

REFORM IN UNIVERSITY SYSTEM IN THE CHANGING CONTEXT

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## EXECUTIVE SUMMARY

The contemporary higher education of Nepal has come across the tremendous challenges and problems which hardly address the social, political and economical issues of the country. This research used mixed methods. The quantitative part of the study was substantiated by the qualitative study, too. The central offices and campuses of the five universities (Kathmandu University, Tribhuvan University, Pokhara University, Nepal Sanskrit University and Purbanchal University) were the study sites. Managers/staffs, faculties, administrators and students were participants of the research. Qualitative and quantitative approaches were used to analyze and interpret the data.

Universities of Nepal are expected to be knowledge centers, which aim at opening the academic avenues for the students. Therefore, the role of the university in Nepal is more concerned to knowledge production. University curriculum has partly focused on research based activities linked to the knowledge production and management in the university. The knowledge gained from universities has limited links with the society and industries of the country. Under such circumstances, universities are expected attempt to respond to the emerging needs of the labor market. In the same way, universities have hardly addressed the social, political and economic issues of the country. Similarly, universities have hardly maintained the harmonious relationship among the students, authorities, faculties and administrators. The relationship among these stakeholders has been affected because of political parties' interferences. However, there are some institutions within the university system which are producing impressive results.

The major administrative bodies of universities are appointed by the governments guided by their political ideology rather than professional skills and academic abilities. This situation has created the messy academic environment in the universities. Likewise, the resource generation in the universities was one of the challenges to be addressed in the changing context. Curriculum and evaluation systems in Nepalese universities have not been revised in accordance with the changing speed of time. Revision of higher education policy addressing the national and international trend of the higher education in Nepal is another issue to be addressed as raising agendas of university reform.

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Research Team

## ACRONYMS

CEDA	Center for Economic and Development Administration
GDP	Gross Domestic Product
GON	Government of Nepal
HOD	Head of Department
IT	Information Technology
KU	Kathmandu University
KUSOED	Kathmandu University School of Education
M. A	Master of Arts
M. Ed.	Master in Education
M. Phil.	Master of Philosophy
MBA	Master of Business Administration
MOE	Ministry of Education
NRS	Nepalese Rupees
NSU	Nepal Sanskrit University
OECD	Organization for Economic Co-operation and Development
PhD	Doctor of Philosophy
POKU	Pokhara University
Prof	Professor
PU	Purbanchal University
QAAC	Quality Assurance and Accreditation Council
QUAL	Qualitative
QUAN	Quantitative
REXP	Recurrent Expenditure
SD	Standard Deviation
SOE	School of Education
TU	Tribhuvan University
UNESCO	United Nation Educational Scientific and Cultural Organization
VC	Vice Chancellor

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## CHAPTER I INTRODUCTION

### **Background of the Study**

The issue of university reform has to do a lot with the production of new knowledge in the globalized world with prompt and need-based management practices. Globalization has already knocked at the door of Nepalese Universities for addressing the need of global market and it is the time for Nepali universities to grasp this opportunity. The new knowledge and competences required for addressing new challenges in society are enhanced through universities. However, the university education in Nepal has often been under criticism in terms of producing expected human resource to meet the demands of national and international market. Moreover, how universities have preserved local and traditional knowledge is another important factor in the global context.

Issues of federalism have been grooming up at the present political scenario, which needs to be addressed academically by universities. How often do universities solve current political, social and economical problems to give a way out to the nation? It is equally important for universities to preserve and promote local and national interest. Similarly, universities are believed to generate a type of knowledge to solve local, national and international issues through research and academic debates. Hence, the role of universities is pertinent in both the global and local context.

### **Changing Context**

Universities can preserve the local and national interest by addressing the current problems at local and national levels. For this, universities are supposed to generate knowledge responsive to the human challenges existing at various stages of an individual, social and national life. It is important for universities to create knowledge and human resource for various aspects of development in the country. Thus, KUSOED felt the need to study the practices of universities in Nepal in course of generating knowledge and producing required human resources so as to state what reforms the universities exactly need to fulfill their academic purpose.

### **National Changing Context**

This research has focused on the changing national scenario of universities after the 12 point agreement between the Nepal Communist United Maoist and the main stream of political parties. This agreement has been a milestone for the political, social, and economical changes in Nepal. It is believed that this agreement, to some extent has played a vital role in shaping higher education in Nepal. But even after the 12 points agreement, economic growth is at a standstill. Development activities are being highly criticized due to the frequency of failures. Each of these failures is associated to its transitional stages.

The seeds of higher education were planted in Nepal with the establishment of Tribhuvan University, Nepal's foremost institution for higher education. Spread among an array of faculties, the University offers bachelors, postgraduate, and doctorate programs. A Bachelor's degree in Nepal requires an average of 3-5 years of duration, whereas a master's degree requires two years of duration. The government of Nepal has approved five universities as of now Tribhuvan University, Nepal Sanskrit University, Kathmandu University, Purbanchal University and Pokhara University. The only Buddhist University in the country, Lumbini Boudha University, is not still working in full fledge. Although most of the students enrolled for higher education in Nepal pursue courses in social sciences and humanities, various professional courses like medical engineering and management are increasingly becoming popular. In order to improve the convenience and relevance of higher education for all sections of society, the government needs to take various measures including an increase in the expenditure that stands at around 3% of GDP at present in Nepal (Collage & University Directory, 2007).

Recent change in the political system of Nepal necessarily needs changes in different operating components of national affairs. The centralized system of government is likely to get a federal system. There are various political agendas that are important to construct New Nepal. The vision of New Nepal can be achieved if every sector functions in accordance with the spirit of *Jana Andolan II*. There are changes that are necessary in attitudes, working styles and in the feeling of responsibility for the country. New Nepal is only possible if everyone sincerely wants it.

The role of universities as leading academic institutions in the development of New Nepal cannot be ignored. A university creates new knowledge and skilled human resources for the nation building. It contributes in promoting professional skills of individuals, social integrity and national advancement. The recent political change in Nepal has invited changes in various aspects of individual, social and national life. It is, therefore, crucial to examine whether universities in Nepal are responsive to these changes.

### **International Changing Context**

Universities have been under pressures of national government from day one. On one hand, the role of educational institutions is perceived as key in the development of the knowledge society and on the other hand, educational institutions are increasingly demanded to meet requirements of productivity and efficiency. In general terms, educational institutions seem to be under pressure to align with globalized trends and ideas diffused from the management and political context (Mazza, 2004).

Among these globalized trends, a few of them have been of particular significance to understand the transformation process of universities: internationalization, managerialization and the new competence demands emerging in the global labor market (Barry, Berg, & Chandler, 2004). It will be highly pertinent to focus on a crucial research agenda regarding institutional transformation of universities so as to raise the university's capability of coping with the challenges and opportunities brought about by global dynamics.

Universities are expected to act as guides, to lay down the path for the materialization of the visions of New Nepal. Reforms in the role and governance of university system in Nepal are paramount. Students, teachers, managers, administrators, teaching-learning strategies, financing modalities, university-labor market relationship, etc are important factors to be taken into consideration in the newly emerging context. Students' services, university management and administration, teaching and learning activities, evaluation procedure, university financing modalities, university-labor market relation, etc are some of the crucial elements which the university system must be concerned with. In order to make substantive achievements, reform initiatives are essential. Actually, research studies are almost non-existent in this respect.

This study aimed at addressing these issues by presenting contributions of higher education institutions by analyzing their reform initiatives in the context of the broader changes required by the external environment. The study brings together presentations that deal with these themes in a way that also includes variety in the levels of analysis, the specific settings and the particular issues that are to be addressed for the new era.

The presentations range from inquiries on the context of diffusion of new public management practices as the framework of university reform and the meaning and implementation of international programs as a part of a larger change agenda at the institutional level to the analysis of how universities try to respond to the increasing demands of competent and skilled workforce in the globalized context, the perception of stakeholders about the changes in the universities in the highly turbulent environment of south Asian countries in general and Nepal in particular. This study attempted to provide a useful medium for the discussion about the role of higher education in the diffusion of global ideas and of managerial practices in the public and private sector of developing countries with special reference to Nepal.

### **Statement of the Problem**

In the recent context of Nepal, the government's inability to meeting university's growing financial requirements has further intensified the problem. Higher education institutions' particularly that of TU's real estate possession is impressively large but has remained idle due to insufficient enterprising efforts for a more meaningful return. It is important to investigate government expenditure in higher education sub-sector and analyze the private sector's involvement in terms of sharing of recurrent expenditures (REXP) of the university (Baral, 2007; Lamichhane, 2004).

University administration is required to take strong initiative to transfer liabilities of constituent campuses to the respective campuses themselves. For this purpose execution of the decentralized management system is expected to be genuinely operationalized without any compromise. A lump sum grant on the basis of the teacher student ratio and logistics needs further examination in order to verify whether it is a reasonable move.

Drainage of scarce sources as a result of uncalled for recruitment has further aggravated university's financial crisis. Similarly university's fee structure, more so in

the TU system, is hardly justifiable, since it is neither based on cost sharing nor on cost recovery. Psychological fragility apparently inherent in university authorities seems responsible for this situation. Universities have the legacy of producing high level human resource for the nation (Lamichhane, 2004). Undoubtedly, they make a potential group who can capacitate universities in various ways depending on their strengths, resources and wisdom. Until now, universities have overlooked this strength. An immediate action to consolidate them with the objectives of mobilizing resources by establishing a structure needs to be put into effect.

Teacher effectiveness stands as one of the most essential factor for an effective transaction of curricula for which professional development of teachers along with teacher's job commitment, their motivation and regard for professionalism are equally important factors. Likewise leadership qualities are also a must for effective transaction of curriculum. In the context of Nepalese universities, leaving aside a solitary case of KU, such kinds of enabling factors are lacking (Lamichhane, 2004).

Besides, the massive use of information technology in establishing knowledge network, exploring opportunities for expanding bilateral and multilateral relations with universities in several countries of the world would be more meaningful. But our universities' activities related to international relations, in general, are limited basically due to highest authorities' fractured leadership presentation.

The need for an amicable learning environment in an educational institution should not be overlooked. A chaotic and cumbersome environment becomes counterproductive. A well managed workplace with the availability of all essential materials and a pleasant physical environment serves as a pull factor engendering motivation to perform effectively. It is not that university management is ignorant about the importance of a good physical infrastructure and lovable working conditions. But problem lies, however in its inability to construct and enforce norms for constant maintenance, protection and preservation (Lamichhane, 2004).

Some of the problems universities, specifically within government funded university systems, can be attributed largely to partisan politics that has gripped the student community, authorities, faculty and administrative staffs. This sad reality has

defunct the government funded university system as the prime source of knowledge production.

### **Rationale and Significance of the Study**

Education essentially paves the way for the advancement of the nation. Universities should sincerely fulfill its professional responsibility by basically giving more emphasis on improving performance quality within the university system. To this end, capacity building of the university system in Nepal is essential. And, this calls for the undertaking of a pertinent research initiative. Actually, the outcomes of the research are not only expected to build the professional strength of the university system but it also aims to capacitate them to move alongside the changing context of the world market system by producing capable and competent human resource . Moreover, the study has chalked out a framework for the university system which will contribute to developing their compatibility with social, political and economic needs of the country. It will serve as an enabling factor for the promotion of knowledge economy in Nepal by enhancing the quality of higher education.

### **Purpose of the Study**

This study focused on the reforms needed in higher education institution to respond to the changing national and international context and institutional capacity building in the universities of Nepal in order to internalize the needed reforms in a dynamic environment of 21<sup>st</sup> century. The study mainly concentrated on kinds of initiatives of reform (such as social, economic, technological, financial academic and managerial) in the university system and explore the strategies to address such reform relevant in the changing context.

### **Research Questions**

To fulfill the above purpose of the study, the following research questions were developed.

1. How do university stakeholders perceive the roles to be performed by universities in addressing the contemporary social, political and economic issues of the country?
2. How can universities be empowered to emerge as a center for knowledge production?



3. What types of support and backstopping services are pertinent in order to advance universities as knowledge production centers?
4. How have the curricular structures, transaction of curricular objectives, and evaluation modalities been supportive to gaining competitive edge in the emerging international context?
5. How have the authorities, faculties and the administrative support system functioned to create synergy within the university system?
6. How have universities mobilized resources for meeting the growing financial needs?
7. What initiatives have universities taken to create functional networking with the community, economy and polity for raising the relevance of higher education?
8. What policy interventions would merit in advancing universities as the eminent force for national empowerment?

### **Theoretical Framework**

Human resources are the essence of national development and productivity. Research and development is even more important for knowledge economy (Bin, 2005). So, universities that are suppliers of competent human resources and center for knowledge production require necessary reform to respond to the socio-economic transformation. Such reform is essential in order to establish a national human resource development mechanism from the perspective of the micro and macro targets to further the knowledge economy -- the eventual contributory factor to the knowledge industry -- by combining it with the human capital theory, motivation theory and organization effectiveness theory (Bin, 2005).

