EDUCATION MANAGEMENT INFORMATION SYSTEM

REPORT ON HIGHER EDUCATION 2011/12 A.D. (2068/69 B.S.), NEPAL

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Foreword

Since last few years education sector has been experiencing major changes. The notion of education as service sector is losing ground with the burgeoning participation of private sector that has developed vibrant and profitable education institutions staking for quality and efficiency. Economic profitability has even cut through boundaries of traditional perceptions as well as political ideology. Supported by the milieu of global trend demanding competitive higher education and the ever expanding population in the country the demand for quality education and service is also ever increasing. Private educational institutions have attracted and gathered resources, funding, human, as well as technology. Constantly changing knowledge and need to augment and modernize have pressured the developed world to invest more and more in education to keep the pace. Those that fail to catch up with the trend are left behind as marginal creating a hierarchy of development and application of knowledge as power. Countries are therefore compelled to undertake educational development targeting to at least pace up with the trend if not to be at the fore front.

There are big challenges for Nepal to pace up with the world development, need for paradigm shift from traditional teacher based programs and practices to learner based programs and even move forward to team up faculties and students in knowledge generation and application practices. There are greater management challenges in evolving education systems that cover the needs in the contexts of communities, states as well as globally. Obviously, there is greater need for reliable information to analyze the pace of development and to plan for development. Besides, there is increasing pressure for information based decisions in day to day operation and management. To address the need UGC Nepal has systematically built Higher Educational Management Information System (HEMIS) and published EMIS Report regularly on annual basis from 2007/08. The report is based on data obtained from multiple sources and around the year. Consequently there is challenge to maintain coherence and consistency in information. To make it more reliable and pertinent UGC has developed a web-based software which is currently being piloted through different institutions in the different development regions. Hopefully, the system will come into operation from next year enhancing the efficiency and accuracy.

This EMIS Report lists the information related to higher education institutions, programs, students, faculty members, and financing. The data are disaggregated by important variables and are analyzed to provide important issues in terms of indicators. Important findings are highlighted and illustrated with tables, charts and graphs. The efforts are focused to support the capacity development of higher education system through information based planning, program development, budgeting, decision-making and monitoring. To support the motive of strengthening of the higher education system as a whole, UGC Nepal has established a mechanism to regularly coordinate with universities and related organizations in collection and analysis of data. Basically it is intended to support effective and efficient use of the collected data for planning and monitoring. We believe that this report would be very much helpful for the readers.

Nevertheless, we would highly appreciate feedback and suggestions for improvement from the readers.

Several people have contributed in the preparation of this report. Prof. Hridaya Ratna Bajracharya, Cheif Technical Advisor provided overall professional and technical guidance. Mr. Dinesh Bajracharya, EMIS Specialist, complied and processed the data and prepared the write-up. Mr. Sushan Thapa EMIS assistant helped in the gathering of the data. Also there has been contribution from Mr. Hikmat Rokaya (Former EMIS-Speciliast) and Ms. Arzoo (Former EMIS-Assistant) in the data collection and data entry. Ministry of Education, Ministry of Finance, Universities, Central Bureau of Statistics and several other institutions and organizations have supported in the preparation of this report by providing data and advices. We would like to humbly acknowledge their contributions. We would also like to acknowledge the support provided by Mr. Dipesh Sigh, Kapil Risal and Mr. Jeewan Koju officers in UGC for their support in the establishment of EMIS and publication of this report.

Bhola Nath Pokharel

Member Secretary

UGC, Nepal

Acknowledgement

This EMIS Report on higher education is based on the data provided by the universities, and their campuses. We would like to express our gratitude to the EMIS personnel in the universities for their contributions in data collection and preparation of this report. Particularly, we would like to acknowledge the support of Prof. Prahlad Raj Pant, Chief of the TU Planning Division and his team including Mr. Saroj Kumar Sharma, Mr.Dipak Shahi, and Ms. Pramila Shrestha; Mr. Mohammad Umar and Mr. Bidhur Dhakal from the Office of the Controller of Examination, TU; Mr. Dilip Bhat Terai from Nepal Sanskrit University; Mr. Sanjay Nath Khanal and Ms. Reema Koirala from Kathmandu University; Mr. Yadav Thapa and Mr. Lok Prasad Dhakal from Pohkara University; and Mr. Janak Timilsina from Purbanchal University in the data collection process. We also extend our appreciations to the officials of B.P.Koirala Institute of Health Sciences (BPKIHS), National Academy of Medical Sciences (NAMS), Patan Academy of Health Sciences (PAHS) and Lumbini Bauddha University (LBU) for providing data of their institutions.

We would also like to gratefully acknowledge the Ministry of Education (MOE), Ministry of Finance (MOF), and Central Bureau of Statistics (CBS) for their data support and cooperation; appreciations to the World Bank for the financial support in the establishment of EMIS in higher education through the Secondary Higher Education Project.

	Abbreviations and Acronyms
AAS	Agriculture and Animal Sciences
BPKIHS	B. P. Koirala Institute of Health Sciences
CBS	Central Bureau of Statistics
DOE	Department of Education
EDJ	Educationally Disadvantaged Janajati
EMIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
HE	Higher Education
HSS	Humanities and Social Sciences
IDA	International Development Association
Intl	International
IT	Information Technology
KU	Kathmandu University
LBU	Lumbini Bauddha University
M. Phil.	Master of Philosophy
MOE	Ministry of Education
MOF	Ministry of Finance
MOPH	Ministry of Population and Health
n/a	Not Applicable
na	Not Available
NAMS	National Academy of Medical Sciences
NSU	Nepal Sanskrit University
OCE	Office of the controller of examination
PCL	Proficiency Certificate Level
PGD	Post-Graduate Diploma
Ph.D.	Doctor of Philosophy
PokU	Pokhara University
Pop	Population
PU	Purbanchal University
S & T	Science and Technology
SHEP	Second Higher Education Project
SQL	Structured Query Language
STR	Student Teacher Ratio
TU	Tribhuvan University
UGC	University Grants Commission
UIS	UNESCO Institute for Statistics

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Executive Summary

This report is about the status of higher education[1] in Nepal. Evidently countries that have quality education have attained higher levels of development socially and economically. Higher education helps develop good quality human recourses, which is a crucial aspect for the development of society and country. For development of higher education relevant to development needs of a country and for ensuring quality as well as social equity in access there is need for critical examination of development trend, thoughtful planning, regulating, supporting with supervision and monitoring for feedback. All these needs require reliable information. To address the needs UGC Nepal has set up a Higher Education Management Information System that collects, manages, analyses and publishes reports on regular basis. This is the fifth Higher Education Management Information System Report.

This report aims to provide information about the higher education system in the country including the information about the universities, their campuses, student enrolment, pass rate, campus size, teacher number etc. The report also covers the information about the distribution of higher education in development regions, ecological belts of the country.

There are nine functioning universities in Nepal: Tribhuvan University (TU), Kathmandu University (KU), Pokhara University (PokU), Purbanchal University (PU), Nepal Sanskrit University (NSU), Lumbini Bauddha University (LBU)), Far-Western University (FWU), Mid-Western University (MWU), and Agriculture and forestry University (AFU). Also there are three autonomous medical academies which could be considered as deemed universities (National Academy of Medical Sciences (NAMS), B.P. Koirala Institute of Health Sciences (BPKIHS), and Patan Academy of Health Sciences (PAHS). FWU, MWU and AFU are the three new universities which have just started to run educational programs.

TU is Nepal's first university established in 1957. In terms of the student strength and the number of its campuses it is the largest covering 86.1 percent of the student enrolment and 81.1 percent of higher education institutions. Obviously, TU is mainly responsible for providing education to people of the whole country. There has been a long gap between the establishment time of other universities and TU. Because of the gap, in the past TU needed to take sole responsibility of the higher education development in the country.

All the universities in the country have mainly two types of campuses: constituent and affiliated. The affiliated campuses are either private or community-based.

By the year 2011/12, there have been altogether 1,134 higher education campuses that include 90 constituent (7.9 percent), 701 private (61.8 percent) and 343 community (38.2 percent) campuses. There is prominence of private campuses in terms of their number.

[1] (education level after plus two or equivalent)

There are three distinct ecological belts in the country: Mountain, Hills and Terai, north to south. In terms of the ecological belts, 677 (60.6 percent, highest) campuses are located in Hills, followed by 407 (34.8 percent) in Terai and 50 (4.6 percent, lowest) in the Mountain. Administratively, the country is divided in five development regions. In terms of regional distribution, large number of campuses are in the Central development region with more than fifty percent whereas very few (near about 7 percent) campuses are in the Mid Western and Far Western development regions. Only two universities TU and NSU have campuses in all the five development regions. Similarly, out of 75 districts in the country, 73 of them have higher education campuses.

Enrolment in Higher Education

In 2011/12, TU has the largest share (382927 (86.1 percent)) of the students in total HE enrolment. On the other hand, the share of remaining universities and medical academies is less than 7 percent and below 1 percent respectively.

The enrolment proportion in terms of field of study is very high in the general programs (86.33 percent of the total) and low in technical programs (13.66 percent). Enrolments in education, management, and humanities are 34.0 percent, 30.5 percent and 20.02 percent respectively. For engineering, medicine and S&T this value is 5.0 percent, 4.5 percent and 4.2 percent respectively. The forestry, agriculture, ayurved, and Sanskrit faculties have below 1 percent students in each.

The distribution of students across the ecological belts shows that it is highest (63.4 percent) in Hill and lowest in Mountains (2.51 percent), whereas Terai holds 34.07 percent. Likewise, among development regions the highest number of students (55.17 percent) is in Central region and very few students (less than 10 percent) are in Mid and Far western regions. These figures for Eastern and Western region are 14.2 percent and 15.19 percent respectively.

Among types of campuses, share of student enrolment between community campuses and constituent campuses is almost similar. Share of community campuses is 33.7 percent and share of constituent campuses is 35.4 percent and of private campuses is 30.8 percent.

Looking at the level-wise enrolment distribution, the huge number of students (82.52) is at bachelor's level followed by 17.4 percent at the master's. And these figures for M.Phil and Ph.D. are less than 1 percent.

Share of Girls in HE Enrolment

Over 31 years (1980 to 2011), the higher education enrolment share of female is steadily increasing (went up from 19 percent to 45.2 percent) whereas male enrolment share is declining (went down from 81 percent to 54.8 percent).

Ecological belt-wise the girls' shares in HE enrolment are 45.84 percent in Hill, 44.1 percent in Mountain, and 44.08 percent in Terai. Likewise, female enrolment in HE in different development regions are as follows: about 55.13 percent in Western, 45.45 percent in Eastern, 44.7 percent in Central, 37.3 percent Mid-Western and 36.04 percent in Far western.

By university, the girls' enrolment proportions in TU is 46.3 percent, KU is 43.47 percent, PokU, and PU both have lower than 41 percent, and in LBU female enrolment is 19.9 percent only, The share of female enrolment in medical academies are 39.1 percent for BPKIHS, 45 percent for NAMS, and 25.45 percent for PAHS.

By campus type, the biggest share (49.45 percent) of girl's enrolment is observed in community campuses. This figure is 45.1 percent in private and 41.2 percent in constituent campuses

Of the total female enrolment in HE, large proportion (91.6 percent) are in general programs and very few (8.4 percent) are in technical programs. In terms of different areas of studies, the female enrolment share is highest in medicine (about 56.2 percent), followed by 51.3 percent in education, 44.5 percent in humanities, 45.1 percent in management, 13.3 percent in agriculture, and 21.2 percent in engineering. This figure in Sanskrit is 15 percent.

The percentage of girls in total enrolment at various levels of education is as follows: 46.3 percent in bachelor, 40.03 percent in master and 20.4 percent in Ph.D.

Gender Parity Index (GPI)

In 2011/12, GPI is 0.82 in higher education, which shows that the disparity in gender participation is decreasing. Interestingly, GPI across the three ecological belts are 0.85 in hill, 0.79 in mountain and 0.79 in Terai. GPI for Eastern region is 0.83, Western region is 1.23 (highest), Central region is 0.81, Mid-Western is 0.6 and Far-Western is 0.56.

GPI showed a decreasing trend with rise in the academic levels i.e. GPI for bachelors level is 0.86, masters level is 0.67, and Ph.D. level is 0.26.

For faculty wise enrolment, the GPIs are as follows: medicine (1.29), education (1), management (0.82) and humanities (0.8).

Pass Percentage

According to the examination result data of the years from 2007 to 2011, on the average, the overall regular students pass rate is about 35 percent. The highest (37 percent) pass rate was in 2008, which slightly fell in 2009 and stood at 36.7. But from 2009 to 2011, we can observe further drop and it went down from 36.7 in 2009 to less than 30 percent in 2011.

By university, KU has the highest pass rates, with an average of 96 percent for this period. TU has the lowest pass rate (average 27 percent). PokU and PU both have around 50 percent students pass rates. The pass rate of NUS is more than 60 percent.

In 2011, the average pass percentage for the private campuses is 28 percent followed by community campuses (27 percent), and constituent campuses (26 percent). If we look at the trend among these types of campuses, the community and private campuses pass rates are in decreasing trend which went down from 31 percent in 2007 to 27 percent for community campuses and 28 percent for private campuses in 2011. However, at the same period of time the pass rates of the

constituent campuses is fluctuating, rise from 33 percent in 2007 to 38 percent in 2008, and dropped to 26 percent in 2011.

During 2007-10, average students pass percentage from technical programs is higher (68 percent) and it was lower (38 percent) in general faculties. At the same time, by faculty, the high pass percentage (about 90 percent) can be found in medicine and agriculture faculties.

Graduates

The graduate numbers included in this report is based only on the grace lists prepared by the universities for their convocation programs. The numbers are likely to be less than real number (those who have cleared all requirements of graduation), there are possibilities that some students could not apply for convocation on time.

In 2011/12, total 62,167 students graduated from all the universities. Of the total, 80.9 percent graduated from TU, followed by 10.6 percent from PU, 3.08 percent from NSU, 2.8 percent from KU, 2.2 percent from PokU and 0.26 percent from BPKIHS

By level of study, the largest number of students graduated from bachelors level (76.8 percent), followed by 22 percent from masters level. At the same time, graduates by field of study show that very high number of graduates is from education faculty (40 percent), then from management (25 percent), and humanities (21 percent). But the number of graduates from technical program is very low (below 7 percent).

Gross Enrolment Ratio (GER) in Higher Education

In this report age group population of 18-22 is taken for higher education instead of 17-21 as in previous reports. According to Annex 10, age group 17-21 corresponds to higher education, but incorporating suggestions of different stakeholders, this time age group of 18-22 is taken for higher education enrolment. Of the total 18-22 age group population, 444994 of them are enrolled for higher education. This shows that, in Nepal, gross enrolment ratio for higher education stood at 17.08 percent (considering only Bachelors and Masters Level of education) of which, 18.76 percent are male and 15.64 percent are female.

GER for Bachelors and masters are 22.79 percent and 6.58 percent respectively.

Public Financing

The universities have been receiving block grants (which include regular recurrent and development grants) and the community campuses get small token grants. In case of medical academies the funds are made available directly through the Ministry of Health and Population. Over eleven year's period, the government financing for higher education has been increasing (2001-11) from Rs 1,680 million in 2001/02 to Rs 5957 million in 2011/12.

However, as compared to other sectors, public financing for higher education looks very low, which is only 1.4 percent during 2005-10. At the same time, of the total government education budget (including schools to universities), only 8.3 percent has been allocated for higher education (during 2005-10).

In 2011/12 the grants given to HE is 1.58 percent of national budget while it is 9.5 percent of education budget.

Teachers

This report presents data on teachers of the constituent and community campuses only; it does not include data about the teachers of the private campuses because their data were not available.

In 2011/12, the total numbers of teaching staffs (including instructors) is 16,042, among them, 41.9 percent are Lecturers, 20.4 percent are Asst. Lecturers, 15.6 percent are Readers and 5.2 percent are Professors.

Student-Teacher Ratios

In 2011/12, the overall average student-teacher ratio (number of students per teacher) is 26:1. NAMS has the maximum STR and PAHS (1:1 in each) followed by NSU (2:1), BPKIHS (6:1), KU (14:1), PU (19:1), and TU (20:1), PokU (24:1).

