investment. The consultants will submit their suggestion regarding the sampling of the areas and modes of survey. The methodology and areas of inquiry under the survey will be selected keeping in view the detailed terms of reference provided herein.

5. The Services

The following consultant services would be required for the study.

- i. Team Leader/Economist/Project planning and Evaluation Expert.
- ii. Civil Engineer
- iii. Education Expert
- iv. Education Economist

In addition, the study would require the services of short-term experts, research assistants and trained enumerators to interview respondents, obtain personal insights and conduct field observations and case studies.

6. Contact Office


The contact office will be Central Monitoring and Evaluation Division of National Planning Commission Secretariat, Singh Durbar, Kathmandu. The fax number is 241660 and phone numbers are 241675 and 229069. An officer of CMED shall be involved in the study to assist the contracting party in maintaining contact with various concerned agencies and to supervise the study.

7. Steering Committee

The Steering Committee shall be chaired by the Member Secretary of the NPC. The Division Chief of CMED and Human Resource Division of NPCSC, representatives of Ministry of Education and Sport and Tribhuvan University shall be members of the Committee.

8. Duration of Study

The study must be completed by 10th Ashad , 2060. The contracting party shall submit inception report to the CMED and obtain instructions for the next step.



S/he or the Party shall obtain comments form CMED on the draft report before preparing the Final Report. Submission of various reports during the course of the study shall be as follows:

- i. Inception Report (3 copies): within **15 days** from the date of signing the contract.
- ii. Field Report (3 copies): Within **45 days** from the date of submission of the Inception Report .
- iii. Draft Report (5 copies): Within **21 days** from the date of submission of the Field Report
- iv. Final Report (20 copies); Within **21 days** from the date of submission of Draft Report.

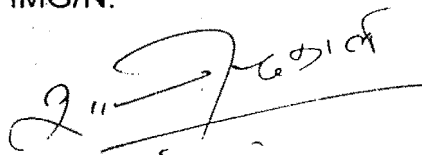
9. Mode of Payment

The payment for this study shall be made in the following manner.

- i. 15 percent after signing the agreement.
- ii. 20 percent after submission and approval of inception report by CMED based on which required interpretations and analysis shall be made.
- iii. 35 percent after submission and approval of draft report by CMED.
- iv. 30 percent after submission and approval of the final report by CMED.

10. Forfeiture of Contract

In unavoidable circumstances, a reasonable time extension can be granted for the submission of various reports and a new work schedule can be mutually agreed upon so that the whole work is completed in time. In the event of consultant's failure to make satisfactory progress as stipulated in the contract or in the work schedule mutually agreed upon, CMED shall serve a notice to the consultant to make up the progress. Failing of which, CMED shall submit to NPCS and NPCS shall have the liberty to terminate contract and assign any other party to conduct this study. In such a case, the additional cost of completing the study shall be borne by the party according to the existing financial rule and regulation of HMG/N.

A handwritten signature in dark ink, appearing to be "S. J. G. Singh", is written over a horizontal line.

SELECTED REFERENCES

1. Tenth Plan (2059-2064), HMG, National Planning Commission
2. Ninth Plan (2054-2059), HMG, National Planning Commission
3. Eight Plan (2049-2054), HMG, National Planning Commission
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