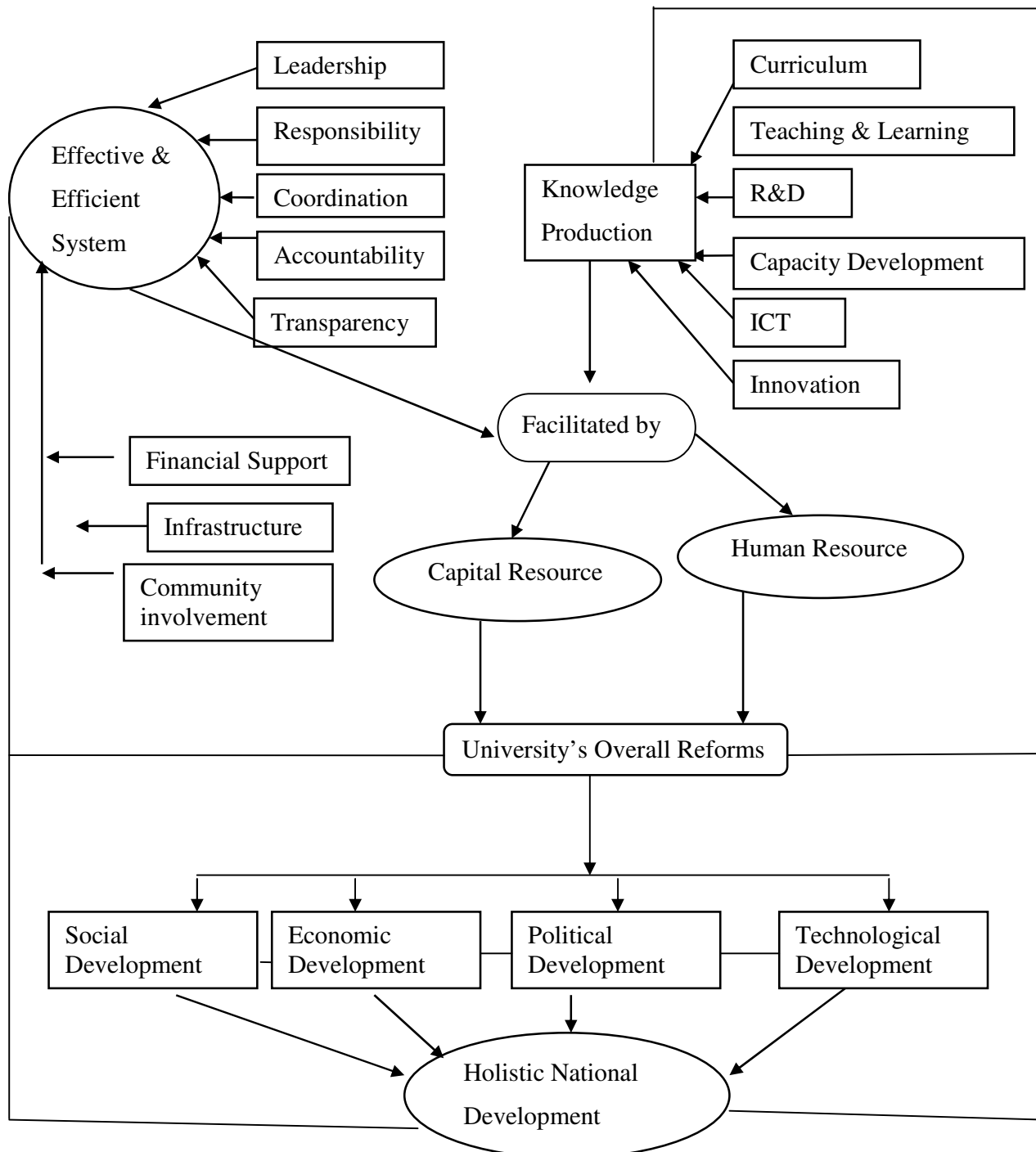
The theory of knowledge economy focuses on the development of human resource which essentially demands reform in the university systems. Development of a high quality human resource provides a sound basis for the scientific and technological progress eventually leading to economic and social development. To succeed in research and development it is essential to raise the level of the quality in the performance of human resources. This is possible through the development of competitive human resource for which capacity building specially of faculties in universities are very crucial.

With the advent of the era of knowledge economy, the scientific and technological revolution have to accelerate infast pace. Production of technologically efficient, innovative and talented human resource is most crucial. This reality will aid to translate the knowledge innovation into action. Moreover, this focus will add further value to the ability for the formation of knowledge capital. Undoubtedly, energization of this process will enable Nepal to achieve more strengths in the 21st century's economic competition.

In essence, the knowledge based economy fostered by R&D could be the major pillar to advance intellectual resource for economic development. Any new knowledge on human development made possible through relevant learning and needs-based education can transform the traditional priduction process. This mode of learning and education will help develop and utilize new information resource (Bin, 2005).

Therefore, only vigorous human resource development cultivates innovative learning which can be applied to foster the knowledge-based economy (Bin, 2005). In this context, Nepal's universities are required to focus on the setting of "a new era of knowledge production" (Lee, 2007) and the human resources who successfully participate in the global competition. Hence, this research study has dealt with knowledge economy theory along with human capital formation theory, motivation theory and organization effectiveness theory for the overall reform of universities existing in Nepal.

Figure1  
Theoretical Framework of Study



## CHAPTER II

### LITERATURE REVIEW

#### **Trends and Issues in Higher Education**

When discussing higher education around the world, issues of finance, performance management, higher education as knowledge industry, student politics, human capital and higher education as origins of a harmonious society are often prominent from the perspective of various stakeholders. Higher education has thus been associated with contemporary social, political and economical issues of the country. Higher education policy plays a vital role in generating higher level of institutional leadership scholars, practitioners and administrators. Ultimately, the purpose of higher education is associated with academic freedom as a fundamental principle of universities.

#### **Policy of Higher Education**

Policymakers are engaged in asking how much of the public funds should be devoted to higher education relative to the competing demands for basic education, health care, transportation, and the many other public functions (Hauptman, 2006). Higher education officials and faculties are concerned with providing a quality education with scarce resources. Higher education policy in this context is oriented towards increasing the access and success of the student in post secondary education. However, the impact of the increasing rate of universities cannot secure the development of the institutional leadership and scholar. Higher education in Nepal needs to be more responsive to the needs of the globally competitive knowledge economy and to changing labor market requirements. The major challenge for higher education is to mitigate the gap between the skilled and non skilled human resources and to create think tanks in Nepal.

Education beyond high school has become expensive. Financing a higher education has kept countless parents and students awake at night. The current policy of higher education in Nepal is in a dilemma because the country has been declared a federal state whereas a higher education policy has not changed to the concept of federalism. Higher education policy has been more involved with the financing of the

university. Thus, universities in Nepal appear to be in a vortex of crisis when it comes to the policy level.

The recent national level policy, 'Three Years Interim Plan's' objectives in relation to higher education are: a) applying the concept of One Development Region - One University and b) establish a Science and Technology University. Recently, four commissions have been formed to formalize four additional universities, namely, two mid-western and far-western regional universities, one agricultural and Forestry University and one national Open University (GON, 2010).

A research done by the Centre for Economic Development and Administration (CEDA) (2007) states that policies of higher education have been focused on the following factors, a) use education as an effective means to eradicate poverty, b) develop human resources that can contribute to afford development of the country and also compete at international level, c) develop and establish open universities, d) encourage the non governmental and private sectors to establish education institutions for providing higher education, e) phasing out certificate level programs from the universities and f) enable the university grants commission to evaluate educational institution ( pp. 46- 47).

Along with massification have come major changes to funding higher education, as it has been observed in the global trend. In most countries except some in East Asia, higher education has traditionally been considered a state responsibility and a 'public good' that benefits the individual but also society through enhanced productivity and contributing to national goals, among other things (University World News, 2009).

### **Financing of Higher Education**

The financing and management of Universities are e two pertinent issues in the University Reform agendas. "The decade of the 90's has seen a remarkably consistent worldwide reform agenda for the finance and management of universities and other institutions of higher education" (Johnstone, 1998, p. 2). Higher education in Nepal is in crisis partly because of the financial distress. Whether to impose or increase tuition fees, how best to fund institutional needs, and how to curb the growth of student debt burdens are just some of the topics that tend to dominate higher education debates in countries around the world. These debates now occur with regularity in both industrialized countries and in less developed countries, although often with a somewhat different

focus. In the industrialized world, the central issue typically is how to improve the quality of the teaching and research that occurs within institutions as well as how to expand access for disadvantaged groups within society. For less developed countries like Nepal with GDP per capita of about \$300 the issue is more often focused on how to expand higher education to the point that it can meet the demand generated by those graduating from high school (Hauptman, 2006).

There is no question that, confronted with the changing needs and means for delivering education, institutional planners and managers need to reconsider the way higher education facilities are designed, planned and managed (OECD, 2007). According to OECD (2007) there are ten critical higher education facilities which are as follows:

1. Resource scarcity and affordability.
2. Performance measurement and accountability.
3. Customer service.
4. Information technology.
5. Developing the laboratory and classroom of the future.
6. Facility reinvestment and total cost of ownership.
7. Workforce issues.
8. Sustainability.
9. Energy resource management.
10. Safety, security and business continuity.

OECD's agendas of higher education are mainly concerned with the issues of finance and higher education. These ten agenda's are crucial to measure the performance of Universities in this changing context. The visible factor beyond the policies of higher education is the political instability which hinders the implementation of existing policies in higher education sectors.

After the establishment of University Grant Commission, the Nepalese government finances higher education through UGC. More than 90 percent of the total administrative costs goes to Tribhuvan University and the rest goes to other four universities. This shows that administrative grants in universities and within the university are uneven (Baral, 2007, p. 3).

### **Financial Management**

“Managing for Excellence” in higher education focuses on four current challenges worldwide, namely: growing student numbers, resource constraint, increased demand for transparency and accountability, and new modes of governmental regulation and institutional autonomy. Institutions should demonstrate their commitment to more effective and efficient use of their available resources. Worldwide Challenges to the Management and Financing of Higher Education is three fold (UNESCO, 2003)

1. to diversify and thereby to increase their resource base,
2. to achieve economies and greater effectiveness by more skilful and more, imaginative use of resources, and;
3. to gain a wider understanding and acceptance, within the community, of the investment argument.

The strategies and methods directed towards support for and reform of higher education are numerous and varied. One essential task is to define, provide and sustain the financial, leadership and management conditions which are most likely to enhance the future development of teaching, learning, study, research and scholarship. Directions for improving the quality and relevance of academic work fall within these essential tasks and set criteria for its performance.

The major limiting factors of financing process, according to UNESCO (2003) are as follows:

- Low and declining levels of traditional sources of finance.
- The gap between the capabilities of existing personnel and the numerous challenges they are called upon to meet.
- The persistence of rigid structures and procedures which stand in the way of the flexible and creative approaches that are so clearly needed.

Together with the recognition of the urgent need to meet societal expectations and economic requirements, any discussion of management and financing must reiterate the ultimate aim which is a harmonious, democratic and just civil society and international order which provide a beacon for the direction that higher education should take (UNESCO, 2003).

Proper management and financing is necessary to meet the specific objectives of higher educational plans and policy. Johnstone (1998) states that management and finance of higher education depends on the expansion and diversification, fiscal pressures, orientation of the market, accountability, quality and efficiency (p.3-7). Grants and loans are being introduced in order to maintain the accessibility in the face of increasing costs borne by students and families in the form of tuition and fees. Maintaining the equity and equality in terms of management could also pose as a challenge to Universities..

### **Human Resource**

As a higher education institution with missionary responsibility towards the community it acts in, we are primarily interested in social renewal. We are aware of the fact that the changing society's conflicts and problems can only be solved by a new and fresh mind, a perception with a renewed way of thinking and acting, being prepared to take on all challenges that the social, economic, political modifications have brought (Mathe, 2004). Human resource development lies at the basis of the new society, as human beings are the major driving factors of any social change and also the token of any success in any community (ibid.).

In accordance with the national development plan's stipulations, the creation and development of regional research capacities, territorial knots or regional centers is absolutely necessary and they can be considered the driving forces and coordinators of further development process. Among these, social renewal is of utmost interest to us. In this sense human resource development is the token of sustainable development. The process of social renewal may involve the following aspects (Mathe, 2004): Improving employment, improving adaptability skills, quality education and access to it provided to everybody, developing human resource needed for R&D and innovation, developing human infrastructure, higher education reform, quality development of higher education, establishing regional research centers, subsidizing research universities, practice oriented higher education program, extending technical and information technology, emphasis given to fresh and talent scholars.

The role of human resource management is evolving in both the international and national arena. The strength of human resources has been measured by the performance of higher education plans and policies. Strength of higher education is reflected in the



market place to produce the skilled and knowledgeable human resources. It is another factor to observe the human resources in the higher education sector of Nepal. Quality and performances of the universities has been reflected with its human resources. The intellectual traits and human resource requirements for the regeneration of a humane and modern society are based on the university's faculty, departments students and administration. Generally it has been observed that mission, vision and beliefs of higher educational institutions in Nepal sound attractive and persuasive. Curricular aspects are provocative in the field of higher education Nepal. Human resource reflects their performance through teaching, research and evaluations as milestones in Nepalese universities. It is notable to find out the links between national and international academic institutions on one hand and its relationship with local communities on the other through the human resources of universities.

Performance of human resource in the university could be the part of library, infrastructures, welfare schemes, distance education, training centres, restructuring curricula and decentralization of administration and support to the disadvantaged section. The existing organizational systems looking after the quality of higher education institutions in Nepal are; i) UGC; ii) universities / academies / partially decentralized institutions and programs; iii) six professional councils; and iv) professional societies. Recently, a quality assurance and accreditation council (QAAC) has been established in UGC to look at the issues of quality assurance and accreditation in the country (Johnstone 1998)

### **Politics in University**

Policy communities, such as the higher education community described here in part, are entities comprised of organized interests, congressional actors, and executive agencies working on similar policy issues. They may or may not agree on the policy goals or outcomes, but they do have a common interest in getting something to happen or not happen (Allacademic, n.d.). In Nepal, all policy actors tend to ponder over the existing political situation from their level and want to formulate policy in their own favor.

Young students usually intend to get a better understanding about the development process and effects of change in the higher education system. In this

respect, they take interest in how political maneuvering is being handled. In this context, it will be relevant to know about whom they talk to, when they talk, why they talk, and what political issues they raise. But national politics overshadow all these important concerns.

Student politics is one of the significant agendas when it comes to higher education in Nepal. In the post-1990 democratic era, student organizations had a co-dependent relation with the political parties. In fact, for the first time in political history, it was possible for one's tenure as a student to be the beginning of guaranteed political career (Snellinger, 2005, p.27). They raised the issues like tuition increases, facility improvement and petrol and transportation price decreases. They did not have reason to fight on ideological grounds, so they agitated for the issues that concerned the student population and general public. These types of student movements attempt to make the universities more accountable to some extent. But massive ruptures of student norms, values and ethics have been found in the student politics. Sadly, University administrations have been turned into puppets that work under pressures of their mother political parties. Khati (2005) states:

“Political interest and influences in an organization differ in accordance with the situation of a place and time. Since different people are brought up in different socio cultural backgrounds their values are naturally not always the same.