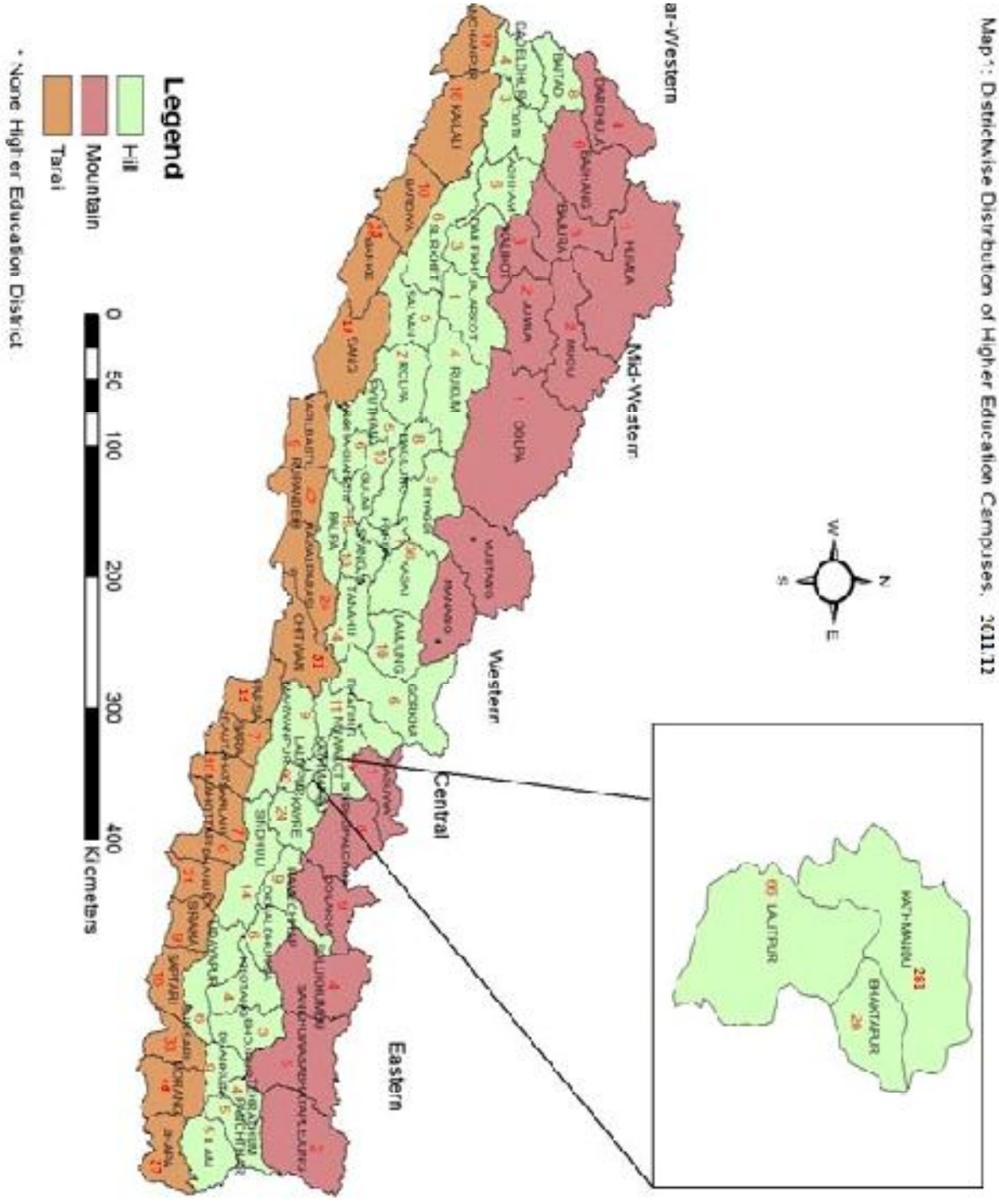
Distribution of the higher education campuses in Nepal in ecological belts and regions

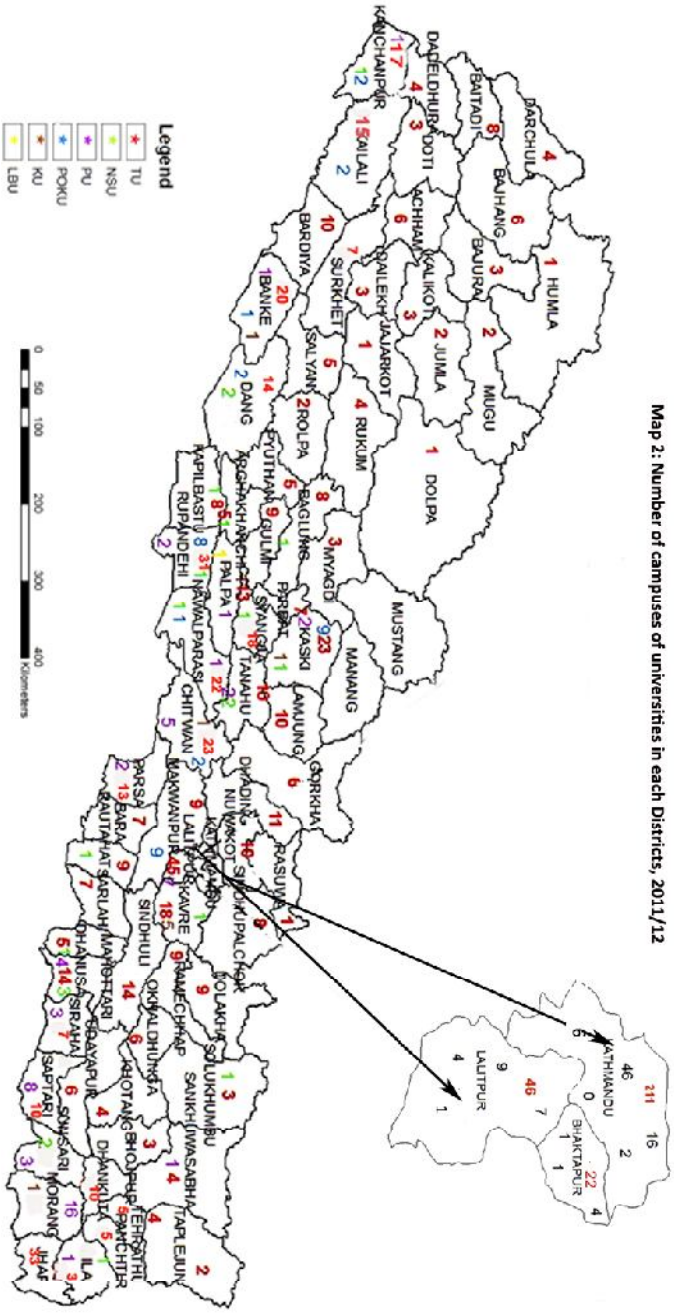
In Nepal, out of the 75 districts, 73 of them have higher education campuses (Map 1). Two districts (Mustang and Manang) do not have any campuses yet. Huge number of campuses (281 of the total campuses) is found in Kathmandu district whereas four districts (Humla, Dolpa, Jajarkot, and Rasuwa) have only one campus each. By ecological belts, the Hill belt has the maximum number (near about 61 percent) of campuses followed by the Terai belt (about 35 percent) and then by the Mountainous region (about 5 percent). On the basis of development regions, the highest number of campuses is found in Central region (50.6 percent), whereas these numbers are about 7.5 percent and 6.3 percent in Mid-western and Far western regions respectively while the Eastern and Western regions have 16.8 percent and 18.8 percent of the campuses respectively.

Distribution of university campuses across districts:

The district wise distribution of each university campus can be seen in Map 2. Among all universities, TU's campuses are more evenly distributed across most of the districts (except for Mustang and Manang). The remaining universities do not have such an extensive network of campuses in all the districts. TU's campuses can be found in 73 districts and the largest number of campuses is located in the Kathmandu district (211 out of 1134 campuses) and Humla, Dolpa, Jajarkot, and Rasuwa each have one campus. Similarly, NSU has its campuses in 18, KU has campuses in 9 districts, with majority of them in Kathmandu (6 out of 21 campuses), PokU has campuses in 11 districts, with most of them in Kathmandu (16 out of 53 campuses), PU has in 17 districts with most of them in Kathmandu (46 out of 114 campuses). The medical academies, namely NAMS, BPKIHS, and PAHS can be found only in Kathmandu, Sunsari, and Lalitpur districts respectively. Finally, compared to other districts most of the campuses of all universities are concentrated in the Kathmandu district.

Map 1: Districtwise Distribution of Higher Education Campuses, 2011/12





Map 2: Number of campuses of universities in each Districts, 2011/12

SECTION 1

1.1 INTRODUCTION

UGC has dedicated section for Education management Information System (EMIS) that prepares and publishes this EMIS report on regular basis presenting information about higher education system in Nepal. The EMIS report is published annually, this is the fifth publication. The EMIS Report on higher education with a broad range of topics includes information about higher education institutions (universities, medical academies and their campuses), their student enrolment, pass rates, gender parity index (GPI), graduates, gross enrolment ratio (GER), trend analysis (2008-12), teachers, academic programs, public financing with respect to the GER. The information in this report is expected to be useful for planning, policy making, designing programs, and projecting resources for higher education (education level after plus two or equivalent).

1.2 Organization of the Report

The report is organized into 12 different sections. The first section provides information about the organization, methodology adopted and the scope and limitation of the report. The second section provides information about universities and their campuses and their distribution by subjects like region, campus type, faculty etc. The third section gives information about the student enrolment in campuses summarized on different subjects.

Gender Parity Index (GPI, enrolment of female compared to male) is presented in the fourth section. Pass rate which can be used as one of the indicators in evaluating performance of campuses and universities is shown in the section five.

Gross enrolment ratio (GER) of students is presented in seventh section. Section eight is about the government finances provided to the universities and campuses that are channeled through UGC.

Information about number of teachers is presented in section nine. Section ten shows student/teacher ratio (STR), STR shows the number of students taught by one teacher in one year. Section eleven provides the size of campuses of universities on the basis of student enrolment number.

Trend in the higher education is shown in section twelve. This section shows change in number of universities, campuses, student enrolment, etc.

1.3 Methodology

This report is prepared using data provided by the universities, their planning divisions, Offices of the Controller of Examination (OCE) and Dean's Offices as well as various government HE agencies. Relevant documents from UGC, universities, planning divisions, OCE, Dean Offices, (Ministry of Education (MOE), Ministry of Finance (MOF) and Central Bureau of Statistics (CBS) were also used. Data on student enrolment and status of teachers of most of the universities and constituent campuses were collected through their planning divisions whereas data on community campuses were collected by UGC directly from the campuses. Data on

private campuses including enrolments and pass percentages were collected from the examination offices. The enrolment data for affiliated private campuses is ascertained by assuming that the number of students enrolled is equal to the number of students that appeared in the examinations.

1.4 Data Collection

The data required for this report was decided on the basis of predefined set of indicators mentioned in the ANNEX XI. Data is collected from the secondary sources (universities, their campuses and the examination controller offices).

1.5 Methods and Techniques

In order to generate summarized tables, data provided in the spread sheet format by the secondary sources were imported to the database. Preprocessing of data to make data clean and consistent as much as possible is done in the database. The SQL (Structured Query Language) was used to extract and generate the summary tables. Those summary tables were further used to make charts (in MSExcel) and used in the report.

1.6 Scope and Limitations

The information provided in this report can be used in analyzing national status of HE as well as institutional status of universities, campuses in different regions and ecological belts. The data can also be helpful in analyzing the universities in terms of the numbers and the sizes of campuses; student teacher ratio. Also correlation between different subjects, enrolment, faculty, regional distribution of institutions and enrolment, student-teacher enrolment ratio etc can be checked. It also provides HE trend analysis on many of the aspects discussed above from 2005.

Data availability on time remained a limiting factor for the publication of this report. Inability to follow academic calendar on the part of major universities, in particular inability of TU in complying with schedules for admission and in conducting examination and bringing out result has immense implications on many aspects including data availability on time.

2. UNIVERSITIES AND CAMPUSES

2.1 Introduction

This section provides summary information about the higher education (HE) institutions of Nepal (universities/academies and their campuses – constituent and affiliated). It includes different sub-sections focusing information on the distribution of campuses according to different subjects like development regions, ecological belts, type of campuses etc. Summary about the student enrolment status, the number of teaching faculties and graduates are also provided.

Higher education provision could be considered to have started in Nepal during the Rana regime in 1918 AD with the establishment of Tri-Chandra College. Only after four decades of this initiation, in 1959 A.D., the first university i.e. Tribhuvan University (TU) was established. It took almost two and half decades for the government of Nepal to adopt the multi-university concept. Thereafter, Mahendra Sanskrit University (MSU) (present NSU) was established in 1986 AD with concentration on Sanskrit education and traditional Ayurveda education. Since the restoration of democracy in 1990, other universities such as Kathmandu University (KU 1991 AD), Purbanchal University (PU - 1994 AD), Pokhara University (PokU - 1997 AD), Lumbini Bauddha University (LBU - 2005 AD) and some autonomous medical academies – BP Koirala Institute of Health Sciences (BPKIHS - 1993), National Academy of Medical Sciences (NAMS- 2002), and Patan Academy of Health Sciences (PAHS - 2009 AD) have been established.

The recently established universities began their higher education programs in a few constituent campuses, but later they also started giving affiliations to the other private or community campuses. Private campuses are those campuses which are managed by promoters/share holders whereas the campuses which are supported by local communities are classified as community campuses. These higher education institutions offer academic programs from Bachelor level to Ph.D.

Table 2.1.1 Different Universities and their number of campuses, number of students, number of teachers and number of graduates in year 2011/12

Universities/Academy		*Number of Higher Education only Campuses*							
			Constituent	Community	Private	Total	Female%,	Total	Teacher	Graduates
University		Tribhuvan University (TU), 1959	60	336	520	916	46.3	382927	14422	50,461
	2	Nepal Sanskrit University (NSU),	13	2	6	21	17.1	1925	770	1925
	3	Kathmandu University (KU), 1991	6	0	15	21	43.4	11310	323	1,768
	4	Pokhara University (PokU), 1997	4	0	49	53	33.5	20229	62	1,377
	5	Purbanchal University (PU), 1994	3	5	106	114	40.7	26967	46	6,636
	6	Lumbini Bauddha University (LBU),	1	na	5	6	19.9	226	0	na
	7	Mid Western University (MWU),	***Information is not available***							
	8	Far Western University (FWU), 2010								
	9	Agriculture and Forestry Unversity (AFU), 2010								
Deemed University	10	B.P. Koirala Institute of Health Sciences (BPKIHS), 1993	1	0	0	1	39.1	1155	183	na
	11	National Academy of Medical Sciences (NAMS), 2002	1	0	0	1	45	200	142	na
	12	Patan Academy of Health Sciences (PAHS), 2009	1	0	0	1	25.5	55	94	na
Total		***University=6 and Deemed University=3***	90	343	701	1134	45.2	444994	16042	62,167

Table 2.1.1 summarizes the status of higher education institutions. It lists the number of universities, medical academies and their constituent, community, private campuses and their student enrolment, girl's share, number of teachers, and graduation status. .

The table indicates that the Nepalese higher education system consists of mainly two types of universities (universities and academies that could be considered deemed universities) and three types of campuses (constituent, community, and private). Up to 2011/12, there are altogether nine full functional universities, and three medical academies; 1,134 campuses and 4,44,994 students. Among the universities, TU is the largest university in terms of the number of campuses and students number. Of the total 1,134 HE campuses, there are 90 constituent, 343 community[2] and 701 private[3] campuses. By university, TU has 60 constituent campuses and over 850 affiliated campuses with more than three hundred fifty thousand students. Similarly, PU and PokU have also expanded their reach in different parts of the country through their 114 and 53 campuses respectively. KU and NSU have comparatively less number of constituent and affiliated campuses.

Although universities generally provide academic affiliation to both the community and private campuses, community campuses are exclusively affiliated to TU, NSU and PU only.

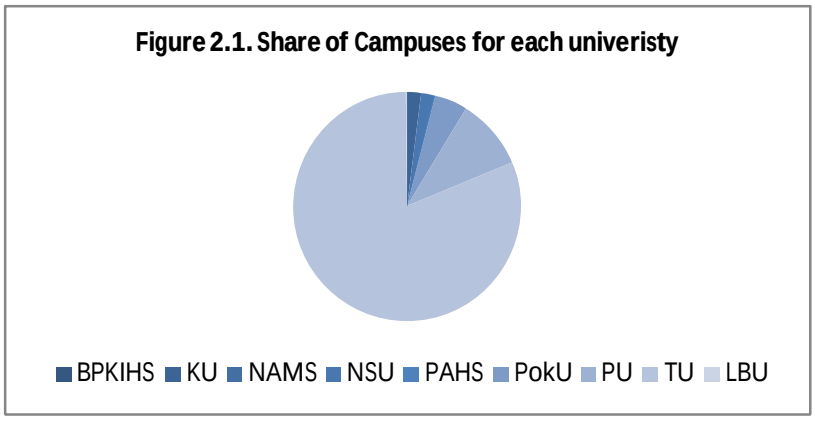
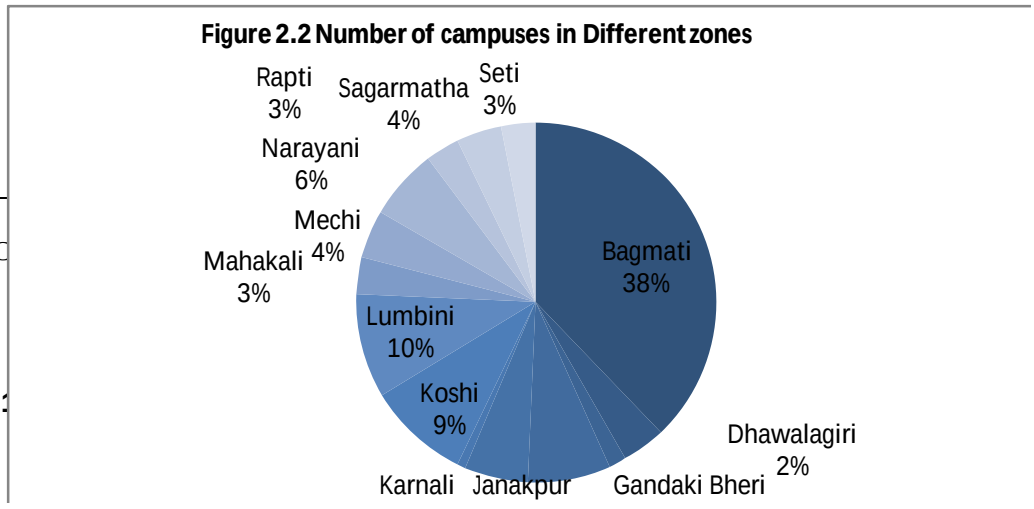


Figure 2.1 shows share of campuses of all universities in percentage. TU has 81.1 percent, PU has 10 percent, PokU has 4.6 percent, KU has 1.8 percent, NSU has 1.8 percent, and NSU, LBU, PAHS and BPKIHS have 0.9 percent of total campuses.