University decisions, like many other organizational decisions, are also affected by the typical political order that exists in one or the other form in the society” (p. 113)

### **Linkage between Higher Education and Knowledge Economy**

For the last two hundred years, neo-classical economics has recognized only two factors of production: labor and capital. This is now changing. Information and knowledge are replacing capital and energy as the primary wealth-creating assets, just as the latter two replaced land and labor 200 years ago. In addition, technological development in the 20th century has transformed the majority of wealth-creating work from physical-based to "knowledge-based." Technology and knowledge are now the key factors of production. With increased mobility of information and the global work force, knowledge and expertise can be transported instantaneously around the world, and any

advantage gained by one company can be eliminated by competitive improvements overnight. The only comparative advantage a company will enjoy will be its process of innovation--combining market and technology know-how with the creative talents of knowledge workers to solve a constant stream of competitive problems--and its ability to derive value from information. We are now an information society in a knowledge economy where knowledge management is essential. Internet resources related to the field of knowledge based economy and knowledge management in the new information society (Enterweb, 2005).

Although the knowledge economy should be good news for higher education, colleges and universities now confront a variety of technical, legal, and cultural forces that threaten to relegate them to the periphery, including aggressive copyright laws that inhibit interoperability and the free exchange of information. Fortunately, open source software, mass digitization projects, and the emerging cyber infrastructure offer an opportunity to redefine the university on a scale not seen since the emergence of the research university (Hilton, 2005; The World Bank, 2008)

Knowledge economy during the age of highly competitive market hardly incorporate the knowledge industries for universities. It is believed that higher education provides core global competences. Globally it is said that higher education is essential for the ability of national economy including government, business, the professions and the cultural and communication sectors to operate in the global setting ( Marginson, 2007, p.2)

### **Human Capital Formation and Higher Education**

Higher education contributes in forming well informed citizens to increase the national productivity. It is certain that the impact of higher education tends to expand the economical as well as political freedom of human beings. Universities play a key role in increasing returns to society as a whole instead of private rate of return. Focusing in the international trend of higher education it is found that there was an unprecedented expansion in the level of educational attainment in development countries. Generally it is believed higher level of skilled population contribute more to the nation and its citizen more than the less skilled population. The foremost examples can be drawn from developed countries like Switzerland where higher education emphasizes in human capital

formation. Human capital is not merely the concern of economic enhancement and success, it is equally important to preserve the social and cultural values of society. Higher educational institutions are open spaces to form human capital not machinery and physical capital along with the cultivation of self reliance, hard work and individual responsibility. This is in effect, what leads the nation.

Backer (1964) states that “the continuing vigor of the research in human capital is increasing testimony that this area of study is not one of the many fads that pass through the economics profession, but an important and lasting contribution” (p. 10) . Research in Nepalese university is one of the important issues to be addressed because it is associated with the knowledge industry and human capital formation. Allegations have been put forward that the whole market in the nation has been captured by TU with it’s traditional approaches of teaching and learning practices. Yet the traditional institutions like TU seem less responsible for advanced education and research. Similarly affiliated and constituent colleges, universities, research institutes are being challenged by powerful forces characterizing the global economy such as hypercompetitive markets, demographic change, increasing ethnic and cultural diversity, and disruptive technologies such as information, biological, and nanotechnologies.

### **Knowledge Production and Dissemination**

Relevance of higher education in the changing context begins from the production of knowledge in 21<sup>st</sup> century. It is reflected in the university structures on the basis of the disciplinary level in the world. The major change is the emergence of distributed knowledge production and dissemination. These two changes have been seen in research and teaching. Universities have been linked with other relational agents for knowledge production. The research practices of universities and industry, as well as other knowledge producers, are drawing closer together (Gibbons, 1998, p. 6). Gibbons further says that in order to operate efficiently, universities will need to shrink in size and will have to learn to make use of intellectual resources that they don’t fully control (p. 7). The structure of the university, the relation between industry and stakeholders, teaching learning activities and the objectives of higher education determines the role of knowledge production and dissemination in universities. The paradigm of higher education has seen changes for the last 20 years. Higher education in universities is

meant to serve societies, primarily supporting the economy and promoting the quality of life of its citizens. Accountability, good governance, civic consciousnesses are basic factors of knowledge production which are associated with the trend of higher education of countries. It is not merely economic production that has been addressed by universities in the changing context.

There is no doubt that it is institutional responses of universities that produce knowledge on the basis of a knowledge based economy. It shows that universities are a part of the larger innovation, competitive and economic development processes. Higher education has been transformed in the changing context. Two fundamental reasons for changing the university and knowledge production are democratization and globalization. New mode of knowledge production emerges through globalization and dramatic changes in the structure and functioning of the institutions has appeared in the process of democratization. Kaark (2000) states that globalization changes the mode of the attainment of flexibility and adaptability in the knowledge economy, another impact of globalization is emergence and development of the networking firms which led to the new education and training demands. Similarly democratization shifts from a closed to an open higher education system. It brings about four major changes in higher education system, namely from course to credits, from department to programs, from subject based teaching to student based teaching, from knowledge to competences.

### **Participation in Higher Education**

Except teaching faculties, students, administrators and policymakers, the participation of other stakeholders seems dominant in Nepalese universities. Knowledge industries have thin connections to universities. Moreover, political careers, local people and student politics have been dominantly influencing higher education in Nepal. The interest of these participants of the university has nothing to do with the capability enhancement, skill development and knowledge acquisition. These agents are mostly interested in bringing their political ideology into the university.

Higher education in Nepal is at stake because global knowledge based societies have not been attracted to Nepal's universities. The experiences from a global higher education patterns shows that universities develop skilled workers who can transform information in a meaningful way. Likewise university help in maintaining the innovation

based society. The participation of the stakeholders in universities have been determined by the job market that produces. So industrialists, social workers, and policy makers directly and indirectly play a role in influencing higher education in Nepal.

But the current political instability and political interferences have made universities in Nepal a stadium to practice their political ideologies rather than increase academicians and think tanks. Human nature has been changing because of technology in the global scenario. Teaching faculties, students and concerned stakeholders have paid less attention to higher education in Nepal. On that note, Nepalese universities are at risk of losing a lot. As raising American trend of participation in higher education, Young (2009) says that “retention and persistence of students is an important issue in contemporary American higher education” (p. 93).

### **Summary of Literature Review**

The trend of higher education is evolving around various issues of administration and financing in Nepal. Higher education is in a state of crisis in Nepal partly due to political transitional phases. One of the greatest challenges to higher education in Nepal is to maintain the national demands of education which is going through the demands of federalism, while also going through political interference. The long history of Tribhuvan University is going to fade through these political interferences.

Another major setback to higher education in Nepal is the problem of financing the education. The pertinent reasons to invest in education are still unexplored among the students of the higher education field. The great agendas of human resources and human capital are associating with the interest of higher education in Nepal whereas the importance of these agendas seem very less focused in the universities.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with the research philosophy, methodology and methods of research on “Reform of university in the changing context.” The way in which research was conducted was conceived of in terms of the research philosophy subscribed to, the research strategy employed the research instruments utilized and developed in the pursuit of a goal through research questions.

#### **Research Philosophy**

A research philosophy attributes the space for understanding the natural as well as social phenomenon. It is a belief about the way in which data about a phenomenon is gathered, analyzed and used. “The indirectness and circular nature of philosophical questioning in itself is helpful, as it often encourages in depth thinking, and generates further questions in relation to the topic under consideration” ( Crossan, 2010, p. 47). Research philosophy is understood in terms of interrelationship between ontological (what is the nature of reality) , epistemological (what can be known?), and methodological (how can a researcher discover what she or he believes can be known?) levels of enquiry (Proctor, 1998). Keeping these things in mind, the following ontological, epistemological and methodological aspects were considered.

#### **Ontological Assumption**

Blaikie (1993) describes the root definition of ontology as “the science or study of being and develops this description for the social sciences to encompass ‘claims about what exists. The nature of reality is not as static as objectivists claim in this research. The researchers believe that everyday examples from the higher education field count to strengthen the single reality in the changing context of university reform. It is believed that the complex nature of reality as well as the linear nature of reality exists in the fields of education. As a result these two types of ontological assumptions affect the researchers’ views on what is real and whether we attribute existence to one set of things over another. When considering that two different views exist regarding exploring

reality, another important aspect that comes up is how that reality is measured and what constitutes knowledge of that reality. This is a concern of epistemology.

### **Epistemological Assumption**

The term epistemology is ‘what is known to be true’ as opposed to ontology ‘what is believed to be true’ encompasses the various philosophies of research approach (Nachamias & Nachamias, 2000). Blaikie (1993) describes epistemology as “the theory or science of the method or grounds of knowledge” expanding this into a set of claims or assumptions about the ways in which it is possible to gain knowledge of reality, how what exists may be known, what can be known and what criteria must be satisfied in order to be described as knowledge”. The position of researchers in this research is more objective and less subjective focusing on the external and neutral theory. Also, less space has been separated for subjective experiences of the participants while exploring the belief system of the personnel and stakeholders of the university. This research partly focuses on the social phenomenon as issues of higher education and the changing context can be best explored through human perception and believes systems.

### **Methodology**

This research was carried out using merely positivist approach to investigating phenomena to describe and explore in depth phenomena from quantitative perspective. Most part of the research was based on the hard facts and relationship between these facts in a scientific way. Researchers focus on the objective reality through the positivist paradigm studying the finance of higher education, human resources and knowledge economy. However, while studying perception and world view of all the stakeholders of the university the research stood on the qualitative approach to capture social complexities and multiple perspectives in the study. Qualitative data were used to supplement the information generated through quantitative analysis in order to answer each research question and cross check the data generated by both from quantitative and qualitative research. . In brief, mixed method was used in this research for rigor, precision and logical reasoning along with capturing the emergences in the research work.



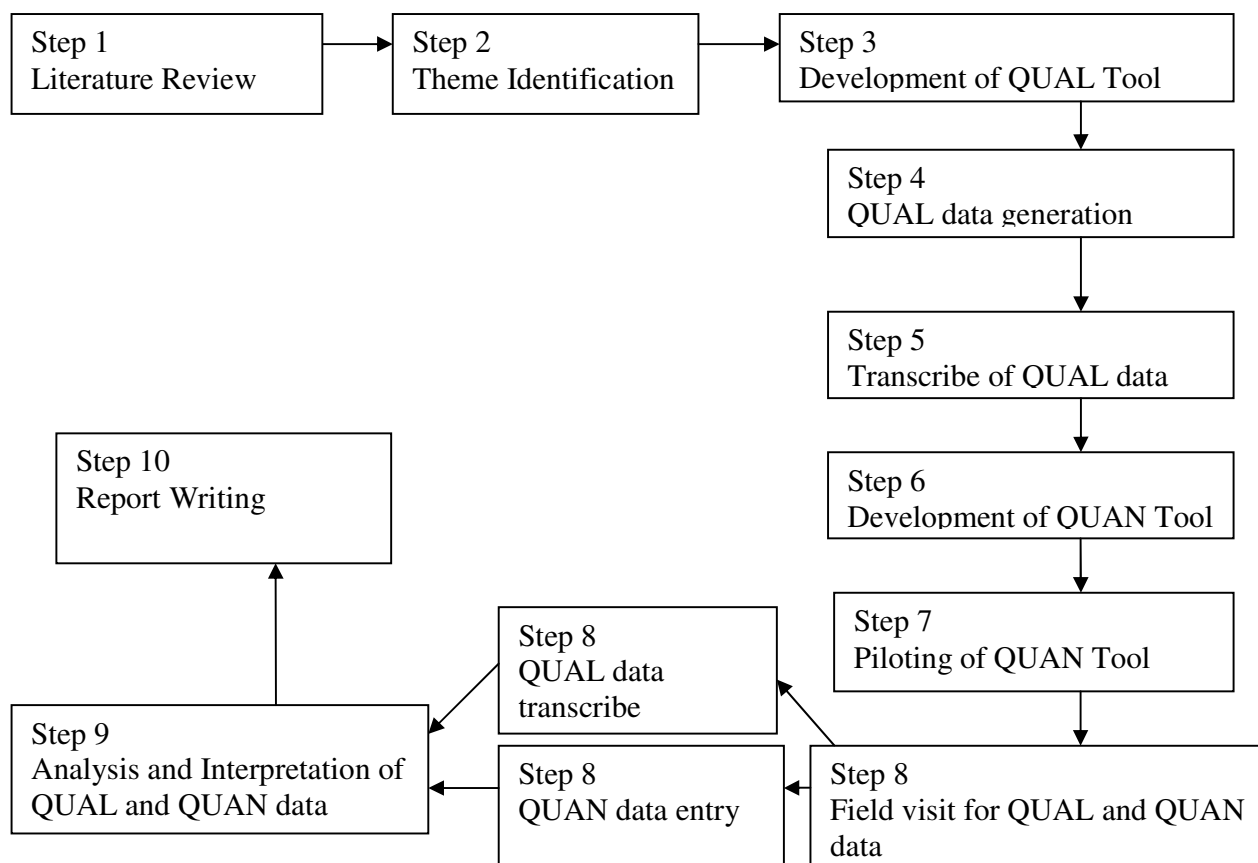
## Research Design

Research design, simply means measures for collecting, organizing, analyzing, interpreting and reporting data in a research (Best & Kahn, 2007; Creswell, 2003). Creswell (2006) states that there are different models for researching and these models have distinct means and procedures associated with them. “Rigorous research designs are important because they guide the methods decisions that researchers must make during their studies and set the logic by which they make interpretations at the end of studies. Once a researcher selected a mixed methods approach for a study, the next step is to decide on the specific design that best addresses the research problem” (Creswell, 2006, p.58). As explained above, the design in this study was mixed method research design. Therefore, this study used a mixed methods (Tashakkori & Teddlie, 2003), which is a procedure for collecting, analyzing and “mixing” both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2002). The rationale for mixing is that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends of higher education and the changing scenario of the universities. It is believed that using mixed methods combining, “quantitative and qualitative methods complement each other and allow for more complete analysis” (Green, Caracelli, & Graham, 1989, Tashakkori & Teddlie, 1998).

As explained above, this research used both qualitative and quantitative data. The research relied mostly on numerical data (Charles & Mertler, 2002). Alternatively, qualitative research is “an inquiry process of understanding” where the researcher develops a “complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting” (Creswell, 1998, p. 15). Data analysis is based on the values that these participants perceive for their world. Ultimately, it “produces an understanding of the problem based on multiple contextual factors” (Miller, 2000). Thus, both numerical and text data, collected sequentially or concurrently, can help better understand the research problem. While designing a mixed methods study, three issues need consideration: priority, implementation, and integration (Creswell, Plano Clark, Guttman, & Hanson, 2003). Based on the above explanation, the research journey was developed as in Fig 2.

Figure 2  
*Design of Study*

The design of the study was as follow:



### **Development of Study Tools**

After developing entire research design, the research questions were reviewed in the first and second meeting of the study team. Each team member was allocated with specific set of research questions for the literature reviews and the team member was asked to present their reflections in every meeting. The team members reviewed literature on recent university reforms and presented their ideas. Based on the discussion appropriate themes for each research question were identified.

Most possible probing questions were developed on each theme. The probing questions were merged together in the form of interview trigger to generate qualitative data. The interview trigger thus developed was revised several times before finalizing it.

The research team also visited the different universities and interviewed the sample population: students, teachers, administrators of the university. The data thus generated through interview and interaction with the research participants was transcribed. The data then were coded and grouped based of their meaning and type. An appropriate theme was given to each group of the data. The newly emerged themes, out of codifying and grouping of the qualitative data, were used to develop questionnaires for this study. The questions in the questionnaire were designed in the Likert scale. The rank of the scale varies from 1 to 5 where 1 signifies strongly disagree and 5 represents that the respondent strongly agrees the statement. The Likert type questionnaire was finalized by the panel of professors of Kathmandu University, School of Education. The reliability of the questionnaire was also ensured from the pilot test and expert judgment.

### **Sample of the Study**

The students, teachers, managers and administrators of 5 universities constituted the population of the study. Two categories of the respondents were selected for qualitative and quantitative data. The sample selected for qualitative enquiry is presented in table 1.

Table 1

#### *Informants of Qualitative Enquiry*

University	Tribhuvan	Kathmandu	Nepal Sanskrit	Pokhara	Prubanchal	Total
Students	3	2	2	2	2	11
Teachers	3	2	2	2	2	11
Managers	2	2	2	2	2	10
Administrators	2	2	2	2	2	10
Total	10	8	8	8	8	42

These participants of the research were chosen from five universities of Nepal. Tribhuvan University, (TU), Pokhara University (POKU), Purbanchal Univesity (PU), Kathmandu University (KU) and Nepal Sanskrit University (NSU) and their constituent as well as affiliated colleges are taken as a study area.

This study also consisted of quantitative survey through survey questionnaire in all these above universities. The human resources of these universities who were taken into this study have been classified on the basis of their position.

Table 2

*Respondents' Position and their Sex*

Sex	Position				Total
	Teacher	Student	Administrator	Manager/staff	
<i>Male</i>	81	194	64	44	383
<i>Female</i>	16	111	15	22	164
<b>Total</b>	<b>97</b>	<b>305</b>	<b>79</b>	<b>66</b>	<b>547</b>

These respondents were also classified based on their position and their corresponding university.

Table 3

*Respondents' Position and their University*

University	Position				Total
	Teacher	Student	Administrator	Manager/staff	
KU	21	51	17	15	104
TU	51	123	37	25	236
NSU	10	50	10	10	80
PoU	8	41	8	8	65
PuU	8	41	9	10	68
<b>Total</b>	<b>98</b>	<b>306</b>	<b>81</b>	<b>68</b>	<b>553</b>

The Table 3 shows that participants from KU, TU, NSU, POKHU, and PU were respectively 104, 236, 80, 65, and 68 respectively. The number of the participants was depending on the size of the university in terms of, administrator, managers/staff and students and faculties.

The above table shows that 81 male and 16 female teachers involved in the research. Similarly, 194 male students and 111 female students participated in the research. Likewise, the number of male administrator and manager/staff was higher than female administrator and manager/staff. The data shows that there are more male research participants than the female research participants.

### **Data Collection and Analysis**

The research team visited central offices of five universities of Nepal: Kathmandu, Pokhara, Purbanchal, Nepal Sanskrit and Tribhuvan. The quantitative data were collected through survey questionnaires, which consisted of both structures and unstructured items. Qualitative data were generated through the in-depth interview and

FGD with administrators, manager/staff, students, and faculty members of the universities.

The responses from questionnaire were put into computer along with their code for their systematic analysis. SPSS computing technique was used for generating output. The outputs were studied and analyzed descriptively.

The qualitative data emerged out of interview, FGD and interaction was grouped on the basis of their nature and kind. Each group of data was placed under an appropriate theme obtained from quantitative analysis. Themes were then analyzed and interpreted with the support of theories and literature to generate meaning.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

This chapter deals with the analysis and interpretation of the data based on the based on data collected from the mixed method with respect to the research questions. The analysis is presented under the major themes generated from the research questions of this study. These themes include university as knowledge center, shift from knowledge center to knowledge industry, human capital and labor market connections to higher education of Nepal. Similarly, analysis concerning universities also includes the research themes such as curriculum and instructions, evaluation practices, relations with and among stakeholders, authority and accountability, resource generation and policy interventions.

#### **Shift from Knowledge Center to Knowledge Industry**

Universities are established as knowledge centers to disseminate knowledge through the engagement of students in research activities. In this connection, research participants were requested to express their opinion about the role of universities as knowledge provider through the structured questionnaire. The quantitative data in table 4 shows the opinion of participants regarding knowledge generation and dissemination in the Nepalese universities.

Table 4

#### *University as a Knowledge Provider*

Statements	N	Mean	SD
1. My university distributes the useful knowledge to the community through students	550	3.5	1.0
2. My university publishes periodic journal to transform the knowledge to society	546	3.0	1.2
3. My university conducts research work to transfer the knowledge to the community	549	2.8	1.1

Data presented in Table 4 shows universities in Nepal, to some extent, are disseminating useful knowledge to the community through students. The mean value of this statement (Mean= 3.5 and SD = 1) can be interpreted as a moderate agreement among the respondents concerning the existing situation of knowledge generation in universities of

Nepal indicating some inadequacy in knowledge distribution to the community through students. This implies that universities are required to put more efforts in involving their students in community based research and development activities so that both communities and students benefits and learn from each other. However, some departments in universities have initiated some research activities which have helped to promote universities as knowledge centers.

Publication of research journals is another powerful means of disseminating knowledge to the community. The participants seemed

to be neutral (Mean= 3.0, SD = 1.2) when it comes to the knowledge production and dissemination through publication of journals in universities. However, research participants do agree with the opinion that universities hardly use research as a major tool to disseminate knowledge to the community. The data presented in Table 4 shows that the trend of knowledge generation and dissemination in the universities of Nepal by means of research activities has been lacking substantially. However, the qualitative data revealed that there are a lot of opportunities to transform universities from knowledge centers into knowledge industries. The feeble situation of collective work of the faculties and students in research activities hinders to make university as knowledge industries. For transforming universities as knowledge industries, the role of research publication is inevitable which a few departments and schools of some universities have attempted to start such initiatives as shown in Box 1.

Five universities under study in general claimed that all universities in Nepal are learning centers. In this regard, data collected from individual interviews and Focus Group Discussion with research participants shows that participants claimed that universities have been promoting knowledge through various means of teaching, learning and research activities.

#### **Box 1: Research Activities in KUSOED**

School of Education, Kathmandu University has been carrying out various research activities. It has been participated in different NGOs and Government organizations such as Curriculum Development Center, UNESCO, Save the Children, etc. University Grant Commission, Sano Thimi, Bhaktapur supported School of Education (KU) in developing a Research Center Hall. It has helped the faculties in carrying out research activities. School of Education (KU) publishes periodic journals to generate and disseminate knowledge.

In the same line, university administrators also expressed that knowledge has been generated and disseminated through all Universities in Nepal. There was common agreement among the administrators that the first and foremost priority of universities is to portray itself as an excellent learning center for transforming knowledge to the community. Some administrators further added “It is one of many vital functions of the universities to generate knowledge and to disseminate in the society”. However, such common voice did not appear among the students. The perspectives of the students regarding knowledge are different than administrators and faculties. They understand knowledge generation as a means of getting jobs in the market. They expected that knowledge dissemination should contribute to increase their income level after they accomplish the university education. Some students opined that knowledge dissemination increases involvement of the university with the community by organizing awareness programs by collaborating with them.

This shift viewing education from economic lens was found among some students and faculty members. From their version it can be interpreted that they view university education from the economic perspective rather than merely establishing universities as learning centers. One of the faculty member stated “Worldwide trend of university education has been changed regarding the knowledge center; universities have been seeking to capture the world market through higher education”. The essence of the discussion among faculty and students can be interpreted that they want to see universities should be transferred into successful knowledge center and gradually develop themselves as with the production of knowledge industries.

### **Shift from Intellectual Tank to Labor Market**

Research participants argue that the success of higher education can be easily accessed through the students’ success in the job market. Universities were previously perceived as

#### **Box 2 Human Resource**

“It’s time to produce skilled human resources to fulfill the needs of the job market through the university curricula. We have emphasized on technical education which can best meet the increasing demands for employment. We aim producing entrepreneurs rather than job seekers.”  
(An administrative officer of POKHU)

institutions that produce think tanks. Although think tanks play a vital role in the development of the nation, students and university authorities believe that the true



measure of the success of higher education is the job market, and there have not been any considerable expansions/changes in the job market.

University education is expected to contribute to the economic development of the nation. For this universities are also expected to connect their educational programs with the needs of the labor market. In this connection, research participants were requested to express their opinion through the rating scale consisting statements concerning the contribution of university to economic development. Table 5 shows the result of the participants' opinions in this regard.

Table 5  
*Contribution of University to Economic Development*

Statements	N	Mean	SD
1 My university is able to connect educational program with economic activities of society.	551	2.6	1.2
2 My university meets the expectation of society by providing vocational education to students.	545	3.0	1.1
3 My university is gradually shifting its focus from simple manufacturing skill to knowledge industrial skill.	550	3.2	1.1
4 My university is focusing on information and communication technologies which claim important role in contemporary societies, economics and everyday life.	548	3.0	1.1
5 My university produces human resources to meet the market needs.	548	3.3	1.2

Data in Table 5 shows that universities in Nepal are not efficiently able to connect educational programs with economic activities. The value (Mean= 2.6, SD= 1.2) of this opinion shows that economic activities and university education has been rarely connected. The value of the statement shows that universities have been guided by a knowledge center philosophy. The need of the labor market has not been fulfilled by the current structure and situation of university education. Also, universities in Nepal focus more on theoretical aspects rather than emphasize on the work education. This is shown by the value (Mean= 3, SD= 1.1) of the statement that university meets the expectation of society by providing occupational education to students. The opinion seems to be neutral when it comes to providing technical and vocation education. Technical and Vocational education directly helps in addressing the needs of the market which is not at all being met in the current context. A shift however, can be observed, according to the opinion of the participants who believe that universities are gradually shifting their focus from

manufacturing to knowledge industrial skills. According to the respondents, a mean value of 3.2 and a SD of 1.1 indicate that universities have indeed been shifting towards more industrial and entrepreneurial skills. In the same way, the labor market can be identified and strengthened in accordance with information and communication technologies that universities should have at its disposal. The participants are neutral (Mean= 3, SD= 1.1) when it comes to this. Referring to the descriptive statistic values of this statement it can be inferred that there is still disconnection in the courses/ facilities/ services provided by the universities to address needs of the labor market in the current context.

In the same way, the opinion that universities produce adequate human resources to meet market needs (Mean= 3.3, SD= 1.2) tends to be agreed upon. The overall data from the research however shows that in the current context, university education is not sufficient to address the need of the market for preparing human resources in Nepal. However, university authorities opined that they have initiated to connect university education with needs of the labor market by providing exposure of industrial sectors to their students. Programs such as business administration, health sciences and engineering of the Nepalese universities are designed to link the need of market incorporating experiential education component in their curriculum.

The research participants from almost all universities claimed that universities can contribute to the national economy by various means. Their claim further leads to a question that whether the curriculum they designed is relevant to the needs of the contemporary job market. Qualitative data confirmed that curriculum of the universities under study have not been revised for many years. It was also found that one university is using curricula developed almost a decade ago. In this context, question arises that how the curricula developed almost a decade ago address needs of the contemporary dynamic labor market.

The students strongly believed that employment opportunities and the labor market are very closely linked to knowledge generation and human capital formation. However, one of the faculties of Tribhuwan University points out that the current situation of the job market does not reflect any positive aspects of either knowledge production or

**Box 3 Researches in Balkumari, Chitwan**  
Balkumari Campus Chitwan (a public campus, under TU) supports its faculties who want to enhance higher education. It has provided scholarship to four faculty members for M Phil and four candidates are currently pursuing PhD. It also accomplished two surveys related to poverty and domestic violence in local level with its own resources. It provides research grants for its faculties. It has already organized an international conference supported by UGC.

capital formation. Many graduate and undergraduate students of the universities are not satisfied with current job opportunities available in the Nepalese labor market.

Despite students' dissatisfaction, administrative staffs believed that the concerned universities in Nepal have been producing skilled human resources and they are marketable in the national and international level. They claimed that universities are preparing students for further education. Technical knowledge generation like in POKHU, PU, KU, and TU is more dominant whereas NSU focused in the preservation and promotion of traditional cultural heritages. One of the students of TU claimed: "Institute of Medicine (IOM), under TU has been proved to be one of the leading medical institutions in South Asia that addressed the need of the market in the current context". These examples show that technical institutes and programs of the Nepalese universities have addressed the need of the labor market to some extent.