All of the zones of Nepal have campuses. From above figure 2.2 it is seen that Bagmati zone has highest percentage (38%) of campuses of total campuses followed by Lumbini (10%), and by Koshi (9%). Rest of the zones has very little percentage of campuses.

2. Region-Wise Distribution of Campuses

There are five development regions in Nepal: Eastern, Central, Western, Mid-Western and Far-Western regions. Several campuses of universities are established in different regions. In this sub-section regional distribution of campuses on following different subjects are given.

- Ø Distribution of campuses of different universities in five regions
- Ø Distribution of different types of campuses (constituent, community and private) in five regions
- Ø Distribution of campuses according to level of education in five regions
- Ø Distribution of campuses according to different faculties in five regions

2.2.1 Distribution of campuses of different universities in different regions

2.2.1 Distribution of campuses of universities in five regions, 2011/12

Region	University									
	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PoKU	PU	TU	Total
Central	0	17	5	1	9	1	28	68	437	566
Western	0	2	1	0	6	0	18	8	174	209
Eastern	1	1	0	0	2	0	0	36	159	199
Mid-Western	0	1	0	0	3	0	3	1	80	88
Far Western	0	0	0	0	1	0	4	1	66	72
Total	1	21	6	1	21	1	53	114	916	1134

Table 2.2.1 shows the number of campuses of nine universities in five different regions. From this table it is seen that TU has more campuses than other universities in all the regions and at the same time all universities have more campuses in central region compared to other regions. From above table it is evident that the central region has become the main hub of campuses of all the universities. TU, PU, and NSU are the only universities having campuses in all five development regions.

2.2.2 Distribution of different types of campuses in five regions

2.2.2 Number of different types of campuses in five regions, 2011/12

Campus Type	Region					
	Central	Eastern	Far western	Mid-Western	Western	Total
Private	393	127	31	47	103	701
Community	132	54	37	33	87	343
Constituent	41	18	4	8	19	90
Total	566	199	72	88	209	1134

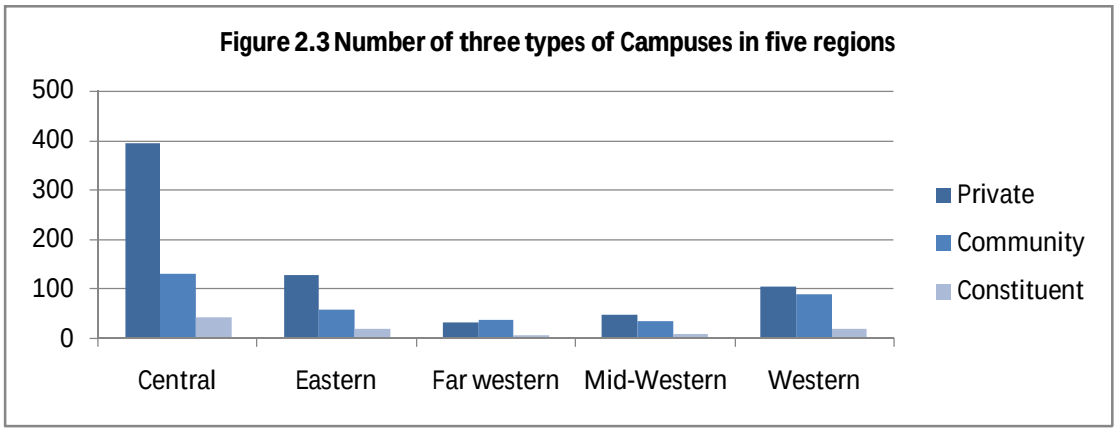


Table 2.2.2 shows number of different types of campuses in five different regions. From this table it is seen that out of 701 private campuses 393 private campuses are in Central region. Far-Western and Mid-Western regions have few private campuses compared to other regions.

2.2.3 Distribution of campuses according to level of education.

Table 2.2.3 Number of Campuses according to level of education in five regions

	Level of Education			
Regions	Bachelors	Masters	Ph.D	Total
Central	531	37	2	570
Eastern	188	9	0	197
Far-Western	69	7	0	76
Mid-Western	84	16	1	101
Western	201	7	1	209
Total	1073	76	4	1153*

*Note: *Campuses are found with more than one level of education, so variation in total number of campuses is seen in above table.*

Table 2.2.3 presents the distribution of campuses in terms of the levels of education in different development regions. Campuses with bachelors level program are found in higher number in all development regions compared to other level of education whereas most of the campuses offering Ph.D. programs are located in the Central region.

2.2.4 Distribution of campuses according to different faculties in five regions

Higher education in Nepal are provisioned mainly through 3 different institution formations: Faculties and Institution as in the case of TU, NSU, PokU, and PU and Schools in the case of KU, MWU, and FWU, The programs run by all these formations are described here as programs of different faculties like humanities, management, education, science and technology (S&T) etc. They offer different educational programs like BA, BBS, BBA, BSc, MBBS, MBA, MA, M.Sc. etc. The provisions can be categorized in terms of 11 subject areas listed in the table below.

Humanities and social science (HSS), management and education faculties have their programs conducted by larger number of campuses. Faculties like medicine, Engineering are also run in many campuses. Programs offered by Sanskrit, Forestry, Agriculture and Animal Science (AAS), Ayurved faculties are available in limited universities and their campuses only.

2.2.4 Table total number of campuses on the basis of different faculties in different regions

Faculty	Region					
	Central	Eastern	Far Western	Mid-Western	Western	Total
AAS	2	0	1	0	2	5
Ayurved	2	0	0	0	0	2
Education	162	97	51	48	119	477
Engineering	31	3	1	1	6	42
Forestry	2	0	0	0	1	3
HSS	150	46	19	19	53	287
Law	5	3	0	1	2	11
Management	365	117	36	37	130	685
Medicine	47	10	1	3	9	70
S&T	53	14	2	6	10	85
Sanskrit	3	3	1	2	8	17

Multiple campuses having more than one faculty of study have been counted accordingly, therefore total campuses by faculty is greater than actual campuses.

From table 2.2.4 it is seen that Management faculty is running highest number of campuses and most of these campuses are located in the central region. Programs of Education and Humanities faculties are also offered in good number of campuses in central region. After central region, Eastern and Western regions are seen with good number of campuses for education faculty.

2.3. Distribution of Campuses in different ecological belts

Nepal is divided in three different ecological belts: Hill, Mountain and Terai. This sub-section focuses on the distribution of campuses in these three different ecological belts.

Figure 2.4 percentage of campuses in different ecological belts (%), 2011/12

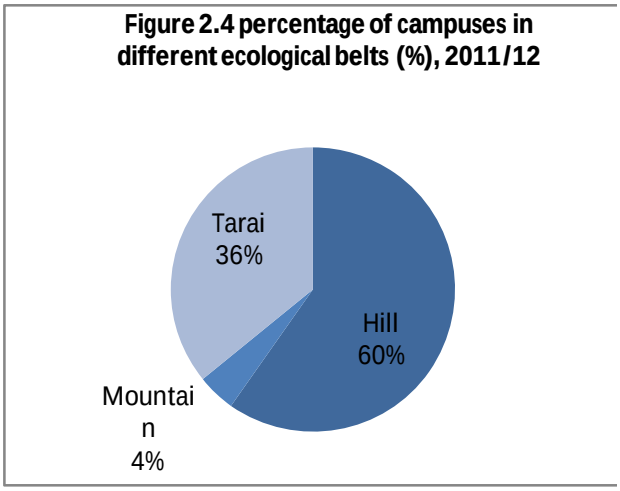


Figure 2.4 presents the geographical distribution of higher education campuses in three ecological belts. The highest percentage (60.6 percent) of campuses is concentrated in the Hill followed by the Terai (34.8 percent) and then by Mountain (4.6 percent).

2.3.1 Distribution of campuses of different universities in three ecological belts

Table 2.3.1 Ecological Belt and number of campuses of different universities

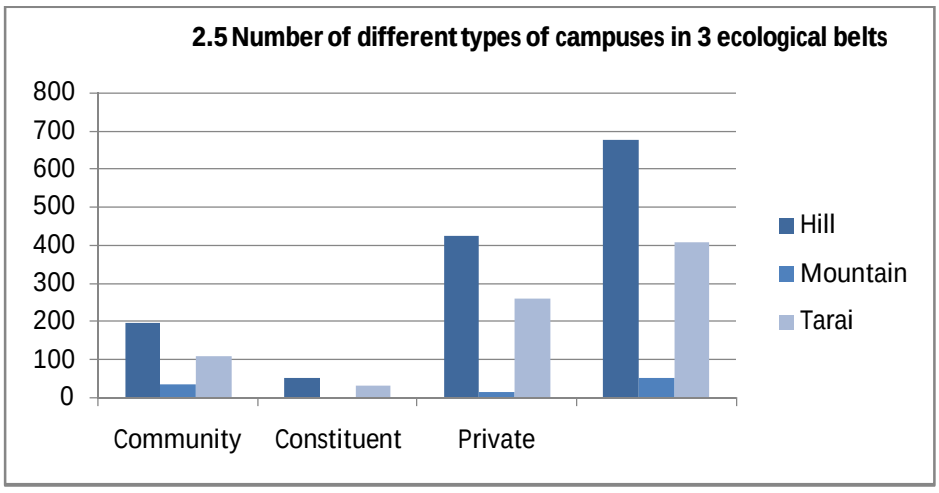
	Universities									
Eco-Belt	BPKIHS	KU	NAMS	NSU	PAHS	PokU	PU	TU	LBU	Total
Hill	0	18	1	10	1	35	63	544	5	677
Mountain	0	0	0	0	0	0	1	49	0	50
Terai	1	3		11		18	50	323	1	407
Total	1	21	1	21	1	53	114	916	6	1134

Table 2.3.1 shows that TU has the highest number of campuses in all three ecological belts. Out of 916 campuses of TU, 59.5% and 35.07% of campuses of TU are in Hill and Terai belts respectively. But this share of TU is very low in Mountain belt. After TU, PU has the largest share of campuses in Hill and Terai belts.

2.3.2 Distribution of three types of campuses in three ecological belts

Table 2.3.2 Ecological belt and number of different types of campuses, 2011/12

	Campus Type			
Eco-Belt	Community	Constituent	Private	Total
Hill	198	55	424	677
Mountain	33	1	16	50
Terai	112	34	261	407
Total	343	90	701	1134



From table 2.3.2 it is seen that hill belt has the highest number of all three types of campuses. The concentration of private campuses is very high in the Hill ecological belt. Terai region also has good number of private campuses.

2.3.3 Number of campuses in each ecological belt according to faculties

Table 2.3.3. Ecological belt and number of campuses according to faculties

	Faculties												
	Agriculture	Education	Engineering	Forestry	Humanities	Law	Management	Medicine	S&T	Sanskrit	Ayurved	Buddhist Studies	Total
Hill	2	171	23	3	133	2	263	39	29	7	0	5	677
Mountain		36			8		6						50
Terai	2	113	7		67	2	168	28	10	7	2	1	407
Total	4	320	30	3	208	4	437	67	39	14	2	6	1134

From above table, it is seen that management, education and humanities faculties have good number of campuses compared to other faculties.

2.4 Distribution of campuses according to level of education

Different levels of education like bachelors, masters, are provided by universities in which eligible students meeting required criteria can enroll. The major levels of education are bachelors, masters, PGD, and Ph.D.

Table 2.4.1 Number of campuses of different universities according to level of education, 2011/12

Level	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU	Total
PCL and Bachelor's	0	0	0	0	0	0	0	0	13	13
PCL, Bachelor's and Master's	1	1	0	0	1	0	0	0	38	41
Bachelor's only campuses	0	15	0	0	11	1	39	81	738	885
Master's only campuses	0	0	0	0	0	0	1	10	2	13
Bachelor's and Masters'	0	0	0	1	2		11	22	116	152
Bachelor's, Master's, M.Phil, Ph.D.	0	0	0	0	0	0	0	0	1	1
Ph.D. only Campuses	0	0	1	0	0	0	0	0	0	1
Master's and M.Phil	0	0	0	0	0	0	1	0	0	1
Bachelor's PGD, and Master's	0	0	0	0	0	0	1	1	0	2
PGD only Campuses	0	0	0	0	0	0	0	0	2	2
Bachelor's, Master's, and Ph.D.	0	2	0	0	0	0	0	0	0	2

Above table shows that there are more number of campuses with bachelors level of education compared to other level of education. Here, TU is leading in number of campuses in both bachelors and masters level of education with 65.1% and 10.2 percent respectively. PU and PokU have share of 7.1% and 3.4% in bachelors level of education respectively.

Table 2.4.2 Number of campuses of university and up to given level of education, 2011/12										
Level	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU	Total
UptoBachelor's	1	19	0	0	18	1	49	104	901	1093
UptoMaster's	0	1	5	1	2	0	4	10	152	175
UptoPhD	0	1	1	0	1	0	0	0	1	4

Table 2.4.2 presents the number of campuses of different universities which provides specified level of education. In this case, TU has highest number of campuses whereas the BPKIHS, LBU, PAHS and NAMS have relatively fewer numbers of campuses.

Figure 2.6 Number of campuses by level of education of different universities

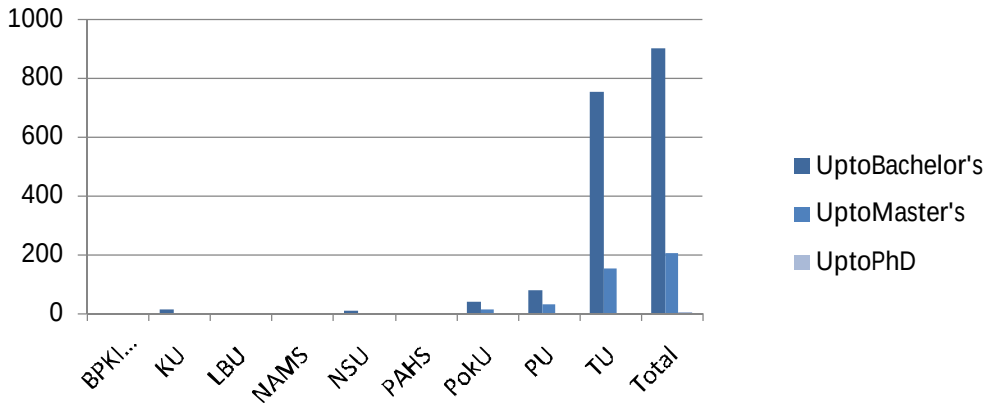


Table 2.4.3 Number of campuses by faculty and type of campus, 2011/12				
Faculty	Campus Type			
	Community	Constituent	Private	Total
AAS	0	4	1	5
Ayurbed	0	0	2	2
Education	276	28	173	477
Engineering	0	8	34	42
Forestry	0	2	1	3
HSS	126	34	127	287
Law	1	7	3	11
Management	190	30	465	685
Medicine	0	11	59	70
S&T	7	27	51	85
Sanskrit	2	13	2	17
***Multiple campuses having more than one faculty of study have been counted accordingly, therefore total Campuses by faculty are greater than actual campuses.**				

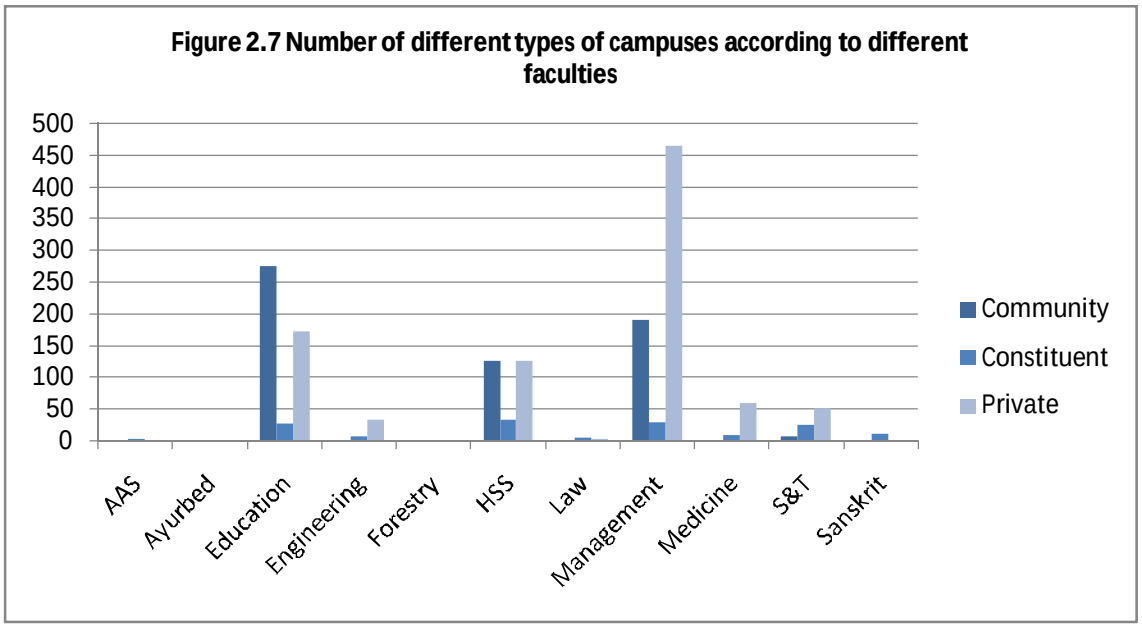
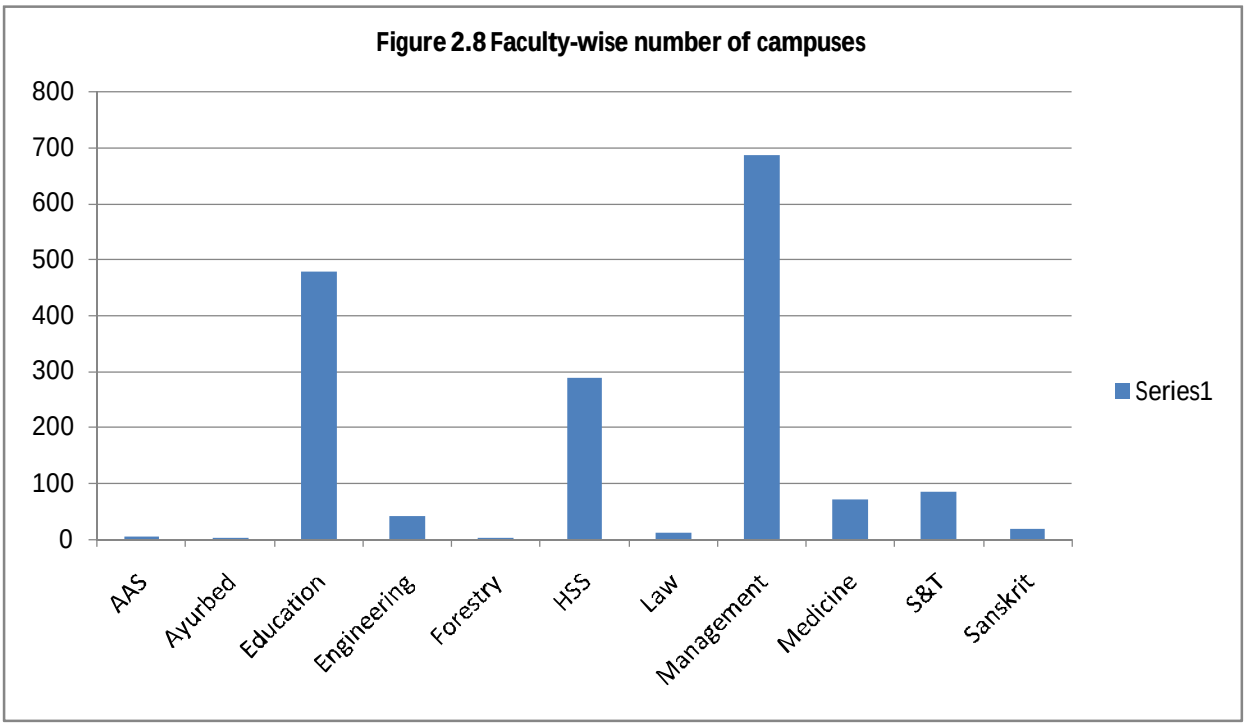


Table 2.4.3 shows management faculty has more number of campuses compared to other faculties; education faculty has more community campuses while management faculty has more private campuses.