All universities have focused on technical education and have developed curriculums for students according to the international market standard. For example, NSU has focused on technical education like Aayurveda, Yoga and Vastu Shastra to address the demands of the technical fields. They also take into consideration the human resource needs for the community and job market.

Some of the research participants shared that universities of Nepal have been helping to grow the economic condition of the community. They prioritized the needs of productions which are engaging in different sector of society and they are earning money by using the knowledge which they got from university. For example, one of the students from KUSOM claimed that graduates of KUSOM are more marketable and hence more

likely to secure employment. This might be in part because KUSOM that focuses more on practical application of education. Students participate in various talk program, research paper, presentation, real life projects that can create knowledge, not just in theory, but also develops capability to apply knowledge in the practical field. However, some other students perceive that there needs to be a curriculum overhaul, in order to meet national demands, international standards and to connect education with economic change.

### **Contribution of University to Political Development**

Universities are expected to contribute to the political development by inculcating leadership skills, ethics, values, sensitivity towards non-discriminatory practices and overall development of responsible citizenship. In this connection, research participant were requested to express their opinion how universities in Nepal are contributing toward political front and their responses is presented in Table 6.

Table 6

*Contribution of University to Political Development*

SN	Statements	N	Mean	SD
1	My university contributes for the political development of community.	543	2.9	1.2
2	My universities programs and performance meet expectation of society.	546	3.1	1.1
3	My university promotes ethics in society by providing value education system.	549	3.2	1.2
4	My university promotes talents by providing scholarships to needy students.	552	3.8	1.2
5	My university seeks to produce students to contribute effectively to their communities wherever in the world they choose to live and work.	550	3.2	1.2
6	My university focuses to develop active-citizenship with critical mind-set.	550	3.3	1.1
7	My university seeks to promote students holistic development including tolerance and the love of country and humanity.	548	3.3	1.1
8	My university focuses on cultural globalization.	549	3.1	1.2

According to the data presented in table 6, universities in Nepal do not tend to contribute towards political development. The value of this opinion (Mean=2.9, SD= 1.2) indicates that the contribution of the universities towards political development in the

community is below the neutral line, which makes sense as the universities in Nepal directly focus on academic activities rather than political ones. However, big P politics (big P politics refers to the politics at the macro level) has influenced the academic activities in the university as said by one of the deans of Kathmandu University.

Likewise, when it comes to promoting ethics in society by providing a value education system, the universities seem to have done a good job to some extent. Mean of 3.2 and a SD of 1.2 reinforce this point. From these statistic values of the statement it can be observed that there is little role of universities in promoting ethics among the students for community development. The issue of ethics in academic institutions further branches into exploring the accountability and responsibility of the stakeholders of the university. Another opinion regarding the selection of the cream students in universities in Nepal tend to be highly agreed upon. This indicates that universities of Nepal intend to attract most of the talented and smart students.

When smart, educationally aware and conscious students are attracted to universities they might help minimize the influences of big P politics in universities. These students in turn can become active and responsible members of the society as well as of the university. When it comes to the statement, “my university focuses to develop active-citizenship with critical mind-set”, the responses from respondents were mild. This statement in accordance its value (Mean= 3.3, SD= 1.1) indicates that universities are indeed producing active citizens to some extent. However, many aspects of making proactive citizens through a university education have a lot that can be improved on. A similar trend has been observed regarding the opinion that universities seek to promote students holistic development including tolerance and the love of country and humanity. Holistic development of an individual leads to proactive citizens in the society. In the changing context, a focus on tolerance and humanity seem to be an important part of a university education; especially when talking about a country like Nepal, there is a lot of room for a log of change as said by one of the

#### **Box 4 Local Curriculum**

The researchers met some radical Brahmins in Sanskrit University who are going to transform it by liberating from the hands of Brahminhood. It is going to include curriculum in *Tharu* and *Kiranti* language. It is inclusive practice which reforms Sanskrit University believing that people from any caste and group have an access to Sanskrit University.

deans of KU. University education has not been fully effective in raising the consciousness and sensitivity toward humanity, patriotic feelings and tolerance among the students. Universities in Nepal get affected with the big P politics whereas small p politics (politics in universities) has not been strengthened in the universities of Nepal.

### **Political Instabilities and Higher Education in Nepal**

Another factor that affected university education adversely is an unstable political environment, and in a country like Nepal, political stability seems like an unattainable dream as perceived by one of the faculties of TU. He further added that there have been direct political interferences in most of the universities. Most students and university administrators are in agreement that direct political interferences emanating disturbances cause distortion in the academic environment. Universities of Nepal throughout their history, as respondents indicated, have been more or less affected by political interferences. It is ironic that those administrative bodies who have been appointed by political favor denied the existence of dominant political ideology in university system.

#### **Box 5 Politics in University and Regular Classes**

“Our regular classes get affected with the *banda, hadtal* (agitation) organized by the students, the supporters of various political parties. Their demands are much oriented either to change campus chief or to establish anarchy in the campus; they hardly raise the genuine agendas of students” (A student of TU)

The political role of a University should focus on promoting and widely disseminating democratic ideals, values and principles among students and other stakeholders. Similarly, universities are also expected to contribute to the effective functioning of democratic political structure of the country through the creation of innovative ideas, mechanisms and insightful knowledge. However, such imperatives were rarely found in universities.

Instead of contributing to the strengthening the democratic political culture, universities were found suffering from partisan political interferences. In this respects, a group of student agreed that such kind of political interference would do more harm than good. One student stated “highly, subsidized universities seem more likely a political battle field rather than a constructive academic institution. Government subsidy and political interference are closely related as a result, more subsidized universities face

more political interferences”. For example, TU and NSU have been adversely affected by political interferences, to appoint vice chancellors, rectors, examination controllers and campus chiefs in the constituent campuses. The Student Unions are usually geared towards fulfilling their party-based political interest rather than contributing democratic political culture (Faculty, Personal Communication, June 14, 2011).

The students however believed, it is the role of the university to curb political influences and nullify these interferences. “It is difficult to talk about the political situation of the university. Within the university there is dark smoke of politics which is acting as harmful gases in the society” such voices were common in the university among the faculties. For example, one of the faculties said:

“The University itself is fully suffered by the self-centered politics how can it help to transform society? In my opinion universities should discourage such political environment.”

The teacher, students and staffs are all fully engaged in self-interest based politics. Such politics in universities has weakened them in fostering professional competence of teachers and enabling students in their academic pursuit. For politics to be contributory, it has to go hand in hand with ethics. This is what our universities have lost. “The students do not have positive political culture. How can students contribute to the development such political culture in the society?” a faculty asked a counter question. This analysis clarifies self-centered political culture prevailing in universities has missed the way towards transforming universities into knowledge production centers.

#### **Box 6 Politics in University**

“Political interference in universities spoils the academic environment. TU has been victimized by political interference since its establishment.” (Faculty Member, Mahendra Multiple Campus, Dang, TU)

### **Socio-cultural Context in Universities**

The preservation of socio cultural values is a difficult task in itself, especially when it comes to assimilating the global trend of education. One of the major challenges to universities is to preserve national identity through education while keeping in pace with the global trends in education. An attempt was made to capture the opinions of the research percipients through structured survey questionnaire. The results of the quantitative analysis in this regard are presented in Table 7.

Table 7

*Contribution of University to Social Development*

SN	Statements	N	Mean	SD
1	My university involves in community awareness and social building program	545	3.4	1.1
2	My university organizes internships and practical work for the students to provide field based knowledge	548	3.4	1.2
3	My university helps students in new invention and discoveries by engaging them in research and innovative work	549	2.9	1.2
4	My university promotes knowledge of the community by contextualizing theoretical idea	549	3.3	1.1

As indicated in Table 7, opinions of the participants regarding the statement “universities should be involved in the community awareness and social building” were mostly agreed upon. The value (Mean= 3.4 and SD= 1.1) showed that universities play a major role in making people aware of the importance of social cohesion, harmony and social capital. Similarly, the opinion of the participants regarding the students’ engagement in community services through the course and curricular activities was found likely to be agreed on. Its value (Mean= 3.4 and SD= 1.2) shows that universities, to some extent, were attempting to connect course work with the practical application through internships or community services.

Qualitative data revealed that the present scenario of university education is mainly dominated by the theoretical aspects rather than blended with practical application. "Of course, the experiential aspect of the university education requires a lot of commitment from university as well as from the community" said an administrator of TU. However, technical fields like medicine, engineering, and management have some provision for experiential education in which students are provided with the opportunity to practice in a real work situation. But the questions that can be raised are whether these practical aspects linked with social services and cultural promotion? Likewise moderate agreement was expressed by the research participants that universities promote



knowledge of the community by contextualizing theoretical ideas (Mean= 3.3 and SD= 1.1). However, participants disagreed that universities in Nepal help students in new inventions and discoveries by engaging them in research and innovative work (Mean= 2.9 and SD 1.9). This revealed that universities in Nepal are weak in engaging students' research/ innovative work and are more focused on theoretical instruction only.

Almost all administrative and managerial level of research participants believed that universities have assimilated the socio cultural changes in their respective universities. Various programs and provisions have been enacted in order to accomplish this task in universities of Nepal. All Nepalese universities have provided scholarships for disadvantaged groups and minorities to ease access and participation. "The knowledge that students gain in universities is indirectly disseminated into the society to create social, political and economical change", said a Campus Chief. When universities focused on more technical aspects it created insight how the various awareness program, relevant to community can be organized. But substantial evidences were not found to justify such claims.

Some of the respondents expressed their opinion that universities have potential to communicate useful information using electronic media such as internet, radio, and TV programs which has not been thought about yet. Some students opined that knowledge can be disseminated through preserving and promoting cultural and traditional knowledge for the benefit of the people in which universities were not paying attention. In addition, some students believe that each class must be diverse, including student from every region, caste and ethnic background to bring socio-cultural peace and harmony. This helps them understand people from different walks of life. They suggested that universities are lagging behind to launch awareness program such as these to help students understand each other and minimize differences.

A faculty at one of the universities argues that providing knowledge to the community merely through students' services in the community as a part of their practical requirement is not sufficient in the global era. Faculties further added that community's learning opportunities should be accessible utilizing non-formal and informal modes of learning in addition to formal education. One of the faculties stated: "Our technique which is a 'formal education' may not be sufficient to preserve national

identity and ensure equity in higher education. We have tried to provide knowledge according to the need of the community in a global pattern”. This expression interpreted as the universities should open up multiple delivery approaches and provide flexibility and choices to learners so that access to university education can be widened.

The rate of transferring knowledge to the community is increasing as we are investing a lot of money into the expansion of university education. Even with a vast growth in the quantity of universities, the participants believe that they are not efficiently providing learning opportunities according to the needs and demands of the community. One student stated: “university should play the vital role to establish true socio cultural environment in the society. In my view, first of all our university should learn the good cultural behavior within the institution only then it can help to the society”.

Universities are the key institutions to develop good culture in the society. Universities have the capability of transforming/creating/adjusting an educational culture. It helps to modify traditional culture. Thus the role of universities is most crucial; however most universities lack this in reality. Universities should have a curriculum designed for value development. At present there is a scarcity of cultural values in Nepalese universities (Table 7). To overcome these problems universities should take the initiative and set itself on the positive direction. “Culture is our identity. So it is necessary to preserve cultural values in the society through universities”, opined a VC of NSU. It is reflected in his version that universities may promote valuing diversity not only in the classroom but in the society. It may further develop good moral fiber and ethics in the community which ultimately helps in maintaining accountability in the state. If a university is able to develop a good culture, strong moral values and positive ethics within the university itself, it will automatically spread outwards and towards the community. Hence, university should play a vital role in creating a fruitful socio cultural environment.

The research participants believe that university should be an agent of change in the society. The fundamental component of any society is its members and students are also members of the society. Thus the universities are expected to implement a positive change in the attitudes and beliefs among students. The change should start at the grass roots level, i.e. the educational institutions. “I have bitter experiences. Now a days the

morals and values in teachers and students are decreasing due to different reasons. Feeling of self pride is evolving due to the changing political environment of the society. We could not control it. We are at the source of culture and values but we do not have the appropriate culture within the university, how can we transform society?" a faculty opined. This expression gave the strong emphasis that universities should create an environment of trust, mutual respect, collaboration, a culture of helping each other. Similarly, it was anticipated that universities develop work ethics, work culture, respect to the societal norms, values and culture among the students and faculties that contribute to the preservation of socio-cultural fabrics of our society.

### **Knowledge Production in Universities**

In a changing context, universities are expected to produce relevant and useful knowledge through research and technical enhancements and that can be achieved by the combined effort of all at the university's faculties, students and administrators. In this connection, the research participants were requested to express their opinion concerning the practices of the Nepalese Universities in knowledge production. The perception of the participants on the knowledge generation has been presented Table 8.

The opinion that university should have advanced library system was very highly agreed upon. Its value (Mean= 4.5 and SD= 0.9) strongly indicated the need of technology and IT enabled library systems in universities in Nepal. Information technology was considered to be a crucial part of the resources that university library system should be equipped with. Advanced library systems which make research convenient and organized are an integral part of knowledge production process. With these types of systems, students have access to researches, periodicals and journals published all over the world. Similarly, it was indicted that administrators and academicians need to at least have a basic understanding of IT and its use. Research participants indicated that enhanced IT skills helps keep

#### **Box 7 Knowledge Generation**

Pulchowk Engineering Campus is one of the leading institutions to promote the engineering education in Nepal. The students of Pulchowk campus were ranked in top position in the list of the AIT, Thailand. It nearly spends NRS 10, 00,000 in a year for subscription of e-resources. It helps faculties and students to be updated in the recent academic area so that they can be competent enough as to address the contemporary new knowledge.

informed about the current changes and practices regarding university education, and keeps the learners connected to the international job market. There is no doubt that a well

Table 8

*Knowledge Generation*

SN	Statements	N	Mean	SD
1.	My university should have IT enabled Library system.	550	4.5	0.9
2.	My university should develop IT enabled academic and administrative information system.	550	4.5	0.8
3.	My university should publish periodic journal.	551	4.5	0.8
4.	My university should focus on the research and development of traditional and indigenous knowledge system.	550	4.4	0.9

equipped library with substantial IT capabilities helps in producing knowledge and distributing it in the communities. The respondents also valued journal publication, research preservation and promotion of traditional and indigenous knowledge as a means of knowledge generation and dissemination in the community (Mean = 4.4, SD = 0.9).

The participants also expressed the need to preserve the ancient knowledge and protect such knowledge from getting lost due to improper storage. For proper management, respondents stated that ancient knowledge must be digitized into information systems. Similarly, it was also found that universities are facing difficulties in modernizing the library system, engaging in generation of new knowledge through research, systematic processing knowledge and information, storage, use and dissemination of information for those who require. Assimilating the growing technologies in generating and disseminating knowledge was realized to be a challenge for most of the universities studied.

Faculty members of Nepalese universities opined that knowledge is acquired by the students not just for the sake of it, but rather for use by graduates in the basic task of production and distribution of goods and services. This helps in contributing meaningfully to the goal of improving the living standards of the people in particular and human beings in general. VC along with other professors agreed that NSU stated that universities could be an excellent learning centre but *Vedasala* or learning centers have not been developed yet. Apart from that, it also lacks the research to generate new

knowledge. One of the university authorities at KU opines that knowledge generation through research is the building block of advancement. KU treats research as a principal function in its graduate programs. Transforming universities to knowledge industries, POKHU and PU have emphasized more in the expanding job market with the knowledge they enhanced in universities.

Likewise similar sentiments have been found among the other stakeholders of universities. But, some of the students of TU argue that the trend of using research for the nation building and development of humanity has been limited in the slogans of the university authorities. Very few professors have engaged in researches in universities in Nepal. They believe that students are not putting their efforts on research activities nor a facilitative environment is created to enable them to engage in research activities..

### **Knowledge Management in Universities**

There is no doubt that universities play a vital role in preserving and managing knowledge. This process includes policy framework, support systems and updating course curriculum for professional excellence in discipline and system extensions. In this regard, the research participants expressed their opinion on the role of universities of Nepal in knowledge management. The quantitative analysis of their opinion is presented in Table 9.

Table 9

#### *Human Resources for Knowledge Management*

SN	Statements	N	Mean	SD
1	My university should update its human resources.	551	4.5	0.8
2	My university should convert abstract knowledge into practical form.	551	4.6	0.8
3	My university should focus on learning by doing process.	549	3.4	1.6
4	My university should establish relationship with the other foreign universities.	552	4.5	0.7
5	The knowledge production process of my university should be innovative.	545	4.5	0.8
6	My university is getting strong trust from the stakeholders to achieve its objectives.	542	3.2	1.2

Respondents had strong agreement that human resource plays an important role in managing knowledge in universities (Mean = 4.5 and SD= 0.8). Human resource, being the active stakeholders of the university must be developed with updated knowledge and

skills in today's changing context. Likewise, the opinion that universities should convert abstract knowledge into practical form was highly agreed upon among the participants on (Mean = 4.6, and SD= 0.8). This indicated that the need for producing and managing contextual knowledge should be maintained in universities in order to efficiently manage knowledge. The statement "universities should focus on learning by doing process" was mildly agreed on by the participants (Mean= 3.4, SD=1.6) which depicts that the respondents believe in learning by doing as an appropriate tool to manage knowledge in universities.

Similarly, respondents had strong agreement that university should establish relationship with the other foreign universities (Mean= 4.5 and SD= 0.7). This indicated that mutual exchange of information and experiences by developing good relationship among the other universities of other countries helps in managing knowledge in Nepalese universities.

Respondents emphasized to make teaching learning activities compatible in the changing context. As an example, they valued the statement "teaching and learning activities in the universities should be innovative" with the Mean score of 4.5 in a five point scale (SD of 0.8). This is indicative of the fact that pedagogical practices in the universities should be innovative for the enhancement of academic performances which can in turn promote production of knowledge. However, the respondents fairly agreed that building trust among stakeholders is essential to achieve university's objectives (Mean=3.2 and SD= 1.2). If the stakeholders are not made responsible for and accountable to the university, that would pose challenges to university's smooth functioning.

When taking knowledge management into consideration, the participants felt that higher education institutions are hardly maintaining the system of knowledge management. Whatever knowledge has been produced was found stored without further processing and dissemination.

Participants agreed that there was no proper system of knowledge management. The research outcome of several research studies carried out by faculties and students were found inaccessible and unorganized. For example, even though TU is the oldest higher education institution in the country, it does not have adequate knowledge

management system. Flyers that flaunt research papers deck the university grounds at TU. This shows how unorganized knowledge management is in one of the oldest institutions. Nepalese universities are found careless in the development and transmission of knowledge that has traditionally been seen as a central governing role and responsibility of universities (Loh, Menkhoff, & Evers, 2003, p. 2).

### **Building Relations with Community and other Institutions**

Overall strengthening of university depends on forging effective relationship with the business and industry, communities (potential employers) and with highly ranked foreign universities. The opinions of the respondents in this regard appear in Table 10.

*Building Relation with the Community and other Institutions*

SN	Statements	N	Mean	SD
1.	My university should establish relationship with industries.	552	4.3	0.9
2.	My university should establish relationship with foreign faculties to exchange ideas.	551	4.5	0.8
3.	My university is getting economic support from the community to run its program.	547	3.1	1.0
4.	My university establishes mutual support program with related industries.	550	2.9	1.1
5.	My university gets domestic support to be a centre of knowledge production.	546	3.1	1.0
6.	My University has constructive relation with national and international Universities.	549	3.1	1.0
7.	My University is getting appropriate state support to become center of knowledge.	546	3.1	1.1
8.	My university has a constructive relationship within the administrative staffs and the faculties.	547	3.1	1.1
9.	International community helps my university to promote its capacity and services.	548	3.2	1.0
10.	Parents and students feel proud to be the members of my university.	552	3.5	1.1

The respondents expressed their strong agreement regarding the need for establishing good relationships with industries and universities within and outside (Mean > 4.0). However, research participants observed that universities in Nepal have not been benefitted from mutual relationships among universities within the country and outside of the country.

Some relation building initiatives were noted in universities in Nepal. Attempts have been made by Tribhuvan University and Kathmandu University to build good relationships with some foreign universities with the aim to sharing academic information and supports, exchanging professionals and students, and carrying out joint research programs. In this connection, School of Education, Kathmandu University has signed MOE with some international universities and aiming to develop international exposures to students and faculties. It was observed that knowledge production and management in partnership with businesses and industries is yet to be materialized by the Nepalese universities.

As shown in Table 10, the respondents fairly agreed the statements such as “universities are getting economic support from the community to run its programs,” “demotic support to become the center of knowledge production”, “constructive support from national and international universities”, and parents and students taking pride in being a members of the university (Mean > 3.1, and SD= 1.0<3.5). This means that universities are not receiving expected level support from the community. Similarly, this mean value also suggests that universities in Nepal are not that strong in building relationship with national and international universities, and gaining support from international communities. The next opinion regarding the establishment of mutual support programs with related industries has a value lower than the neutral value. It also indicated that universities in Nepal are not being able to develop significant relationships with related industries. The internal relation of the university is much stronger as compared to the inter-university relationships within the country. When it comes to dealing with international relationships of the universities, universities were found not forging strong relationships with them (Mean= 3.1 and SD= 1.0).

In the same way state support was not found adequate to enable universities emerge as knowledge production centers in a changing context. Respondents concurred to this reality with low level of agreement to the statement “university is getting appropriate state support to become center of knowledge” (Mean= 3.1 and SD= 1.1). It means that Nepalese universities are heavily dependent on state support to run the regular programs without having promising support in research and development which is the major crux of knowledge production.



The relationships among the administrative staff and the faculty in universities have been observed to be less amiable. The mean value 3.1 (SD= 1.1) support this findings. Data presented revealed that there is much room for improving relationships among administrative staffs and faculty members.

Qualitative information also supported the findings above that maintaining result oriented healthy relations with national and international communities, is essential. One of the authorities of KU said that KU has attempted to derive community support including national and international cooperation. Similarly, TU authorities claimed to have made similar attempts. Findings revealed that there was realization among the respondents from POKHU and PU to establish good relationships with the local, national and international societies. Except some colleges of KU and TU, universities in general were found lagging behind in developing relationships and support networks among the national and international institutions.

### **Relevance of Curriculum**

In a situation where innovation, invention and technological revolution are accelerating, educational programs cannot stay disconnected from this reality. For this purpose, establishing strong relevance between curricula and faster pace of change is unavoidable. In this context, the curricular relevance of the universities was examined from the perspective of the respondents. Their views are depicted in Table 11.

Table 11

#### *Relevance of Curriculum*

SN	Statements	N	Mean	SD
1	The existing curriculum of my university is relevant to emerging labor market.	553	3.1	1.2
2	The existing curriculum of my university is relevant to emerging social and political context.	551	3.0	1.1
3	My university makes need assessment before designing its curriculum	549	2.9	1.1
4	In my university, curriculum is developed by the experts and faculties with consulting concerning stakeholders.	545	2.8	1.2
5	My university has timely updating system in curriculum	550	2.9	1.2
6	My university has its subject committee to prepare curriculum	548	3.4	1.1
7	Teaching learning activities of my university are based on curriculum	546	3.4	1.1

Data in the table above shows that respondents put forth feeble agreement regarding relevance of university curricula with the emerging dynamics of the labor market. The Mean value 3.1 (SD= 1.2) justifies that universities have addressed the labor market needs in the curricula only to some extent. Similarly, when it comes to addressing the needs of the changing social and political agendas by university curricula, the respondents stood neutral. This indicates that the curricula of the universities in Nepal are not fully relevant to address the social and political issues of the country. With regard to need assessments while designing the curriculum, the respondents disagreed (Mean=2.9, SD = 1.1) indicating the fact that universities did not relate needs assessment with the curriculum development process.

In the same way, findings also supported the fact that curriculum in the universities has been designed by the experts without consulting the concerned stakeholders (Mean = 2.8, SD = 1.2). Regularity in revising and updating curricula by the concerned subject committees was not found in the universities.

Qualitative information revealed that Nepalese universities were found less attentive to make regular revisions of curricula responding to changes in the internal and external environment. The formation of the subject committee in the university seems passive when it comes to reforming the curriculum in the universities of Nepal. It was also found that universities had subject committees but the committees were not active enough to update and redesign as needed.

The statement that all teaching and learning activities in the universities of Nepal are based on curriculum and structure got a mean value of 3.4 and a SD of 1.1 indicates the need for the subject committee to play an active role in designing and redesigning the curriculum in the changing context of university education.

One of the faculty members at NSU argue that the curriculum has not been changed for the last fifteen years. He claimed that all the changes that can be seen is just movement of subject from one page to another, or the formatting of other pages. 'Depth of subject' has not been incorporated in NSU curriculum. In this sense, it is limited relevance in the current context. 'Sanskrit' is taken as the course of *Bahun* (Brahmin) in the locality. The authorities of TU however, argue that they have revised the curriculum in accordance with the changing demands of time. Similarly, concerned authorities at PU,

POKU and KU said that they have deigned their curriculum in accordance with the current job market. They believe that the best needs of the contemporary job market have been fulfilled by the existing curriculum of these universities.

Students of PU affiliated colleges said that there is a ‘suppression of knowledge’. No academic research has been conducted by the University for Curriculum Reform yet. They believe that they have to consider the production and the need of the market for curriculum change but it happens hardly in their university. To do so, discussion with entrepreneurs, businessperson, and industrialists should have taken place. “There is a vast gap between the production of TU and the need of the market.”, one of the students from humanity and social sciences said. However, the IOM (Institute of Medical Science) and IOE (Institute of Engineering) under TU have been achieving success in dealing with the needs of the job markets since their curriculum based on current demand of society as perceived by one of the professors of TU.

Information collected from all the universities revealed that that they have been working towards adjusting the curriculum in the changing context. Recently, NSU has included Tharu and Kiranti language and culture in the curriculum as told by rector of NSU. He further added NSU curriculum is relevant in the modern context in comparison with the Indian curriculum in Sanskrit. A same sort of opinion has been found in PU and POKU; respondents from both of the universities agreed that these two universities are attempting to connect their academic programs with the current need of the human resources when designing the curriculum of university. Needs assessment and employers’ inputs in the curriculum development process that build such connections were found overlooked by the universities.

In order to make curriculum relevant to the daily life NSU has attempted to initiate programs such as on *Bastu Shastra*, *Yoga*, and *Aurveda* which are being implemented which are directly related to daily lives of human beings. One of the

#### **Box 8 University and Job Market**

"I visited some industries to complete my academic course during my study. I also gained practical knowledge in those industrial exposure visits. Then I involved in the internship programs. During those days I got opportunities to be familiar with the nature of the jobs. Now, I am very confident to face any obstacles of my profession." (Sandip Sharma, Pharmacy student, POKHU)

faculties of NSU claimed that these programs will make the university strong in term of economic and social development. Claims were made that NSU has been focused in research activities basically to show the link between Sanskrit and society but evidences of such research works was not found. In this regard, one of the authorities of NSU says “the new policy of the university has not been made yet but it has started to get merits from the *Aurveda* and strengthening the relationship among the community people and university”.

One of the administrators of KU School of Education opined that KU focuses on the research based flexible curriculum and revisit it in yearly basis to make it relevant according to the changing context. Healthy competition among the universities could be a catalyst for change and improvement. In this regard one of the faculty members from KU said: “competition with other universities has also demanded a change in the curriculum. We do not mean to compete with universities in Nepal; but we have been trying to establish KU as an international university so that Nepalese students can get an international education in Nepal.” One of the students of KU said that they have a kind of role to participate in revising curriculum in the first day of their semester regarding the structure of the curriculum and evaluation systems.