SECTION 3

3 ENROLMENT IN HIGHER EDUCATION

3.1 Introduction

Higher education plays critical role in human resource development. It is at this level that the teachers, engineers, doctors, nurses, administrators, lawyers, researchers, and countless other professionals acquire high-level knowledge and skills necessary to enter the world of work and contribute to the wider society. Education at this level also contributes to economic, social and political elimination of poverty by providing better employment opportunities through the expansion of basic education system, training of teachers and use of innovative techniques in curriculum development. In 2011/12, altogether 444994 students were enrolled in higher education in Nepal.

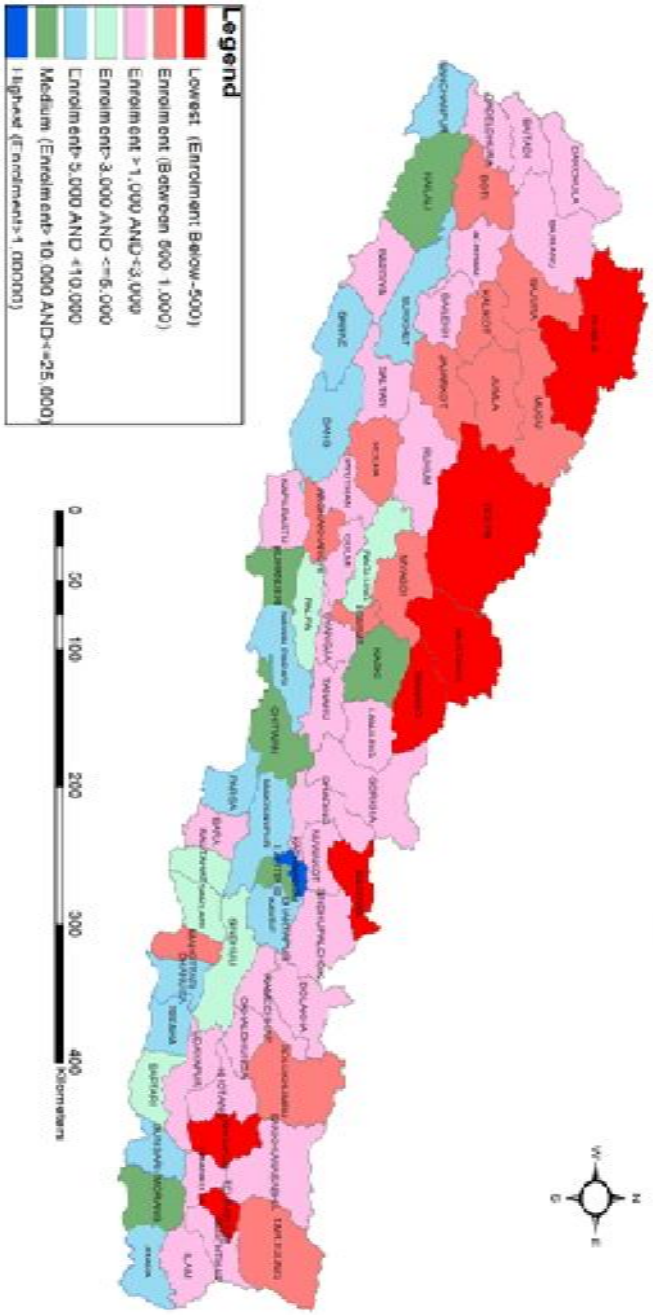
The map 3 presents the total higher education enrolment in different districts across the country. Mustang and Manang do not have any campuses. The highest enrolment (1 hundred 45 thousand students) is in Kathmandu district while the lowest enrolment (one hundred and seventy nine students) is in Dolpa. Kalikot also has less than 200 students. There are several other districts districts like Bhojpur, Mugu, Humal, rasuwa, and Terhathum where there are less than 500 students enrolled to higher education. Bhaktapur, Lalitpur, Chitwan, Kailali, Kaski, Morang, and Rupendehi have moderate student enrolment, between >10,000 and <25,000. Among them, Lalitpur has the highest figure (22 thousand students).

Table 3.1.1 Student enrolment and Share of Universities, 2011/12

University	Total	Share
TU	382927	86.1
PU	26967	6.1
PokU	20229	4.5
KU	11310	2.5
NSU	1925	0.4
BPKIHS	1155	0.3
LBU	226	0.1
NAMS	200	0.0
PAHS	55	0.0

Table 3.1.1 provides summary information about student enrolment in each of the universities. TU has the highest number of student enrolment 86.1 percent share while PU and PokU have 6.1% and 4.5% student enrolment. PU and PokU have been established after four decades of establishment of TU.

Map 3: Higher Education Enrolment distribution by district, 2011/12



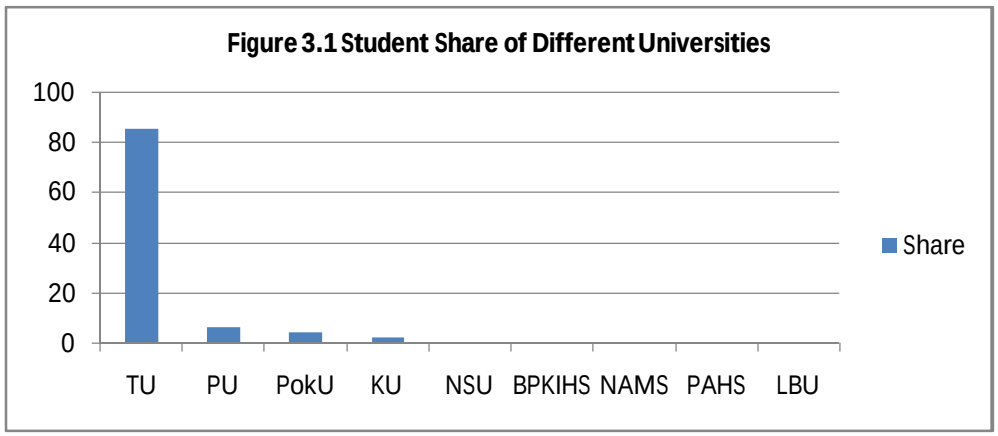


Table 3.1.2 Student enrollment in different faculties in different universities, 2011/12

Faculty	NSU	LBU	KU	PokU	PU	TU	PAHS	NAMS	BPKIHS	Total
Agriculture	0	0	0	0	0	942	0	0	0	942
Ayurbed	103	0	0	0	0	0	0	0	0	103
Buddisht Studies	0	226	0	0	0	0	0	0	0	226
Education	337	0	488	na	5681	144914	0	0	0	151420
Engineering	0	0	1058	5661	3049	12190	0	0	0	21958
Forestry	0	0	0	0	0	734	0	0	0	734
Humanities	0	0	913	190	1804	86212	0	0	0	89119
Law	0	0	0	0	587	3898	0	0	0	4485
Management	0	0	1760	13578	8450	111888	0	0	0	135676
Medicine	0	0	6262	na	4735	7564	55	200	1155	19971
S&T	0	0	829	800	2661	14585	0	0	0	18875
Sanskrit	1485	0	0	0		0	0	0	0	1485
Total	1925	226	11310	20229	26967	382927	55	200	1155	444994

Table 3.1.2 shows number of students enrolled in nine universities in different faculties. TU has the highest student enrolment in education followed by management and humanities faculties.

Table 3.1.3 University-Wise HE enrollment in three types of campuses, 2011/12

Campus Type	University									
	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU	Total
Community	0	0	0	0	66	0	0	1,213	148888	150,167
Constituent	1,155	4,293	108	200	1,436	55	1,459	856	147999	157,561
Private	0	7,017	118	0	423	0	18,770	24,898	86040	137,266
Total	1,155	11,310	226	200	1,925	55	20,229	26,967	382,927	444,994

Table 3.1.3 shows student enrolment in three types of campuses of different universities. According to the table, the constituent campuses have the highest number of students enrolled. However, the difference in total enrolment in

constituent campuses is not very big compared to the enrolment in community campuses. TU has big number of student enrolment in all three types of campuses. In case of KU, PokU, and PU, private campuses have more students compared to their constituent and community campuses. But this scenario is reversed in case of TU as enrolment of students is very high in community and constituent campuses compared to private campuses of TU.

3.2 Region wise student enrolment

Regions: Central, Eastern, Western, Mid-Western, and Far-Western

3.2.1 Number of students enrolled in different universities in five different regions

Table 3.2.1 **enrolment students of universities in five region**

	University									
Region	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU	Total
Central	0	8,632	118	200	1,201	55	12,238	15,195	207873	245512
Eastern	1,155	705	0	0	154	0	0	10,205	51009	63228
Far Western	0	0	0	0	109	0	775	280	29570	30734
Mid-Western	0	833	0	0	203	0	350	54	36464	37904
Western	0	1140	108	0	258	0	6,866	1,233	58011	67616
Total	1,155	11,310	226	200	1,925	55	20,229	26,967	382,927	444,994

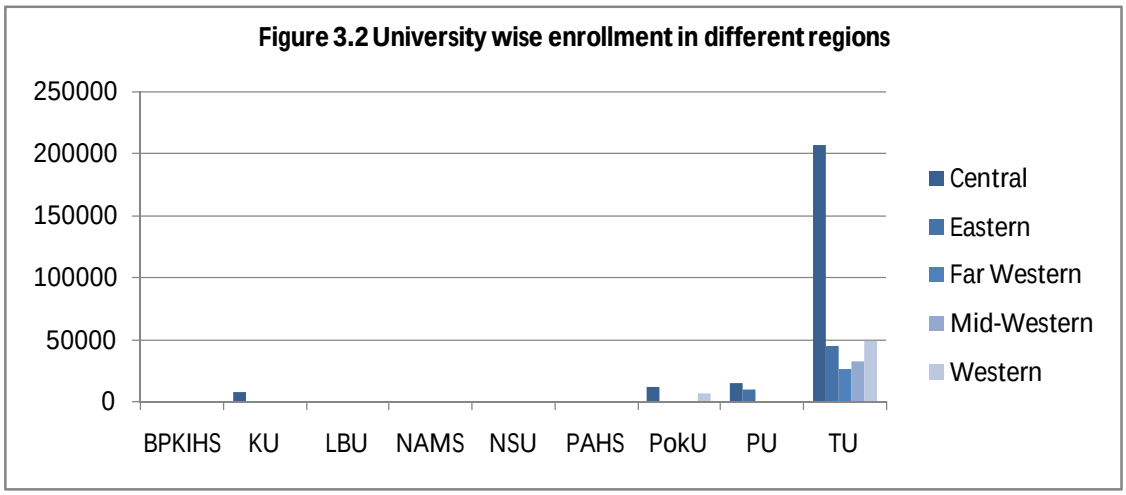


Table 3.2.1 shows that TU has the highest number of students enrolled in all regions. After TU, PU, PokU, KU have higher number of students compared to rest of the universities. Central region has the highest number of student enrolment (55.17 percent) followed by Western region (15.19 percent).

3.2.2 Number of students enrolled in three different types of campuses in five different regions

Table 3.2.2 Regional distribution of HE enrollment in types of campuses, 2011/12						
Campus Type	Region					
	Central	Eastern	Far-Western	Mid-Western	Western	Total
Community	53396	27562	17568	16830	34811	150,167
Constituent	114551	7970	7656	14162	13222	157,561
Private	77565	27696	5510	6912	19583	137,266
Total	245512	63228	30734	37904	67616	444,994

Table 3.2.2 shows that the highest number of students is enrolled in the constituent campuses of the central region. In Mid-Western, Western and Eastern region community campuses have good number of students. Private campuses have higher number of student enrolment in central region compared to other regions.

3.2.3 Students enrolment in different level of education

Table 3.2.3 Student enrollment in different level of education in five different regions , 2011/12				
Region	Level			
	Bachelors	Masters	Ph.D	Total
Central	181397	63462	653	245512
Eastern	57461	5767	na	63228
Far-Western	28111	2623	na	30734
Mid-Western	37804	100	na	37904
Western	62478	5062	76	67616
Total	367251	77014	729	444994

Table 3.2.3 shows the student enrolment in different level of education in different regions. The highest number of student enrolment is seen at bachelors level. It is remarkably high in the central region.

3.2.4 Students enrolment in different faculties in different regions.

Table 3.2.4 Student enrolment is different faculties in five regions						
	Region					
Faculty	Central	Eastern	Far-Western	Mid-Western	Western	Total
Agriculture	942	0	0	0	0	942
Ayurved	86	0	0	17	0	103
Buddhist Studies	118	0	0	0	108	226
Education	71575	20727	14220	26934	17964	151420
Engineering	19618	751	0	0	1589	21958
Forestry	471	0	0	0	263	734
Humanities	36570	17986	8917	6539	19107	89119
Law	2417	2068	0	0	0	4485
Management	85675	18165	3592	3052	25192	135676
Medicine	13793	2377	344	887	2570	19971
S&T	13310	1079	3552	289	645	18875
Sanskrit	937	75	109	186	178	1485
Total	245512	63228	30734	37904	67616	444994

Above table 3.2.4 shows that huge number of students is enrolled in education and management faculties compared to other faculties. Enrolment in humanities and social science is also significantly high compared to other faculties. Region-wise, student enrolment is high in the central region in all faculties.

3.3 Students enrolment in different ecological belts

Three ecological belts: Hill, Mountain and Terai. 3.3.1 Total number of students enrolled in three ecological belts.

Table 3.3.1 Student enrolment in three eco-belts

Belt	Enrolment
Hill	282172
Mountain	11179
Terai	151643
	444994

Figure 3.3 Total Enrolment in 3 different eco-belts

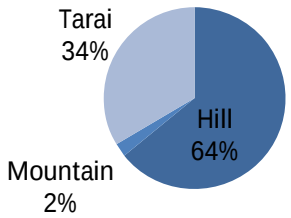


Figure 3.3.1 presents the distribution of higher education enrolment in three ecological belts. Among three eco-belts, the highest enrolment is found in Hill belt with 63.4 percent and smallest in Mountain belt with only 2.5 percent and Terai belt holds 34.0 percent.

3.3.2 Student enrolment in different universities in eco-belts

Table 3.3.2 Student enrolment for universities in three eco-belts

Ecological-Belts	University									
	BPKHIS	KU	NAMS	LBU	NUS	PAHS	PokU	PU	TU	Total
Hill	0	8873	200	118	1195	55	15312	14276	242143	282172
Mountain	0	0	0	0	0	0	0	263	10916	11179
Terai	1155	2437	0	108	730	0	4917	12428	129868	151643
Total	1155	11310	200	226	1925	55	20229	26967	382927	444994

From table 3.3.2 it is seen that the Hill belt has the highest number of student enrolment and major share of student enrolment belongs to TU. The dominance of TU is seen in all three ecological belts in the following order: Hill, Terai, and Mountain. PU and PokU also have good number of student enrolment in three ecological belts compared to medical institutions, KU, LBU, and NSU.