Respondents were requested to provide input in the curriculum structure. Their opinions on the curriculum structure were analyzed and are presented in Table 12.

Table 12

*Ratio of Theoretical and Practical Based Curriculum*

SN	Statements	Frequency	Percent
1	There should be 100% Theoretical Curriculum and Practical Curriculum	10	1.8
2	There Should be 75% Theoretical and 25% Practical Curriculum	69	12.6
3	There Should be 50% Theoretical and 50% Practical Curriculum	330	60.4
4	There Should be 25 % Theoretical and 75% Practical Curriculum	116	21.2
5	There Should be 0% Theoretical and 100% Practical Curriculum	16	2.9
6	Others if any	5	0.9
Total		546	100

The above table shows that equal proportion of theory and practice blended in the curriculum was preferred by the research participants (60%, N=546). Similarly, 25% agreed with the statement that 75% practical and 25% theoretical curriculum is better than the other format of the curriculum. Only 12.5% of the respondents believed that 75% of the curricular time should be allocated for theoretical and 25% practical instruction curriculum is appropriate in the higher education of Nepal. A negligible number of respondents (1.8%) were found in favor of 100% theoretical curriculum in the higher education in Nepal. Data presented above justified that the majority of the respondents were in favor of the curriculum structure having 50% theory and 50% practical.

No matter how good is the curriculum, its delivery is most essential to attract students in the higher education programs. In changing context students prefer university programs which use modern instructional practices supplemented with the relevant technologies. Some of the respondents raised concerns about the growing popularity of private colleges among students as compared to the government subsidized institutions. A student commented that NSU is losing its clout among the local people. She further said "... very few locals get enrolled in NSU. Almost all students choose TU in part because it is more affordable and has more value than NSU". However, the Chief Administrator of a TU constituent campus in Kathmandu valley said that students are attracted to private colleges rather than public colleges of Kathmandu. This is because of the growing technological development and quality instruction being provided by private colleges.

Even in today's information age, NSU has yet to find out about the wonders of the internet and its use in improving instruction. Thus, most of the university programs have no means of reaching out and competing in the international arena. Concerns were also raised by some respondents that NSU is not being able to harness the growing popularities of Sanskrit education in the western countries such as Germany, Spain and France. A NSU professor stated: "NSU will be centre of learning Sanskrit if it is linked with international demands with strong social image local recognition". Similarly on Student stated that biggest support had to come from within the university and would require adequate resources including competent faculties. Collective vision, instructional reform strategies, ongoing professional development support to faculties, use of improved

instructional methods and practical and experiential learning opportunities for students were some of the areas respondents pointed out the some of the areas that universities need pay attention. It means that substantial improvement was needed to make curriculum relevant to the need and translate it into meaningful instruction.

### **Evaluation System in University**

Reliable, valid and fair evaluation system is an essential element to ensure the academic quality of the university system. Respondents, especially faculty members and students at PU, expressed their dissatisfaction with the examination patterns and student evaluation systems. Field responses revealed that some universities fail to maintain the academic calendar and their results of student evaluation were questionable in terms of fairness, validity and reliability. A sense of dissatisfaction was also observed among the respondents (particularly in PU and TU) concerning the existing evaluation systems. Immediate reform in the evaluation system was demanded by the respondents.

Need for authorizing colleges to take partial responsibly of evaluating students was expressed by the respondents of TU. In response to the question how evaluation system in the universities has to be redefined structured with respect to the emerging changing context. Respondents' opinions concerning evaluation scheme of the Nepalese universities is presented in Table 13.

Table 13

#### *Evaluation System*

SN	Statements	Frequency	Per cent
1.	There should be 100% from College and 0% from University	25	4.6
2.	There should be 75% from College and 25% from University	111	20.5
3.	There should be 50% from College and 50% from University	273	50.4
4.	There should be 25% from College and 75% from University	105	19.4
5.	There should be 0% from college and 100% from University	25	4.6
6.	Others	3	0.6
Total		542	100

Table 13 showed that about 50% (N=542) indicated that colleges should be given authority to evaluate 50% of the final score of the student learning achievement which should be counted in their final examination score and the universities should take final exam on remaining 50% . The data presented above revealed that about 71% of the respondents were in favor of authorizing colleges to evaluate students on 50 or more percent of evaluation score. Similarly, 20% agreed with the opinion that 75% evaluation is conducted by the university and 25 % by the college. Only very few respondents (4.06 %) perceived that evaluation system should be controlled by the central system of the university. In a changing context, continuous assessment system with more authority of student evaluation to the respective collages was felt necessary.

Regarding the evaluation system, one of the Vice Chancellors opined that cultural practices are not assimilated through our educational evaluation system. He stated that the curriculum and assessment should be able to explore the relationships between the traditional culture (like *Tharu* people) and study of respective discipline such as *Aurveda*. There is an array of rich culture in *Aurveda*. We are not being able to critically assess from our ancestors' perception and knowledge.

One of the administrators of TU said that they are planning to launch a semester system in most of the streams in near future. He further added that yearly evaluation system has not been able to cope with the changes of the modern time and context. Another concerned authority said that semester system in which evaluation occurs at the end of semester failed in TU because of the number of increasing students and leniency in the internal assessment system. It was reported that TU has abolished the internal assessment system in master level course because of the tendency of the students to put pressure on faculty for higher marks without much efforts. Students in KU were found satisfied with KU's students' learning assessment system. One student of KU stated "Evaluation of students in KU seems good and semester based examination system and frequent assignment helps them to be evaluated properly by the university". But she also cited some incidences that sometime few carefree professors miscalculated students.

Similarly, students at POKU from the management stream asserted that they were happy at their evaluation however they opined that evaluation systems could be improved. But faculties at PKU expressed that substantial improvement in the evaluation

system is required to make it fair, reliable and valid. Respondents asserted that instead of focusing too much on content related knowledge, the evaluation system should also measure the students' abilities to apply knowledge to solve practical problems. Information collected from the respondents and observation of the field researcher revealed that the existing content driven yearly examination system should be changed into an improved evaluation system in which both internal assessment system and final semester examination blended together giving more authorities to the colleges/institutions supplemented with University's rigorous quality assurance mechanism (monitoring and accreditation system).

### **Authority and Accountability**

Authority and accountability are essential element for high performing universities today. It requires authority delegation from the top level to the operational level with strong mechanism of accountability assessment system. But Nepalese university authorities viewed authority and accountability from the perspective of functional clarity, decision making authorities, power sharing among the administrators and faculties. An administrator of TU said that accountability in universities is reflected in the formation of the academic departmental system in the universities. He added "When all academic departments function in accordance with their function, it helps to maintain accountability in the universities. Table 14 analyzes respondents' ideas of authority and accountability in universities in quantitative term.

Data presented in Table 14 shows that the respondents expressed feeble agreement that universities' efforts of sharing power with accountability are being practiced through developing strong functional departments (Mean = 3.2, SD = 1.1). It means that universities are seen just fair in their role of delegating authorities and maintaining accountability as perceived by the stakeholders. The concerned authorities were observed weak to be accountable for their responsibilities. Furthermore, the accountability of universities was reflected in terms of the relationship of the dean's office with the campuses under it. Respondents had difficulty in agreeing that the dean's office had warm relation with constituent campuses (Mean= 3.2, SD= 1.6) indicating the need for need for improving relationship by power sharing, building trust and ensuring accountability.



Table 14

*Authority and Accountability in University*

SN	Statements	N	Mean	SD
1.	My university has strong academic departmental system.	549	3.2	1.1
2.	My university has warm relation between dean's office and campuses.	550	3.2	1.6
3.	My university has warm relationship between lower to higher and same level bureaucratic officials.	549	3.0	1.1
4.	My university is one of the examples of the organization of 21st century.	549	3.0	1.2
5.	Political influence has hindered the academic progress in my university.	548	3.7	1.3
6.	Performance based recruitment/ promotion of human resources helps to minimize negative political influence in my university.	548	3.9	1.1
7.	My university is fully autonomous to perform its activities.	548	3.4	1.1

The respondents' opinions tend to be neutral when it comes to internal relation among all lower to higher level officials and staffs (Mean= 3.0, SD= 1.1). Respondents were indifferent concerning keeping their relationship at various levels of the university structure. This indicate that substantial improvements are needed to develop trust and sharing authority at all levels of the university structure and making all faculties and staff accountable to the university for the service they are providing.

Likewise, the respondents have a neutral response of the statement 'their university is one of the examples of the organization of 21st century' (Mean= 3.0 with SD= 1.2). This leads that universities in Nepal require exerting extensive efforts to develop them as outstanding educational organizations of 21<sup>st</sup> century. Respondents pointed out that the political influence has hindered in exercising the authorities vested on the university leaders and administrators and had negative effects on the academic progress in universities (Mean = 3.7). Political high handling also appeared to be the main cause of universities' inability to maintain accountability system. A large portion of the respondents expressed their agreement that the academic progress of the universities has been hindered by political influence. But, there is a variation (SD =1.3) in their opinion indicating that this was not the case in some universities (for example, Kathmandu University).

In relation to the performance based recruitment/promotion of human resources and its contribution in minimizing the negative political influences in universities, the respondents mostly agreed (Mean = 3.9). This suggests a need to emphasize performance based recruitment/ promotion system at the universities. Data also supported the fact that performance based human resources recruitment and selection along with sound performance management system help make the university autonomous and ensure accountability at all levels. The respondents had weaker level of agreement (Mean = 3.4) in the statement “the university is fully autonomous to perform its activities”. Field observation revealed that universities in Nepal are in need of overall reform in governance and management with substantial provision for authority delegation and accountability assessment at all levels (from the center to the individual employee level).

Major disagreements have been found on the fronts of the power sharing among the parties rather than agreements towards excellent academic performances. Very few persons are capable and interested to work for the betterment of the university. Although there are measures to check and balance that have been put in place, these check and balance hardly comes into play. One of the Vice Chancellors of a university agreed that attempts were made to put check and balance into practice among the authorities. But prejudices overwhelm when it comes to decision making. A similar observation was made by authorities at NSU.

As one of the student participants at TU alleges, accountability at TU is at a minimum. Similarly, another group of students and facilitators at PU also claimed the same. Vice Chancellor of a university commented that there is no visible relation between university’s responsibility and accountability.

Information collected from POKHU can be depicted as a prime example of the defeat of accountability. The respondents felt that there was no system of check and balance among the three constituents namely: the students, the administrators and faculty members in educational institutions under the university. The administrators failed to provide the minimum facilities and supports to faculties and staff members. Another feedback was that the faculties are failing to deliver what is expected from them (practical application). Students also were found ignoring their accountability towards the university.

As regards to the accountability concern at KU, faculty members reported that they were devout to their accountability. One of the faculty members at KU said, "I am accountable to my students. I don't know rest of the things. You can ask my students whether I am accountable or not rather than me". One of the students at KU said that teachers at KU are highly dedicated to their duties and responsibilities; however they cannot be sure about the administrators.

Qualitative data suggest that due to a huge political influence even the authorities and staffs (managers) at these universities are unable to foster an environment that promotes co-operation and accountability. They have not been able to work at their full capabilities as there is always an outside influence. There have been no provisions or systems of evaluation for the work done by the employees. Individuals' inputs are at minimum level, so is the productivity. The respondents believed that one of the major issues that the authority, admin, faculty and students have to deal with is accountability.

### **Resource Generation in Universities**

At present, most of the universities did not seem visualizing futuristic plan for resource generation and management as a faculty member of TU perceived. Authorities of other universities also expressed the same view.

When asked if their universities would like to be self dependent, the respondents viewed that they have not taken concrete steps in this regard. These phenomena indicate that universities in Nepal simply wish to get subsidies from the government rather being self dependant. Quantitative analysis of the opinions of the respondents on resource mobilization is presented in Table 15.

Table 15 shows that the respondents disagreed that their university wanted to be self-dependent (Mean= 2.9). In spite of this realities, universities have tried to manage overstaffing to reduce expenditure (Mean= 3.7). However, a variation in this opinion (SD= 1.4) existed indicating that a small portion of the stakeholders did not like to agree to reduce the staffs in universities. Concerning generation of resources, most of the respondents agreed (Mean = 3.8) that research and publication could be a source of university's income. The respondents were hopeful that universities had abilities to conduct research and publication to generate income. The respondents expressed dissatisfaction over the relationships between universities and business organizations as

regards to resource generation (Mean = 2.9). The respondents believed that (Mean= 3.2) universities could forge alumni networking to generate funds.

Table 15

*Resource Generation in University*

SN	Statements	N	Mean	SD
1.	My university wants to be self dependent on its own resources.	547	2.9	1.2
2.	My university manages its overstaffing to reduce the expenditure.	553	3.7	1.4
3.	Research and publication is a source of income in my university.	554	3.8	1.1
4.	My university is getting support from business organization to generate funds.	553	2.9	1.0
5.	My university uses its alumni to generate funds.	553	3.2	1.1
6.	My university discloses financial decision to its stakeholders.	554	3.0	1.2
7.	My university is mobilizing its fixed assets to meet growing financial needs.	554	3.0	1.2
8.	My university is utilizing its human resources in various projects to generate funds.	554	2.8	1.3
9.	There is a board of trustees to manage the property of my university.	553	3.0	1.1
10.	A government grant is the major resource for cost recovery of my university.	554	3.3	1.4
11.	Student investment is the key approach of cost recovery of my university.	554	3.4	1.5
12.	Foreign donation is nominal in my university.	554	3.4	1.2

Similarly, respondents were neutral (Mean=3.0) when it comes to financial disclosure, however, a SD of 1.2 showed variation in the perception which might be due to different administrative practices in universities. Similarly, when asked whether universities mobilized their fixed assets to meet growing financial needs, the respondents stood neutral (Mean 3.0 and a SD of 1.2). This indicated that some universities were mobilizing their fixed assets while others were not. Weakness in ensuring resource sustainability was found to be a major challenge of universities.