3.3.3 Student enrolment in three types of campuses in eco-belts

Table 3.3.3 Students in three types of campuses in three eco-belts				
Eco- Belt	Campus Type			
	Community	Constituent	Private	Total
Hill	71360	136758	74054	282172
Mountain	7841	2039	1299	11179
Terai	70966	18764	61913	151643
Total	150167	157561	137266	444994

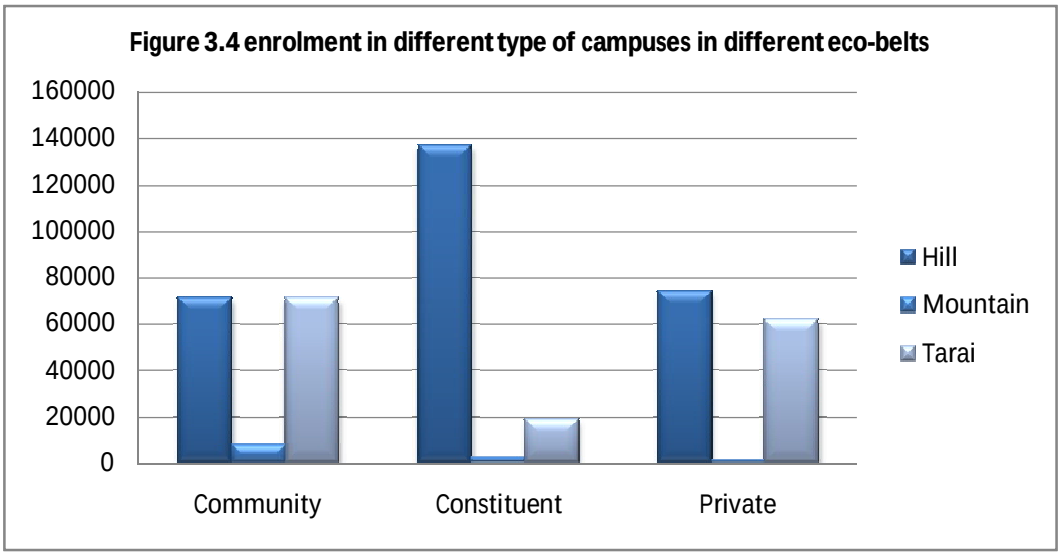


Table 3.3.3 shows that huge number of students is enrolled in the constitutional campuses of Hill belt. But this is also true for both private and community campuses. In Terai belt, student enrolment is highest for community campuses.

3.3.4 Student enrolment indifferent faculties in different ecological-belts

Table 3.3.4 **Ecological belt and number of campuses according to faculties**													
	Faculties												
	Agriculture	Education	Engineering	Forestry	Humanities	Law	Management	Medicine	S&T	Sanskrit	Ayurved	Buddhist Studies	Total
Hill	0	93857	19659	734	50693	2417	88012	11661	14037	984	0	118	282172
Mountain		8975			1512		692						11179
Terai	942	48588	2299		36914	2068	46972	8310	4838	501	103	108	151643
Total	942	151420	21958	734	89119	4485	135676	19971	18875	1485	103	226	444994

Table 3.3.4 shows that Hill and Terai ecological belts have highest student enrolment in the education faculty. In Mountain ecological belt also education faculty has highest enrolment.

3.4 Summary tables on more than 2 subjects (dimensions)

It is possible to study student enrolment considering more than 2 subjects like, faculty, level of education and gender of education or faculty, gender of student and regions. This sub-section presents one of the multi-dimensional tables.

3.4.1 Gender wise Student enrolment in different faculties in different level of education

Table 3.4.1 student enrolment in different Level of education in different faculties, 2011/12

	Bachelor		Master	
Faculty	Female	Total	Female	Total
Agriculture	126	942	na	na
Ayurbed	25	103	na	na
Buddisht Studies	na	na	45	150
Education	66853	123838	10772	27109
Engineering	4771	21958	na	na
Forestry	99	734	na	na
Humanities	30895	67902	8752	21217
Law	735	2524	315	1961
Management	50354	109392	10845	26284
Medicine	11148	19771	90	200
S&T/Engineering	4983	18875	nq	nq
Sanskrit	191	1212	15	93
Total	170180	367251	30834	77014

Table 3.4.1 shows that humanities, management and education faculties have good student enrollment compared to other faculties. Education faculty has the highest number of student enrollment followed by management and humanities faculties. Around fifty percent female enrolment is seen in education, management and medicine faculties in bachelors level of education. But this enrolment is low for masters level compared to bachelors.

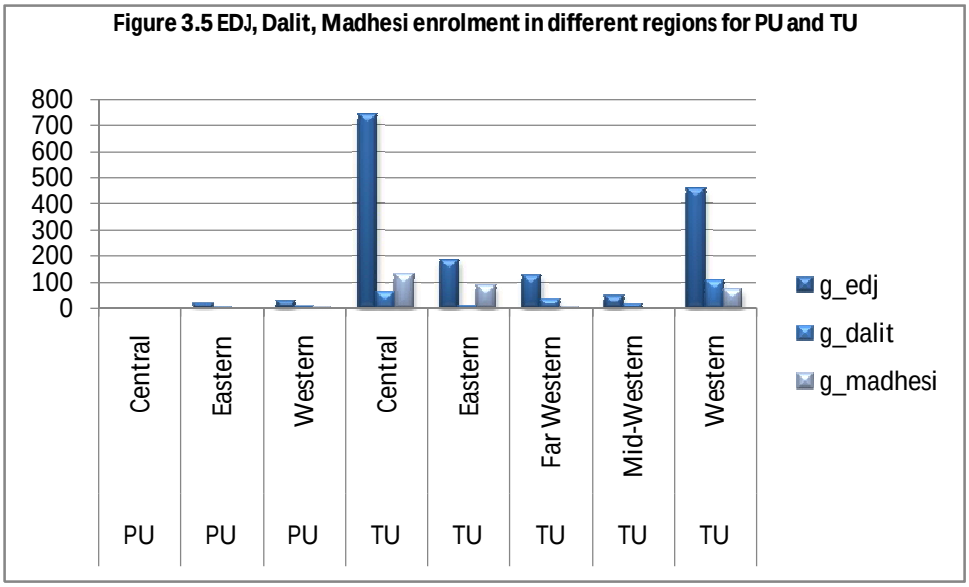
3.5 EDJ, Madhesi and Dalit enrolment

In this sub-section information about EDJ, Dalit, Madhesi is presented only for community campuses as data about EDJ, Dalit, Madhesi is not available for constituent and private campuses. Even for all community campuses maintaining record of full detail is challenging.

3.5.1 EDJ, Madhesi, and Dalit enrolment

Table 3.5.1 EDJ, Dalit, Madhesi enrolment in different universities in different regions				
University	Region	EDJ	Dalit	Madhesi
PU	Central	Na	na	Na
PU	Eastern	154	12	na
PU	Western	144	37	16
TU	Central	6821	1038	4387
TU	Eastern	4280	440	2069
TU	Far Western	1723	807	24
TU	Mid-Western	773	324	37
TU	Western	4708	807	649

Figure 3.5 EDJ, Dalit, Madhesi enrolment in different regions for PU and TU



From above table 3.5.1 and figure 3.5 it is evident that highest number of EDJ, Dalit and Madhesi belong to campuses in the Central region of TU. In eastern region EDJ and Madhesi are found in good number.

Of the total enrolment, about 27 percentages students are EDJs, Dalits and Madhesi leaving 73.2 percent for others. Among three categories, the share of EDJs is largest (17.3) and Dalits have only 3.5 percentage.

Table 3.5.2 EDJ, Dalit, Madhesi enrolment in different level of education of different Universities				
University	Level	EDJ	Dalit	Madhesi
NSU	Bachelor	Na	Na	na
PU	Bachelor	239	35	9
PU	Master	59	14	7
TU	Bachelor	17707	3320	6953
TU	Master	598	96	213

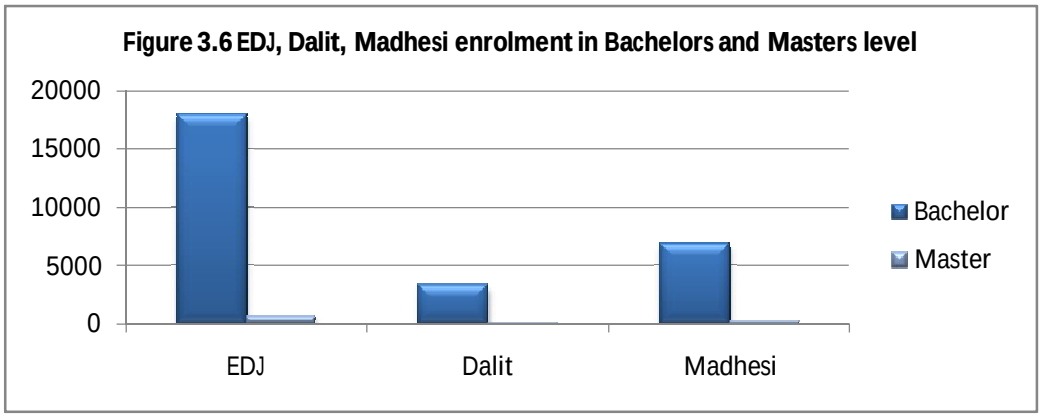


Table 3.5.3 EDJ, Dalit, Madhesi enrolment in different faculties in different regions					
Region	Faculty	EDJ	Dalit	Madhesi	Total
Central	Education	4180	604	3115	7899
Central	Humanities	764	136	124	1024
Central	Management	1868	295	1148	3311
Central	S&T	9	3	0	12
Eastern	Education	3617	363	1705	5685
Eastern	Humanities	333	24	101	458
Eastern	Management	466	62	248	776
Eastern	S&T	18	3	15	36
Far Western	Education	1210	645	18	1873
Far Western	Humanities	206	70	2	278
Far Western	Management	307	92	4	403
Mid-Western	Education	711	312	33	1056
Mid-Western	Humanities	1	1	0	2
Mid-Western	Management	39	2	3	44
Mid-Western	S&T	22	9	1	32
Western	Education	3115	511	537	4163
Western	Humanities	363	104	14	481
Western	Management	1374	229	114	1717
Western	Sanskrit	0	0	0	0
	Total	18603	3465	7182	29250

Table 3.5.3 shows that highest number of EDJ's is enrolled in education faculty and their enrolment in S&T faculty is very poor. From above data EDJ, Dalit and Madhesi are not found to be enrolled in medicine faculty in any region.

3.5.2 EDJ, Dalit and Madhesi Graduates

Table 3.5.4 EDJ, Dalit, Madhesi Graduates of different University in different regions				
University	Region	g_edj	g_dalit	g_madhesi
NSU	Western	na	na	na
PU	Central	na	na	na
PU	Eastern	19	4	na
PU	Western	30	9	4
TU	Central	742	65	131
TU	Eastern	186	12	90
TU	Far Western	127	37	4
TU	Mid-Western	49	17	1
TU	Western	459	109	76

**NOTE G_EDJ = Graduate EDJ; G_DALIT = Graduate Dalit; G_MADHESI = Graducate_madhesi*

Most of the EDJ, Dalit and Madhesi graduates are seen in the central region followed by eastern region.

Table 3.5.5 EDJ, Dalit, Madhesi graduates on different level of different universities				
University	Level	G_EDJ	G_DALIT	G_MADHESI
NSU	Bachelor	na	na	na
PU	Bachelor	49	13	4
PU	Master	na	na	na
TU	Bachelor	1544	240	301
TU	Master	19	na	1

Majority of EDJ, Madhesi, and Dalit graduates belong to TU, then to PU. Like in general student enrolment, EDJ, Madhesi and Dalit graduates are also found to be in higher number for bachelors level of study.

Figure 3.7 EDJ, Dalit, Madhesi graduates in Bachelors and Masters level

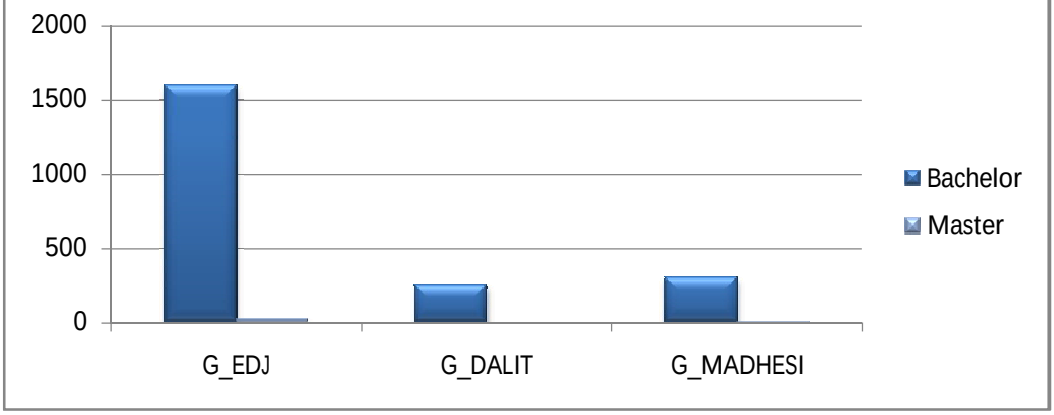


Table 3.5.6 EDJ, Dalit, Madhesi Graduates in different faculties in different regions				
Region	Faculty	G_EDJ	G_DALIT	G_MADHESI
Central	Education	302	28	80
Central	Humanities	156	11	6
Central	Management	284	26	45
Central	Science	na	na	na
Eastern	Education	69	10	14
Eastern	Humanities	126	6	66
Eastern	Management	10	na	10
Eastern	Science	na	na	na
Far Western	Education	112	27	3
Far Western	Humanities	13	7	1
Far Western	Management	2	3	na
Mid-Western	Education	47	16	1
Mid-Western	Humanities	2	1	na
Mid-Western	Management	na	na	na
Mid-Western	Science	na	na	na
Western	Education	306	71	46
Western	Humanities	78	13	14
Western	Management	105	34	20
Western	Sanskrit	na	na	na

Section 4

Gender Parity Index in higher education

4.1 Introduction

Gender parity index (GPI) tells about the equity of female students' access to higher education. It is one of the most important indicators which is used to measure the participation of girls' in higher education. GPI in higher education is expressed as the ratio of the number of girls to the number of boys enrolled in higher education.

In 2011/12, the GPI in higher education enrolment in Nepal is 0.82. It indicates the parity between boys and girls enrolment is increasing, appeared to previous years as figure below shows. During five years period (2005-12), GPI has raised from 0.5 to 0.82. This means girls' share in HE enrolment rose from 35 percent in 2005 to 45.2 percent in 2012. In percentage, the girl's participation in higher education is 45.2 percent.

4.2. GPI in 5 different regions:

Table 4.2.1 GPI for each region, 2011/12

Region	Central	Eastern	Far-Western	Mid-Western	Western
GPI	0.81	0.83	0.56	0.60	1.23

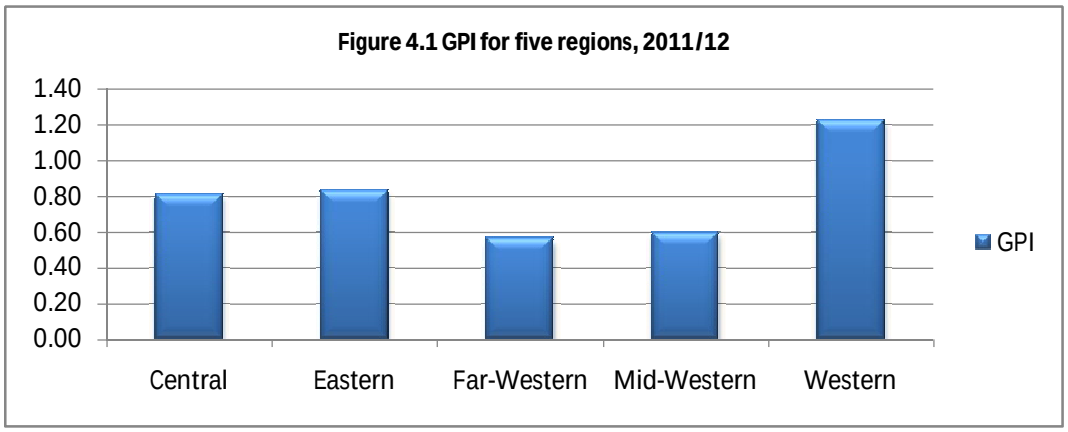


Table 4.2.1 shows GPI for five different regions. According to this table Western region has the highest GPI (1.23), there is enrolment of more female students compared to male and Far-Western region has GPI is the lowest (0.56).

4.3. GPI in 3 different ecological belts

Table 4.3.1 gender partiy index by ecological belt, 2011/12

Ecological Belt	Hill	Mountain	Terai
GPI	0.85	0.79	0.79

Table 4.3.1 shows that Hill belt has more GPI than other two belts.

4.4. GPI according to level of education

Table 4.4.1 Level-wise Gender Parity index, 2011/12

Level	Bachelor's	Master's	Ph.D.
GPI	0.86	0.67	0.26

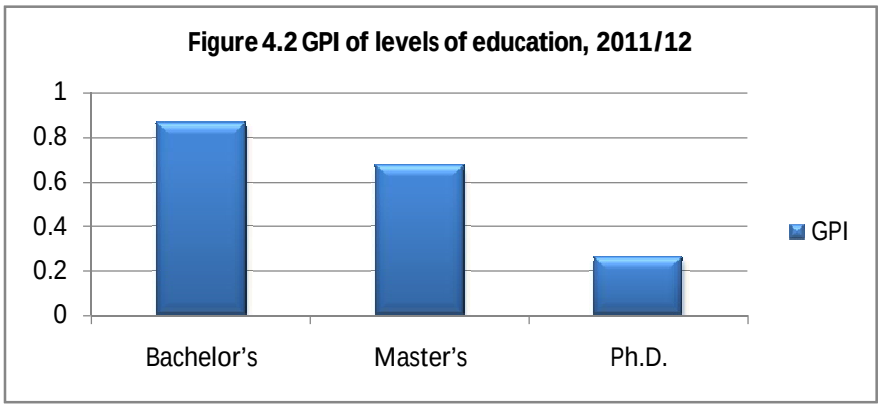


Table 4.4.1 shows there is decline in GPI with rise in the level of education. GPI is higher for bachelor's level of education.

4.5. GPI for different universities

Table 4.5.1 HE gender parity index by University, 2011/12

University	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU
GPI	0.64	0.77	0.25	0.82	0.21	0.34	0.51	0.69	0.86

Table 4.5.1 shows GPI for all universities. TU has the highest GPI followed by NAMS with GPI of 0.82.

4.6. GPI for three types of campuses

Table 4.6.1 HE gender parity index by campus type, 2011/12

Campus Type	Community	Constituent	Private
GPI	0.98	0.70	0.82

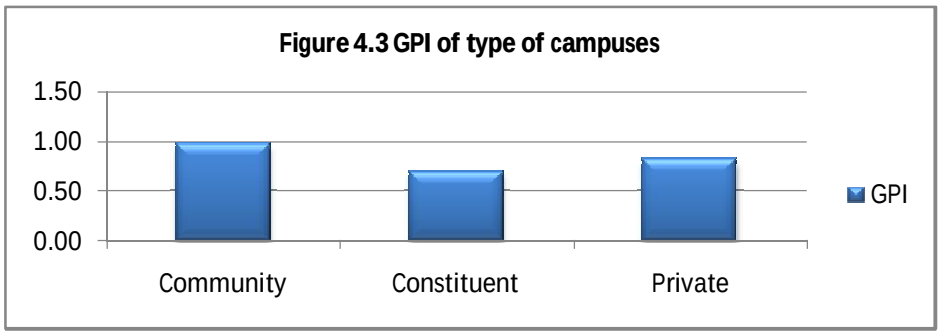


Table 4.6.1 shows that community campuses have good GPI compared to constituent and private campuses.

4.7. GPI on the basis of faculty

Table 4.7.1 Overall gender parity index of different faculties, 2011/12	
Faculty	GPI
Agriculture	0.15
Ayurbed	0.32
Buddisht Studies	0.25
Education	1.06
Engineering	0.28
Forestry	0.16
Humanities	0.80
Law	0.31
Management	0.82
Medicine	1.29
S&T	0.36
Sanskrit	0.18

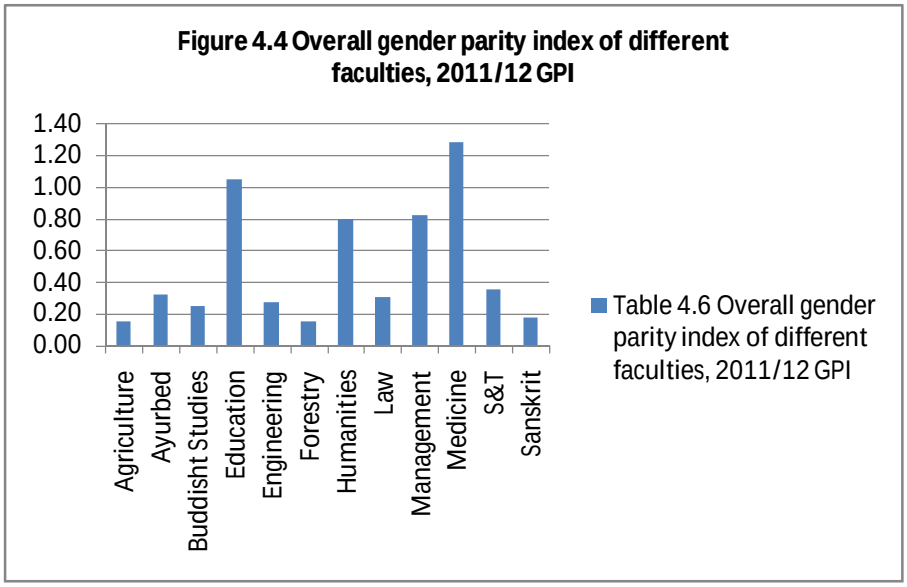


Table 4.7.1 shows the participation of female in education and medicine faculties is more than participation of boys. In management and humanities faculties, the participation of girls is also encouraging.

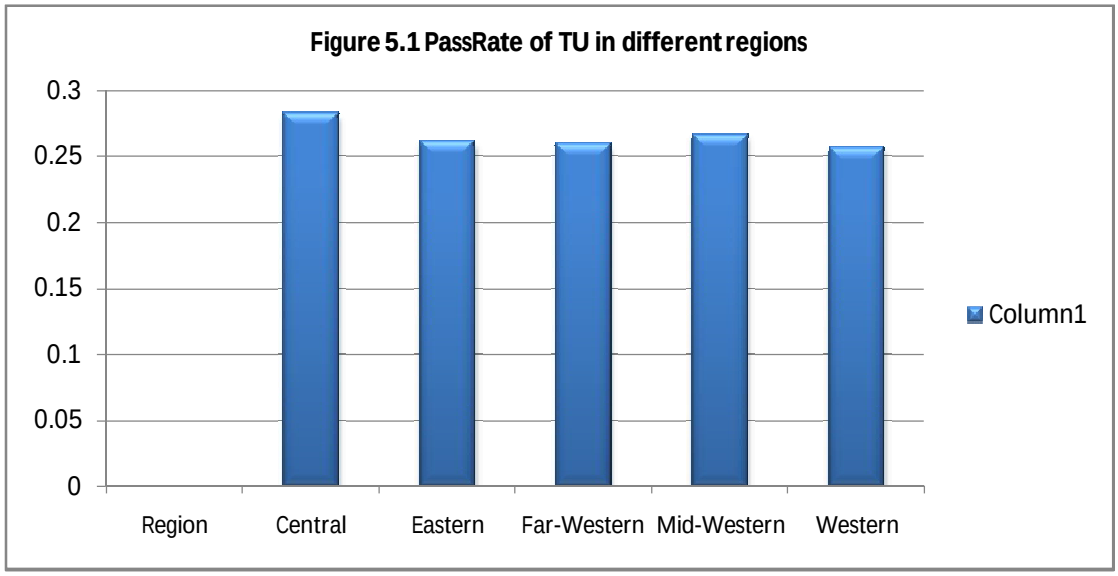
Section 5

Pass Rate in Higher Education

The performance of universities and their campuses is also reflected in their student pass rates. This section presents the student pass percentages (rate) of the universities. The pass rate of universities is analyzed in terms of the types of campuses, academic levels, and faculties.

5.1 Pass Rate of TU in different regions

Table 5.1.1 Pass rate in different regions	
Region	PassRate (%)
Central	28
Eastern	26
Far-Western	26
Mid-Western	27
Western	26



From table 5.1.1 it is seen that pass rates of all regions are similar.

5.2 Level wise pass rate for different universities

Table 5.2.1 Level-wise pass rate of universities excluding medical academies (Bachelor and Master), (%), 2011/12)					
Level	KU	NSU	PokU	PU	TU
Bachelor's	96	49	60	44	27
Master's	97	67	44	56	27

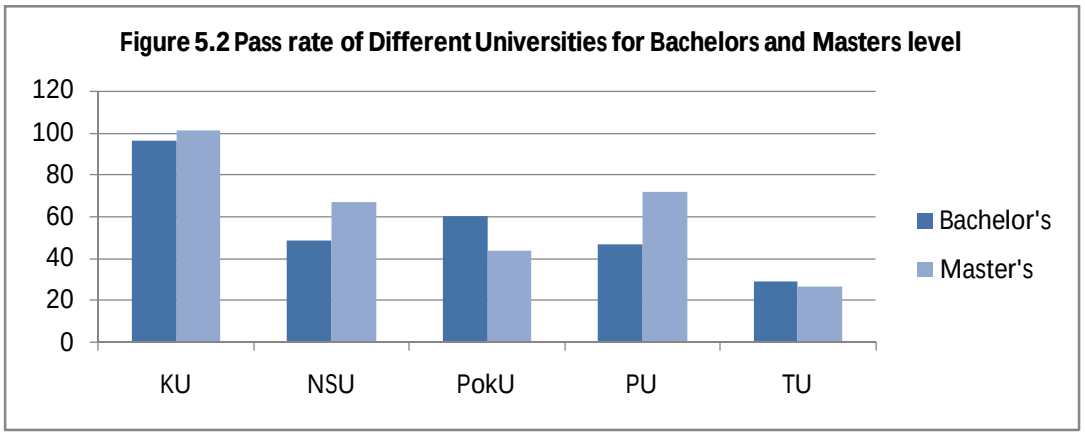


Table 5.2.1 presents level-wise pass rate of five universities in two different levels of education. Pass rates of KU in both levels of education is significantly higher compared to pass rates of other universities. TU, the largest university has lowest pass-rate.

5.3 Pass Rate of PU

Here pass rate in different level of education of PU is presented.

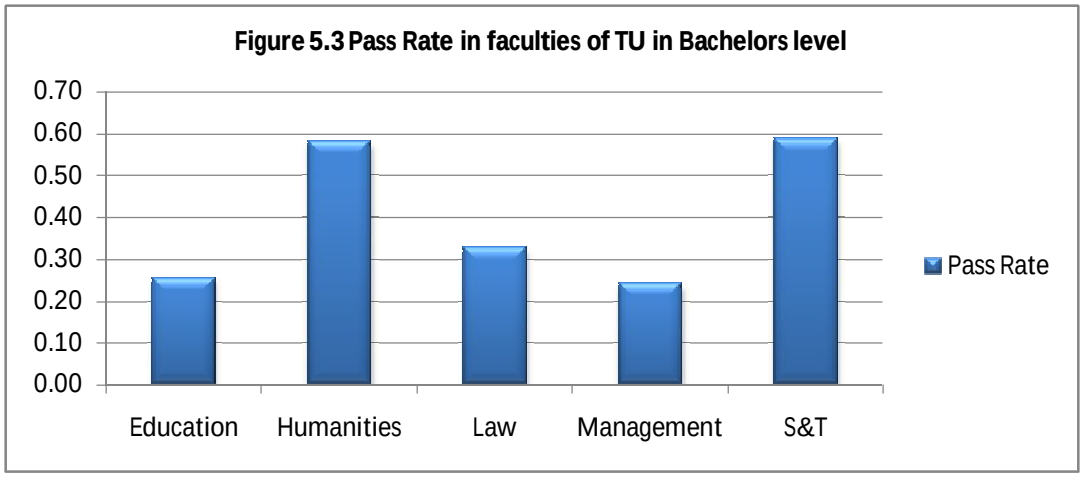
Table 5.3.1 Pass Rate of Purbanchal University, 2011/12			
Level	Male Pass Rate	Female Pass Rate	Total Pass Rate
Bachelor	36.83	56.93	44.16
Master	54.17	59.59	55.55
PGD	62.50	50.00	60.00

Table 5.3.1 presents pass rate of PU for three different level of education. In case of PU pass rate for PGD level is high compared to other levels. Table 5.3.1 also shows that the pass rate of girls in PU is comparatively higher than that of boys in bachelors and masters level of education.

5.4 Pass Rate of TU for the Bachelors level of education

The pass rate of student for TU is calculated using data provided by Examination controller office of TU. The data here do not cover the results of some programs whose result outs are not yet made by the time of data collection.

5.4.1 Pass Rate Bachelor of TU, 2011/12	
Faculty	Pass Rate
Education	25
Humanities	58
Law	33
Management	24
S&T	59



The pass rate of bachelor's level in different faculties of TU is presented in table 5.4.1. From this table it is seen that the pass rate for the Humanities and Science and Technology faculties are more than 50%. Other faculties have pass are of less than 35 percent.

5.5 Pass rate of three types of campuses

Table 5.5.1 Level-wise pass rates in types of campuses of TU, 2011/12

Type	PassRate
Community	27
Constituent	26
Private	28

Table 5.5.1 shows that pass rate for three types of TU campuses are almost similar, pass rate of private campuses is 1% higher compared to pass rates of community campuses which is at the same difference compared to constituent campuses.

Section 6

6. Higher education Graduates

Data presented in this report is based on the convocation grace lists of the universities as well as the data of the community campuses' graduates collected directly from the campuses on regular annual basis through the UGC statistical data form. The actual graduates may be slightly higher in number than the grace lists because the grace lists include only those students who have fulfilled the requirements of graduation and also applied to attend the convocation. Due to various reasons all graduates may not apply for convocation attendance[4].

6.1 Graduate Number for different university in different Faculties

Table 6.1.1 Level-wise total graduates of different universities, 2011/12

Faculty	BPKIHS	KU	NSU	PokU	PU	TU
Education	na	108	731	na	1932	22259
Management	na	374	0	721	1459	13200
Humanities	na	180	0	35	407	12541
Engineering	na	175	0	347	na	na
S&T	na	156	0	274	1440	1946
Medicine	164	775	0	na	1287	na
Law	na	0	0	0	111	299
Ayurveda	0	0	103	0	0	na
Sanskrit	0	0	1091	0	0	0
Total	164	1768	1925	1377	6636	50245

Above table 6.1.1 shows number of graduate for different universities in different faculties. Tribhuvan University has the highest number of graduates. On the basis of faculty, education faculty has higher number of graduates compared to other faculties. That may be because of higher number of student enrolment in the education faculty. Management faculty has also large number of graduates.

6.2 Graduate Number of different universities in different level of education

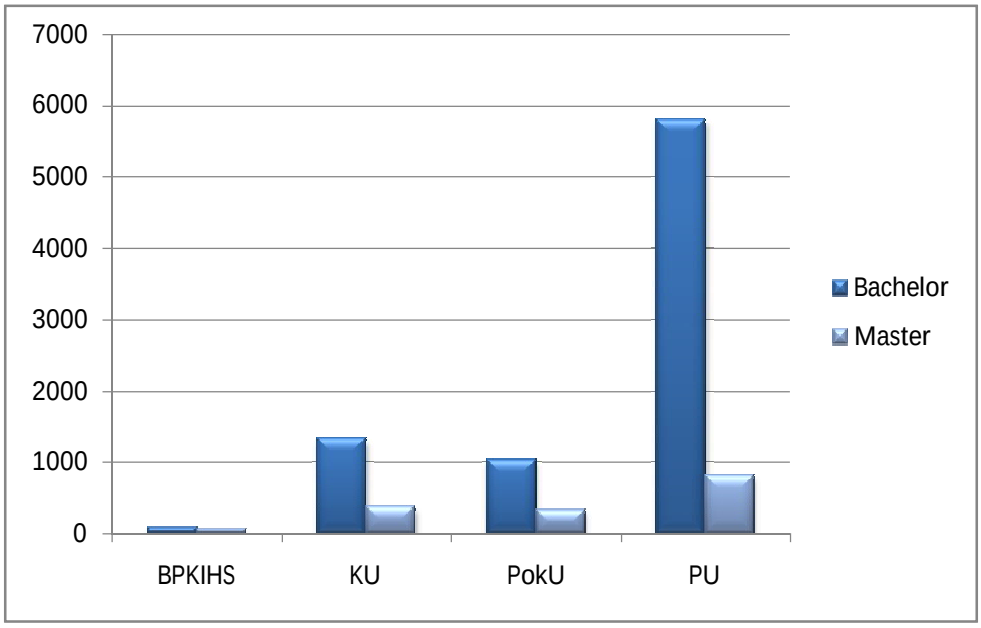
Table 6.2.1 Graduates in different level of education of universities

	University						
Level	BPKIHS	KU	PokU	PU	TU	NSU	Total
Bachelor	96	1339	1039	5813	37804	1518	47609
Master	68	386	338	823	12395	227	14237

[4] Due to various reasons, universities often fail to hold their convocation program in time. The convocation ceremonies in most cases include not only the fresh graduates but also the students of the previous years. Hence the number of students attending the programs does not offer the exact number of graduates produced in a particular year.

Table 6.2.1 presents graduate data for different universities in bachelors and masters level of education.

Figure 6.1, Graduate Numbers in bachelors and masters level



Section 7

Gross enrollment ratio in higher education

The Gross Enrollment Ratio (GER) gives information on the access and participation of population of particular age groups in higher education. The United Nations Educational, Scientific and Cultural Organization (UNESCO), describes 'Gross Enrollment Ratio' as the total enrollment within a country in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

Most of the Bachelor level programs in Nepal are of 3 years duration and all Master level programs are of 2 years duration. There are some 4 years Bachelors programs, however the number of student enrolled in such programs are very limited and small. In this context, five year age group span (17-21) is used for the higher education system of Nepal following the age cohort starting from official grade 1 entry level age of students which is 5 years old. (Refer to ANNEX 10 for official grade 1 entry age and the following age cohort at higher levels of education). Accordingly, age group 17-21 corresponds to the students of bachelor's level while age group 20-21 corresponds to the students of master's level

7.1 Level wise gross enrollment ratio

Table 7.1.1 GER for Bachelors and Masters level of education for age group (17-21), 2011/12

	Bachelor	Master	Total(Bachelor and Master)
GER (%)	22.48	7.67	16.84
Enrollment	367251	77014	444265
Age Group Population	1633363	1004618	2637981
Age Group (Yrs)	(17-19)	(20-21)	(17-21)

It has been however pointed out by many stakeholders that in the present context many students are practically enrolled to grade 1 at the age of 6. In this case the age group for Bachelors would be 18-20 and for Masters 21-22. Here is the presentation of GER for both mentioned age groups. The following is the scenario considering age group 18-22. Some stakeholders also pointed out that in practice students often take more than 5 years to complete HE because of the gaps in between starting and completion of academic programs at Bachelor level Master level, this concern is not addressed here as the provisions of 3 years Bachelor and 2 years Master program that represent most of the enrolment are adjusted in official calendar years of the universities.

It also to be noted that GER calculation here does not account the Nepali students who have gone abroad for higher education.

Table 7.1.2 GER for Bachelors and Masters level of education for age group (18-22), 2011/12			
	Bachelor	Master	Total(Bachelor and Master)
GER (%)	21.47	8.16	16.73
Enrollment	367251	77014	444265
Age Group Population	1710393	944312	2654705
Age Group (Yrs)	(18-20)	(21-22)	(18-22)

From both tables 7.1.1 and 7.2.1 it is seen that GER for bachelors is more than for masters for both age group population.

7.2 Gender-wise gross enrolment in bachelors and masters level of education

Table 7.2.1 Level-wise and gender-wise GER for age group 17-21, 2011/12				
Level	Bachelor		Master	
	Female	Male	Female	Male
GER (%)	20.6	24.7	5.4	10.4
Enrollment	170180	197071	30834	46180
Age Group Population	826904	796459	569088	445530
Age Group (Yrs)	17-19		20-21	

Table 7.2 Level-wise and gender-wise GER for age group 18-22, 2011/12				
Level	Bachelor		Master	
	Female	Male	Female	Male
GER (%)	18.7	24.3	6.0	11.1
Enrollment	170180	197071	30834	46180
Age Group Population	909071	811322	516639	417673
Age Group (Yrs)	18-20		21-22	

Tables 7.2.1 and 7.2.2 show male and female gross enrolment ratio. GER for male is higher for both bachelors and masters level of education. For both level of education it is seen that age group population for female is higher than male, even the GER for female is less in comparison to male.

7.3 Ecological belt-wise gross enrolment.

Table 7.3.1 Student Enrolment in 3 eco-belts			
	Mountain	Hill	Terai
Percentage	6.9	24.0	11.6
Enrollment	11179	282172	151643
Age Group Population(18-22)	162579	1177477	1304555

Figure 7.1 Student share in three ecological belts (in 100%)

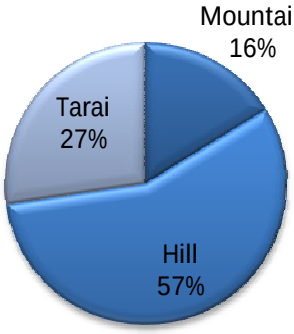


Table 7.3.1 shows Gross enrolment ratio in three ecological belts. From the table it is seen that GER in Hill belt is 24 (highest, 57 percent) and mountain belt is 6.9

Section 8

8. PUBLIC FINANCING FOR HIGHER EDUCATION

Universities collect different fees from students and also get grants from the government. Universities of Nepal receive financial support from the government channeled through the Ministry of Education and it is managed and distributed by the University Grants Commission. However, the medical academies receive the financial support for higher education directly from the Ministry of Health and Population. The allocation of the fund to the universities depends on the nature of the university. The purpose of public financing in higher education is to ensure that all students have access to quality education. However, the financial support provided to the universities is very much insufficient for ensuring quality education.

In this context, in the year 2011/12 out of the total education budget i.e. Rs 63,4131.4 million, only Rs 5957 million was set aside for higher education, which is 9.5 percent of the total education budget and 1.6 percent of total national budget.

Table 8.1 Higher education financing to University for 2011/12

Grants disbursed to Universities as a share of GDP(%)	0.28
Grants disbursed to Universities as a share of a national budget (%)	1.24
Grants disbursed to Universities as a share of education budget (%)	7.50
Grants for higher education as a share of GDP (%)	0.35
Grants for HE as a share of national budget (%)	1.55
Grants for HE as a share of education budget (%)	9.39
Net Public expenditure per student in HE, Rs	14172.94
Per student subsidy for community campuses, Rs.	3572.39
Source: UGC	

Section 9

Teachers in Higher Education

Teacher is one of the major aspects of education system. This section lists the number of teachers in the universities including their constituent campuses. Teachers in the community campuses affiliated to TU are also listed. .

In the universities in Nepal, teachers are categorized in the following five different levels.

- Professors
- Readers/Associate Professors
- Lecturer
- Assistant Lecturers
- Others (Including Instructors)

It is to be noted that the teachers in community campuses are totally managed by the individual campuses including the levels. There is still a need to develop a standard system for categorization by the individual community campuses.

Table 9.1.1 Number of teachers in universities by service level, 2011/12

University	Campus Type	Professors		Readers/Associate Professors		Lecturer		Assistant Lecturers		Others(Including Instructors)		Total	
		Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
BPKIHS	Const.	na	52	na	26	na	66	na	na	na	39	na	183
KU	Const.	na	19	na	22	na	257	na	25	na	na	na	323
NAMS	Const.	na	43	na	35	na	42	na	na	na	22	na	142
NSU	Const.	na	65	3	130	39	520	na	15	na	40	42	770
PAHS	Const.	na	15	na	22	na	53	na	4	na	na	na	94
PokU	Const.	na	3	na	4	na	47	na	2	na	6	na	62
PU	Const.	na	na	na	na	na	31	na	4	na	11	na	46
TU	Comm.	na	119	na	210	na	2748	na	3219	na	176	na	6472
	Const.	na	520	na	2057	423	2965	12	11	392	2397	827	7950
Grand Total		na	836	3	2,506	462	6,729	12	3,280	392	2,691	869	16042

Table 9.1.1 represents the number of teachers in different universities. Tribhuvan University the largest university has highest number of teachers (89% of total teachers). It exceeds rest of all universities in all level of teachers by big margin. In all level of service, TU has highest number of teachers.

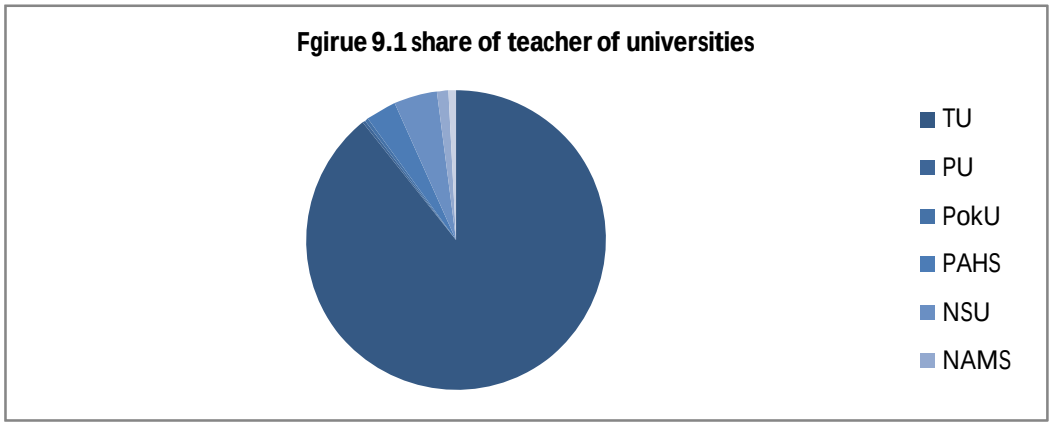
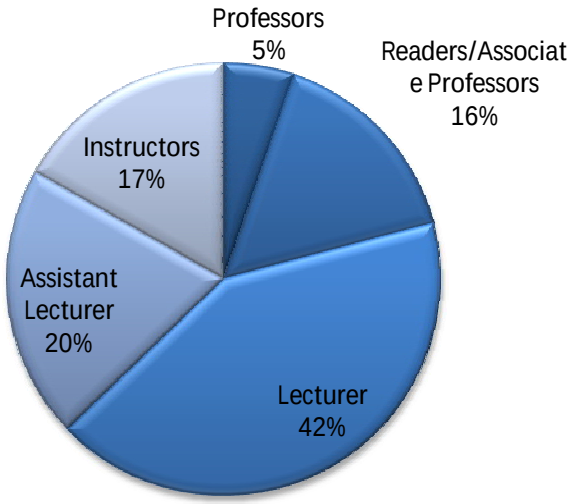


Figure 9.2 Share of different levels of teachers



Section 10

Student – Teacher Ratios

Student-Teacher ratio (STR) measures the average number of students per teacher at a given level of education. STR is considered as a basic indicator of educational quality.

Table 10.1.1 Student - Teacher ratios in Constituent and affiliated campuses

University	Student-Teacher (Including Instructors)	Student–Teacher (without Instructors)
TU- Constituent campuses	20	25
PU- Constituent campuses	19	24
PokU- Constituent and Affliliated Campuses	24	26
NAMS- Constituent campuses	2	2
KU- Constituent campuses	13	13
BPKIHS - Constituent campuses	6	8
NSU- Constituent campuses	2	2
PAHS- Constituent campuses	1	1

STR in Table 10.1.1 is based on the number of teachers reported by universities. Some campuses employ part-time teachers, and because of the different ways[5] to count them, figures in the table may not be consistent. The STR in case of PokU constituent campuses is the highest whereas it is very low for NSU, NAMS and PAHS.

A lower value of STR indicates smaller class room size, which enables the teachers to focus their attention on individual students. However, more number of students may mean more ideas and experiences to contribute to enhance scholastic performance. A balance is important. The optimum number of STR may however vary depending on the type of program as well as level.

[5]The same teacher may be involved for teaching more than one campus so that there will be repetition in their counts.

Section 11

Campus size

Campus size is defined here for this report as the number of students enrolled in the campuses of the university.

11. 1 Average number of students per campus for each type of campus

The overall (cumulative) average campus size which is calculated by three types, i.e. private, community and constituent, is calculated by dividing the total enrolment in the type by the total campus in the type. There are altogether 1134 campuses, 90 constituent, 701 private and 343 community.

Table 11.1.1 Average number of students per campus of each type of campus, 2011/12

Community	Constituent	Private
437	1750	149

Table 11.1.1 shows that the average size of constituent campus is very large compared to other two types of campuses.

11.2 Average number of student in constituent campus of each university

Here number of students per constituent campuses of each university is calculated by diving total number of students in constituent campuses of each university by total number of constituent campuses of each university

Table 11.2.1 University-wise average number of students per constituent campuses, 2011/12

BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU
1155	716	108	200	110	55	365	285	2466

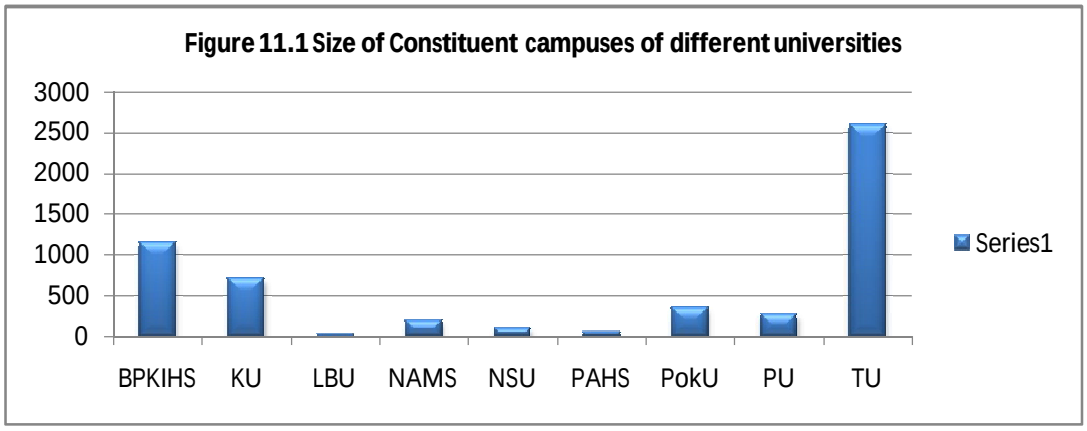


Table 11.2.1 shows the number of students for the constituent campuses. TU has the highest number of students per constituent campus followed by BPKIHS.

11.3 Average number of student per campus by universities

Table 11.3.1 Average number of students in a campus of universities									
	University								
	BPKIHS	KU	LBU	NAMS	NSU	PAHS	PokU	PU	TU
Student/campus	1155	539	32	200	92	55	382	237	416

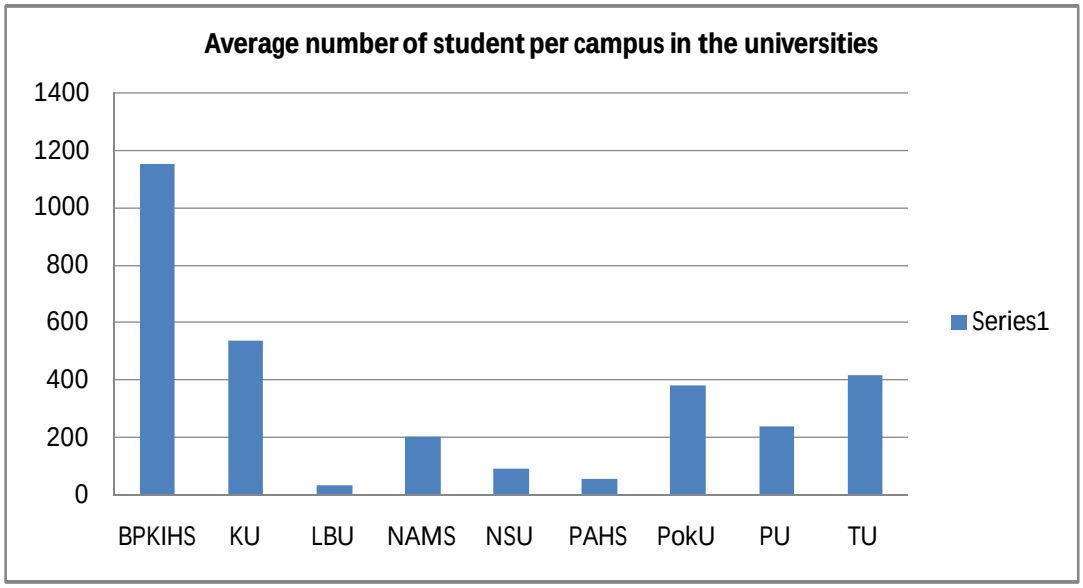


Table 11.3 shows average number of students per campus in the universities..

Section 12

Recent Trends in Higher Education

This section presents trends analysis of year-wise variation in number of campuses, student enrolment, graduates produced together with the government financing for the years from 2008/09 to 2011/12.

12.1 Change in number of students, female enrolment, teachers, graduate, campuses during the last four years

Table 12.1.1 Number of students, female students, graduates, teachers, and campuses in 2008 to 2012

Year	2008/09	2009/10	2010/11	2011/12
Total Students	284973	376869	407934	444994
Total Female	113419	153386	170516	201163
Total Teachers	13214	14528	15365	16042
Graduates	63543	76045	65382	62115
Total Campuses	811	967	1087	1134

From the data presented in the table from 12.1.1 following trends are observed:

- The total number of campuses is increasing each year. The increase in the number of campuses from 2008, 2009, 2010, and 2011 are as follows: 19 percent, 12 percent and 4 percent respectively.
- The number of students is increasing every year. The analysis shows that the total student enrolment during the periods 2008-2012 has increased each year, the percentage increased in the years 2009, 2010 and 2011 are 32 percent, 8 percent and 11 percent.
- The number of female enrolment is increasing every year. The percentage increase in the female enrolment during the years 2008, 2009, 2010 and 2011 are 35 percent, 11 percent and 21 percent respectively.
- The number of teachers is also increasing each year. The increase in teachers in the year 2008, 2009, 2010, and 2011 is as follows 1 percent, 6 percent and 6 percent respectively.
- System of complete and updated information about graduates still need to be developed in the universities for annual reporting. Currently, grace list is the only source of information regarding graduates. Cases of students who passed the level of education studied but not applying for the graduation certificate in the designated graduation time period are not accounted here. .

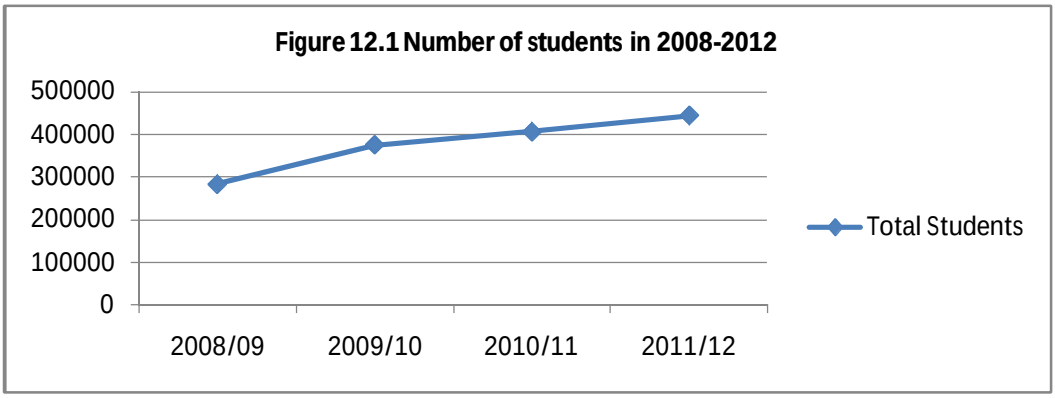


Figure 12.1 Number of students in 2008-2012
500000
400000
300000
200000
100000
0
2008/09
2009/10
2010/11
2011/12
Total Students

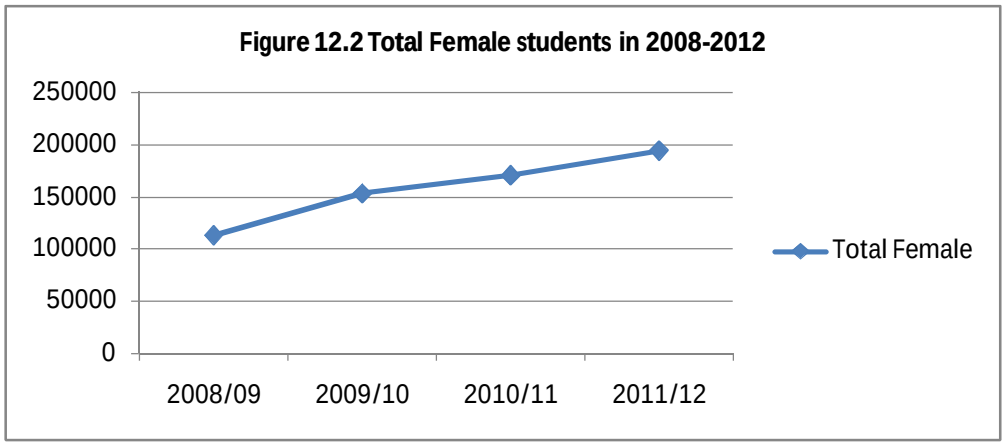


Figure 12.2 Total Female students in 2008-2012
250000
200000
150000
100000
50000
0
2008/09
2009/10
2010/11
2011/12
Total Female

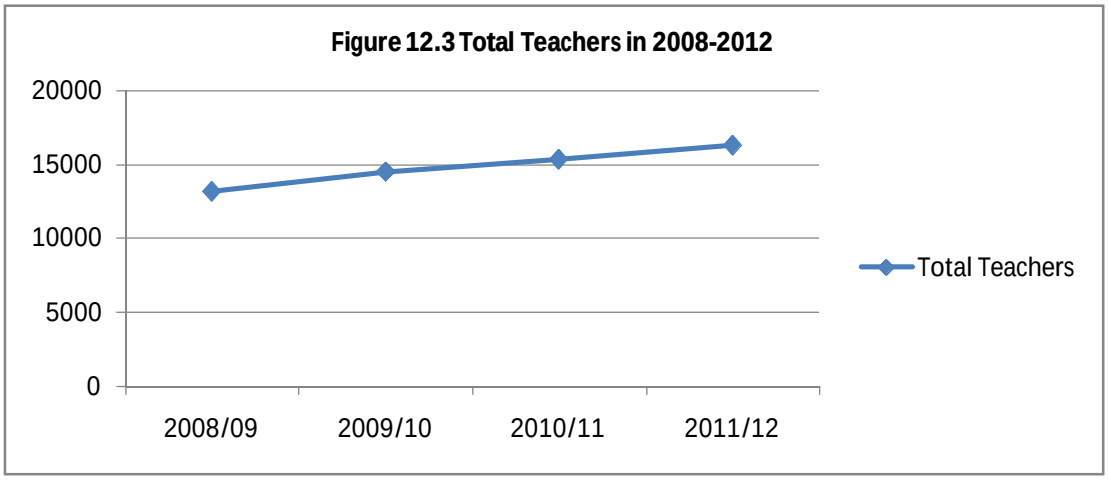
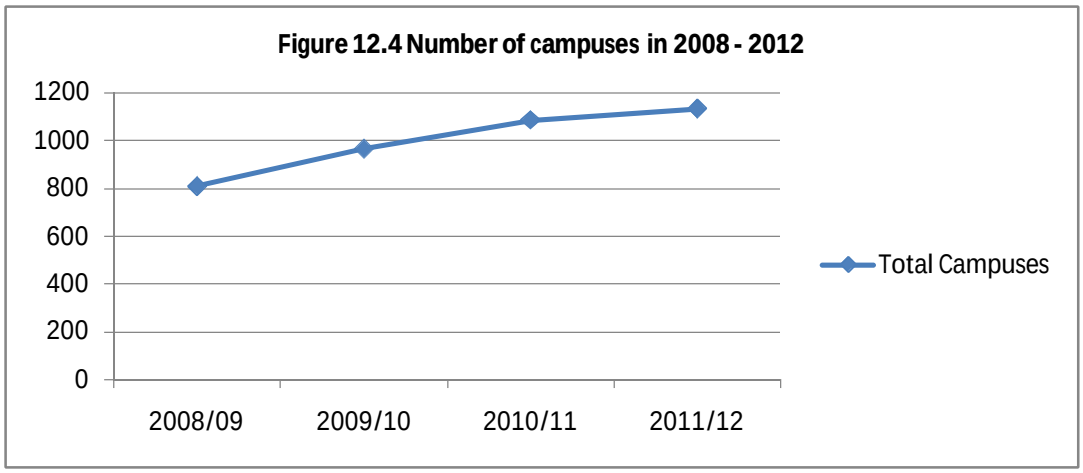
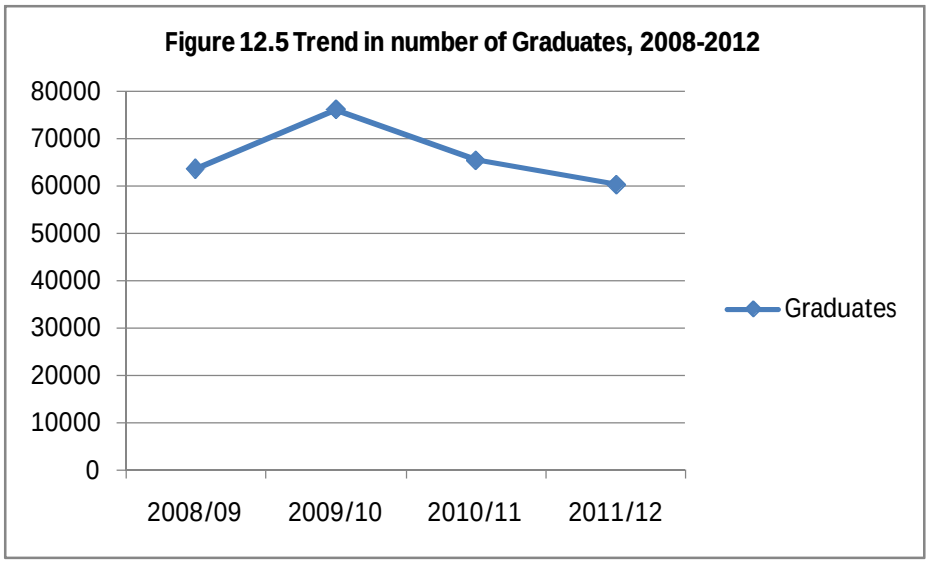


Figure 12.3 Total Teachers in 2008-2012
20000
15000
10000
5000
0
2008/09
2009/10
2010/11
2011/12
Total Teachers





12.2 Change in the number of campuses

Table 12.2.1 Yearly increase/decrease in total number of campuses by campus type (%), 2005/06 – 2011/12

Year	2005	2006	2007	2008	2009	2010	2011
Constituent	86	86	87	87	88	90	90
Affiliated	485	562	697	749	895	1,012	1044

Table 12.2.1 shows that the increase in constituent campuses is steady but the affiliated campuses are growing rapidly each year. There is no major growth seen in the number of constituent campuses since 2005. In 2005 it was 86 and in 2011 it is 90, with growth of just four campuses. But affiliated campuses are increasing each year; it was 485 in 2005, and 1044 in 2011. It is a huge increment.

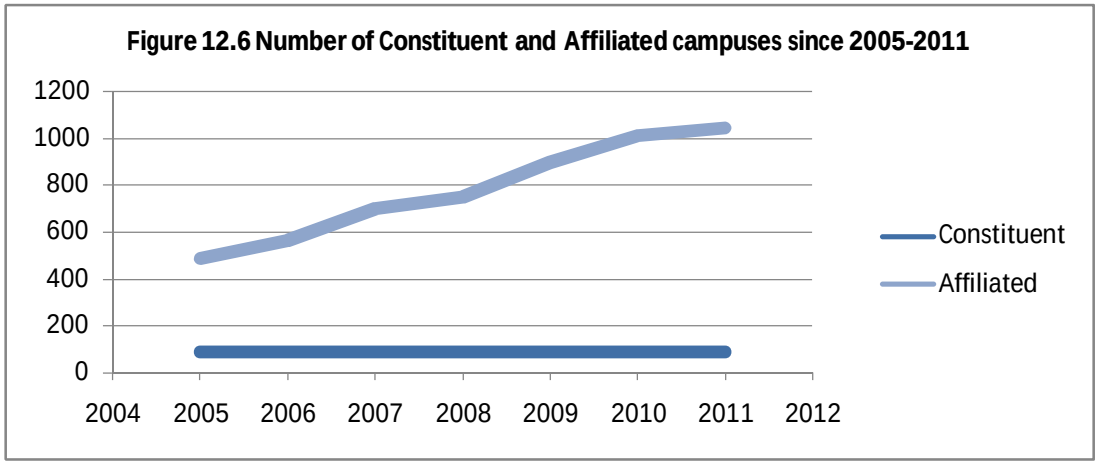


Table 12.2.2 **University-wise total enrolment and their share (%), 2005/06 –2011/12**

University	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010(%)	2011(%)
TU	231,539 (90.8)	256,413 (90.1)	282,711 (89.5)	317,039 (90.1)	374,706 (89.1)	375,007 (86.9)	382927(86.1%)
KU	5,162 (2.0)	5,687 (2.0)	6,126 (1.9)	7,795 (2.2)	9,282(2.2)	9,737 (2.3)	11310(2.7%)
PokU	5,615 (2.2)	5,360 (1.9)	7,638 (2.4)	7,538 (2.1)	13,171(3.1)	16,666 (3.9)	20229(4.8%)
PU	8,812 (3.5)	12,969 (4.5)	14,878 (4.7)	14,872 (4.2)	18,490(4.4)	24,726 (5.7)	26967(6.4%)
NSU	2,834 (1.1)	2,714 (1.0)	3,339 (1.1)	3,261 (0.9)	3,624(0.9)	3,945 (0.9)	1925(0.5%)
BPKIHS	721 (0.3)	1,191 (0.4)	1,070 (0.3)	1,192 (0.3)	1,192(0.3)	1,192 (0.3)	1155(0.3%)
NAMS	125 (0.0)	203 (0.1)	203 (0.1)	203 (0.1)	203(0)	203 (0.0)	200(0.05%)
PAHS	na	na	na	na	60(0)	60 (0.0)	55(0.01%)
LBU	0	0	0	0	0	33 (0.0)	226(0.06%)
Total	254,808 (100)	284,237 (100)	315,965 (100)	351,900(100)	420,728(100)	431,569 (100)	444994(100%)

12.3 Change in student enrolment for each university

Table 12.3.1 University-wise yearly enrolment in bachelor level and their share (%), 2005/06 - 2011/12

University	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010(%)	2011(%)
TU	129,308 (87.8)	156,055 (87.7)	178,497 (86.9)	214,634 (88.1)	271,733 (87.6)	284,910 (85.9)	309026(84.8%)
KU	3,852 (2.6)	4,398 (2.5)	5,019 (2.4)	5,929 (2.4)	7,625 (2.5)	8,001 (2.4)	10401(2.9%)
PokU	5,061 (3.4)	4,565 (2.6)	6,891 (3.4)	6,894 (2.8)	11,860 (3.8)	14,996 (4.5)	18974(5.2%)
PU	7,823 (5.3)	10,990 (6.2)	13,328 (6.5)	14,309 (5.9)	17,485 (5.6)	21,556 (6.5)	25988(7.1%)
NSU	1514 (1.0)	1,050 (0.6)	820 (0.4)	1,006 (0.4)	1,029 (0.3)	1,389 (0.4)	1652(0.5%)
BPKIHS	557 (0.4)	990 (0.6)	869 (0.4)	821 (0.3)	821 (0.1)	821 (0.2)	1155(0.3%)
NAMS	0 (0.0)	35 (0.0)	35 (0.0)	35 (0.0)	35 (0.0)	35 (0.0)	0(0%)
PAHS	na	na	na	na	60 (0.0)	60 (0.0)	55(0.01%)
LBU	na	Na	Na	Na	na	0 (0.0)	0 (0%)
Total	148,115 (100)	178,493(100)	205,459(100)	243,628(100)	310,648(100)	331,768(100)	367251(100%)

From table 12.3.1, TU, KU, and PU have seen increase in student enrolment with each year in the bachelors level of education. With PokU and NSU student enrolment is also increasing since 2007.

Table 12.3.2 Campus type-wise yearly total enrolment and their share (%), 2005/06 - 2011/12

Campus Type	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011(%)
Constituent	158,593 (62)	177,282 (62)	180,076 (57)	181,297 (51.5)	196,826 (46.8)	169,980 (39.4)	150167(33.8%)
Community	59,671 (23)	69795 (25)	70,810 (22)	95,795 (27.2)	126174 (30)	141,590 (32.8)	157561(33.4%)
Private	36,544 (14)	37,160 (13.1)	65,079 (21)	74,808 (21.3)	97728 (23.2)	119,999 (27.8)	137266(30.8%)
Total	254,808 (100)	284,237 (100)	315,965 (100)	351,900 (100)	420,728(100)	431,569 (100)	444994(100%)

From table 12.3.2 it is seen that the growth in number of students for constituent campuses is non-uniform as there is increase and decrease in number of students in considered duration. For community campus there is increase with each year, but year 2011 saw decrease in student enrolment. For private campuses student enrolment is increasing with each year.

Table 12.3.3 University-wise yearly enrolment in master level and their share (%), 2005/06 – 2010/11

University	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010(%)	2011(%)
TU	22,200 (90.0)	33,101 (90.5)	38,034 (92.0)	37,125 (92.2)	61,318 (93.4)	68,291 (91.0)	76921(96%)
KU	552 (2.2)	356 (1.0)	523 (1.3)	1,183 (2.9)	1,013(1.5)	1,330 (1.8)	436(0.6%)
PokU	554 (2.3)	795 (2.2)	706 (1.7)	603 (1.5)	1,242(1.9)	1,559 (2.1)	1255(1.6%)
PU	989 (4.0)	1,679 (4.6)	1,499 (3.7)	563 (1.4)	988(1.5)	3,149 (4.2)	979(1.3%)
NSU	232 (0.9)	264 (0.7)	160 (0.4)	373 (0.9)	231(0.4)	286 (0.4)	93(0.1%)
BPKIHS	134 (0.5)	201 (0.6)	201 (0.5)	251 (0.6)	672(1.0)	251 (0.3)	0
NAMS	125 (0.5)	168 (0.5)	168 (0.4)	168 (0.4)	168(0.3)	168 (0.2)	200(0.3%)
PAHS	na	na	na	na	0(0)	0 (0.0)	na
LBU	0 0	0	0	0	0	0 (0.0)	150(0.2%)
Total	24,786 (100)	36,564 (100)	41,333(100)	40,266 (100)	65,632(100.0)	75,034 (100)	77014(100%)

Table 12.3.4 Campus type-wise yearly enrolment in Bachelor level and their share (%), 2005/06 - 2010/11

Campus Type	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011(%)
Constituent	76,760 (52)	90,851 (51)	94,482 (46)	93,765 (38.5)	10,1159(32.6)	92,016 (27.7)	104533(28.5%)
Community	38,473 (26)	55,321 (31)	56,692 (31)	83,773 (34.4)	1s1,8126(38.0)	131,277 (39.6)	129432(35.2%)
Private	32,882 (22)	32,321 (18)	54,285 (18)	66,090 (27.1)	91,363(29.4)	108,475 (32.7)	133286(36.3%)
Total	148,115(100)	178,473 (100)	205,459 (100)	243,628 (100)	310,648(100.0)	331,768 (100)	367251(100%)

Table 12.3.5 Campus type-wise yearly enrolment in Master level and their share (%), 2005/06 - 2011/12							
Campus Type	Year						
	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)
Constituent	21,896 (88.8)	30,340(83.0)	32,579 (78.8)	31,201 (77.5)	51,259(78.6)	54,229 (72.3)	52299(67.9%)
Community	1,200 (4.9)	2,297 (6.3)	3,837 (9.3)	4,694 (11.7)	8,048(12.3)	10,241 (13.6)	20735(26.9%)
Private	1,690 (6.4)	3,927 (10.7)	4,917 (11.9)	4,371 (10.9)	5,904(9.1)	10,564 (14.1)	3980(5.1%)
Total	24,786 (100)	36,564 (100)	41,333 (100)	40,266 (100)	65,211(100.0)	75,034 (100)	77014

12.4 Public Financing

1. No clear trend is observed in public financing to explain its effect on the quality education.
2. Public financing per student is high for PokU, PU, and NSU that ranges from Rs 29,683 – 88,002.
3. Looking at the financing in terms of number of graduates produced by the universities, the funding figure appears highest for NSU (Rs 59,342 - 636,820) and lowest for KU (Rs 5,602– 9,300).
4. Financing per student for the constituent campuses is different from that of the community campuses. It is between Rs 10,198 and 22,045 for the constituent campuses and between Rs 460 - 1,118 for the community campuses.

Table 12.4.1 Year-wise allocation of the government budget and funding for HE (unit in million Rs), 2005/06 –2011/12					
Year	Particulars				
	GDP	National Budget	Education Budget	University budget	HE Budget
2005/06	603,673.0	126,885.1	21,250.5	1,746.7	1934
2006/07	670,589.0	143,912.3	23,005.5	1,895.1	2037.6
2007/08	744,922.5	168,995.6	28,390	2,369.2	2,300
2008/09	991,320.0	236,015.9	39,086.4	3,072.6	3,077.9
2009/10	1,171,905	285,930	46,616.7	3,413.1	3,680.2
2010/11	1,346,816	306,496.4	57,827.5	3,750.1	4,661.9
2011/12	1,689,540	3,849,000	63,431.4	4,758.0	5,957.0