The respondents opinions were found less than neutral or more toward disagreement (Mean = 2.8) when it comes to utilizing human resources through various projects to generate funds. A SD of 1.3 showed variations in perspective that some respondents perceived the utilization of human resource to generate resources in some

university. The respondents were neutral (Mean = 3.0) when asked whether there is a board of trustees to manage the property in their universities. This showed a need of further discussion about the role of board of trustees to take overall ownership of the university.

The opinion (Mean = 3.3) of respondents showed government grants are the major resource of funding of all universities (except KU). But the deviation (SD = 1.4) showed that the opinions were varied in different universities. The respondent slightly agreed (Mean = 3.4, SD=1.5) on the statement 'the student investment is the key approach of cost recovery of my university'. The SD value of 1.5 indicates that there is also variation indicating that in some university students' investment is higher than others. The respondents' view (Mean = 3.4) is slightly above than the neutral position in response the statement "foreign donation is nominal in my university" indicating that there some universities (for example, KU) which are developed utilizing foreign donation.

As discussed above, Nepalese universities tended to be over dependent to the government for the resources. A need for universities to become self-sufficient through adopting effective funding modality was realized. In this context, the research attempted to explore appropriate the funding modalities for financing Nepalese universities. Table 17 shows the respondents' opinions on the proposed funding modality of the universities.

Table 16

*Proposed Funding Modalities*

Statements	Frequency	Percent
1 Block grants approach	74	13.6
2 Performance based grant	396	72.8
3 Per head grant based	51	9.4
4 Others	23	4.2
Total	544	100.0

Data presented in Table 16 indicated that majority of the respondents (72.8%, N=544) selected performance-based modality for funding universities in Nepal. Only 13% of the respondents preferred block grant modality. Only 9.4% of the respondents were in favor of grant funding based on head counting. This showed that performance based grant was the preferred funding modality rather than the existing block grant approach of finding universities in Nepal.

In the same way, respondents were asked about the resource base and financing of the Nepalese universities in the changing context. The financing modality and resource generation expressed by the respondents is shown in table 17.

Table 17

*Funds in University*

SN	Statements	Frequency	Percent
1	Government dominated	48	8.9
2	University funds dominated	97	17.9
3	Cost sharing basis from government and university	373	68.8
4	Others if any	24	4.4
Total		542	100

Table 17 indicated that 8.9% participants agreed to have a government dominated cost sharing methods. Likewise 17.9% participants agree on the university dominated funding modality which demands extensive internal resource generation from the university. Funding modality of cost sharing from both the government and university was proposed to be the most preferred modality for financing universities. Based on the data presented in Table 17, most of the respondents (68.8%, N=542) were in favor of cost sharing basis between government and university.

Concerning resource generation, university authorities felt that universities can generate resources utilizing their assets including human resources. For example one of the authorities of NSU stated: “NSU has its own land to generate income. It could be sufficient for the survival of the university but it is not in the hands of university because of the past insurgency. Dual ownership exists there. It has very limited options to generate income except grants from UGC”.

**Box 9 Resource Generation**  
 “At present, PU is not financially self-sufficient and is dependent on other sources of funding. Internal resources meet less than ten percent of the annual budget of PU. It has a poor plan regarding identifying the needs of the university, funding sources and there is no clear policies of resource generation, mobilization and management” (A Faculty member, PU)

An authority at TU said, “The process of resource generation and mobilization depends on the strategy of the university but it relies on subsidy of the government.” This

indicated that TU is still hoping for more subsidies rather than identifying potential sources of funds including donors' assistance through close communication and effective negotiation with donors. On the other hand, "KU had plans to generate resources ensuring good coordination among all partners, industries and stakeholders while developing the university as a knowledge center" said one of the faculty members at KU. Similarly, "POKHU has taken an initiation to develop a clear and comprehensive plan for resource generation and mobilization" said one of the administrators at POKHU.

### **Policy Concerns in University**

Policies of university include the follow up procedures to check whether the minimum standard related to human resources, capital formation and infrastructure are maintained to achieve the objectives of the university. Table 18 indicates respondents' opinions concerning the desired policy options for the developing and strengthening universities at the competitive edge in a changing context.

Table 18

#### *Policy Intervention*

Statements	N	Mean	SD
1 Our university should have a merit based policy of recruiting its qualified human resources.	554	4.3	1.4
2 Our university should have proper bureaucratic system to implement the policy of the university.	553	4.5	2.0
3 Proper monitoring and evaluation system is necessary in my university to reform current university system.	554	4.4	0.3
4 There should be the periodic reviewing of the existing policy.	554	4.4	1.0
5 There should be proper policy to compete with the world's top most universities.	554	4.5	0.3
6 My university should focus to produce competent students to join global community.	554	4.5	0.3
7 My university should focus to produce resources on the basis of human resource planning.	554	4.5	0.9
8 Demand based educational planning should be practiced by the university	554	4.4	1.0

Data presented in Table 18 shows that respondents expressed their strong agreement in favor of merit based policy for attracting more qualified and competent

human resources (Mean =4.3). This indicated that the respondents had strong belief on competitive incentives and benefits are needed to attract highly qualified human resources that are needed to raise the quality of education at the Nepalese universities. In response to the need for a proper bureaucratic systems to implement the policies of the university, the respondents also expressed strong agreement (Mean = 4.5). It can be inferred that the stakeholders wish to see a more organized body that plans, designs and implements university's policies. However, the SD value of 2.0 indicated the variation in this opinion among the participants.

The consistent and agreed view (Mean = 4.4, SD = 0.3) of the respondents was seen regarding the need for proper monitoring and evaluation system as a necessary tool for improving performance of the university and to raise its quality standard. This indicated that stakeholders were urging for the proper monitoring and evaluation systems to bring about reform in the university. Similarly, the respondents expressed their strong agreement concerning the need for periodic review of the existing policy (Mean = 4.4, SD = 1.0) in accordance to the changing time and context.

The respondents also expressed their strong agreement to make proper policy to compete with the world's top most universities (Mean = 4.5, SD = 0.3). Equally, the stakeholders perceived strongly and consistently that their university should focus on producing competent students to join the global community. Similarly, the respondents also strongly agreed (Mean = 4.5) that their university should focus in producing human resources on the basis of human resource planning. When asked if demand based educational planning should be practiced by the university, the stakeholders expressed their agreement (Mean = 4.4).

The respondents believe the policies related to course, evaluation and resource utilization should be focus of policy makers and must make sure that the policies are implemented and have proper environment to be successful. When it comes to policy intervention, the major concern of the respondents was that policy is invisible in work place or at the operation level. Also concerns were raised by the stakeholders that policy implementation should be ensured through periodic follow up and reviews. A system of accreditation was also viewed necessary to evaluate universities ensuring that minimum standard related to instructional process, human resources, infrastructure and other



curricular requirements are maintained. In this connection, respondents were requested to express their views through structured questionnaire which is presented in Table 19.

Table 19

*Policy Formulation*

	Statements	N	Mean	SD
1	Government role should be defined to manage higher education.	554	4.5	0.9
2	The coordination between Ministry of Education (MoE) and Universities should be made functional	554	4.5	0.8
3	University Grant Commission (UGC) should be the key organization to maintain quality and consistency in higher education	553	4.5	0.9
4	Government should strengthen professional councils to determine the quality of University.	554	4.2	1.0
5	Umbrella act should be formulated to coordinate the universities.	554	4.3	1.0
6	There should be proper networking and relationship between MOE, Universities and UGC to promote the higher education.	554	4.5	0.9
7	Policy should be formulated to establish strong relationship between university, community and industry.	554	4.4	0.9
8	There should be policy of the government to promote the university as the knowledge center.	554	4.6	0.9
9	Government should develop cost sharing policy to empower financial status of University.	554	4.4	0.9

The data presented in table 19 demonstrated that the respondents agreed (Mean= 4.5) on the defined role government concerning the management of higher education. This indicates that respondents wanted to avoid the unwanted interferences of the government at the universities. Likewise, the respondents strongly agree (Mean = 4.5) to maintain a functional coordination between Ministry of Education (MoE) and universities. Similarly, the respondents highly agree (Mean = 4.5) that the University Grant Commission (UGC) should be the key organization to maintain quality and consistency in higher education. The SD value of 0.9 determines that there is not much variance in the respondents in terms of the important role of UGC.

When asked if the government should strengthen professional councils to determine the quality of university, the respondents agreed upon it (Mean = 4.2). The SD

of 1.0 in this opinion indicates that stakeholders are expecting positive outcomes regarding professional councils. Respondents agreed that umbrella act should be formulated to coordinate the universities, the stakeholders agree (Mean = 4.3). Regarding the relation between, MOE, Universities and UGC to promote the higher education, the respondents strongly agreed (Mean = 4.5). The importance of networking and relationship between MOE, universities and UGC can be realized in the promotion the higher education.

The respondents agreed (Mean = 4.4) to the fact that policies should be formulated to establish strong relationship between university, community and industry. The respondents opinions were uniform (SD = 0.9) when it comes to formulating policy for strengthening relation between university, community and industry. The respondents consistently (SD= 0.9) agreed (Mean = 4.6) that policies should put in place by the government to promote universities as knowledge centers. When asked if the government should develop cost sharing policies to strengthen the financial status of university, the respondents agreed (Mean = 4.6). This agreement was nearly uniform SD of 0.9 suggesting that universities should develop and implement a cost sharing policy to strengthen financial status of the universities

## CHAPTER V

### DISCUSSION ON FINDINGS

Attempts were made to capture the findings of the study based on the analysis of both qualitative and quantitative data. Subsequently, this chapter presents findings along with discussions.

#### **Universities as Knowledge Center**

Universities are expected to become engaged in knowledge production, knowledge management and knowledge dissemination. As Gibson (1998) said universities are functioning as the knowledge centre. The research practices of universities and industry, as well as other knowledge producers, are drawing closer together (p. 6). However, in the Nepalese context, research based teaching learning activities are insignificant and the trend of engaging in research works among the faculties and students seems less effective. Publication of research journals in the Nepalese universities as a tool of knowledge generation and dissemination has not been abundant yet. Students are supposed to be the transmitter of the knowledge from university to the community. This trend of disseminating knowledge to the society through the students has not been enhanced in accordance with the changing context of the higher education.

As compared to the international universities the practice of research based knowledge generation and dissemination is found feeble in Nepal. According to Kaark (2000) two fundamental reasons for changing the university and knowledge production are democratization and globalization. "The development and transmission of knowledge has traditionally been seen as a central governing role and responsibility of universities" (Loh, Tang, Menkhoff, Chay & Evers, 2003, p. 2). To some extent, the impacts of globalization and democratic practices have been reflected in the universities of Nepal. Nonetheless, universities in Nepal have limited capability to harness the opportunities created by globalization and economic liberalization.

#### **Human Resources in Universities**

Human resource is one of the important issues of the higher education and university in the changing context as Wright, Dunford, and Snell, (2001) state that

“growing acceptance of internal resources as sources of competitive advantage brought legitimacy to Human Resource (HR) assertion that people are strategically important to firm success” (p. 702). Nepalese universities have fallen short in strategic human resource development and to manage its human resources in order to come with emerging challenges and opportunities.

Interestingly, strategies associated with knowledge economy inevitably confront a number of human resource issues. Knowledge management requires that firms define knowledge, identify existing knowledge bases, and provide mechanisms to promote the creation, production and transfer of knowledge (Argote & Ingram, 2000; Henderson & Cockburn, 1994; Leibeskind, 1996). Few attempts have been made to demonstrate that the HR practices in Nepalese universities actually impact on the performance of the workforce. However, skills and competencies required for better performance do not seem largely focused by the Nepalese universities.

Universities in Nepal face two broad problems regarding human resources management. First, inadequate supply of the competent human resources in universities is caused by the undesirable political influences and favoritism. Second, inability of universities adequately respond to the changing needs of globalizations, economic liberalization and democratization.

Johnstone (1998) stated “The decade of the 90’s has seen a remarkably consistent worldwide reform agenda for the finance and management of universities and other institutions of higher education” (p. 2). As it comes to the universities in Nepal, financial management does not seem well focused on allocative efficiency in favor of fostering knowledge economy.

It seems more emphasis centers around conventional theories rather than pragmatist approaches that are essential in the emerging socio-economic and political context of Nepal. Universities try to meet the expectation of society by providing technical and occupational education to students. Human resources produced by university in the changing society’s expectations can be resolved by well-trained competent human resources with a renewed way of thinking and acting, being prepared to take on all challenges that the social, economic, political changes have brought (Mathe, 2004). Fortunately, open source software, mass digitization projects, and the emerging

cyber infrastructure offer an opportunity to redefine the university on a scale not seen since the emergence of the research university (Hilton, 2005; The World Bank, 2008). Under such circumstances university education in Nepal are under pressure of reforming themselves to emerge at par with the international level by redefining the role of universities in the changing context.

Globally it is said that higher education is essential for building capacities of national economy including of government, business, the professionals and the cultural and communication sectors to operate in the global setting (Marginson, 2007, p.2). However, universities in Nepal do not seem placing more emphasis on creating enabling environment (research and development) for flourishing capacities of all concerned actors and levels.

### **Labor Market and Higher Education**

Although addressing the need of the job market is essential, Nepalese universities seem to be less effective in this respect. If education is to enable students to be capable of generating more income, universities are required to focus on imparting curricular programs that provide knowledge, skills and competencies promoting employment and earning potentials. Although some programs of the Nepalese Universities are attempting to connect their curricular program with the employment and earning needs of the individuals and human resource needs of the labor market, a lot have to done yet.

Connecting education with the realities of the workplace is one of the areas where universities in Nepal were found weak. Though some universities such as Kathmandu University and Pokhara University were found providing experiential learning opportunity to their students through the provisions of internship, exposure visits and observational field study, involvement of labor market partners in the process of curriculum development and receiving periodic feedback from them in updating the curricula was found almost non-existent. Relevance of curricula can only be maintained through regular feedback from the labor market and updating curricula based on these feedbacks.

Occupational orientation of university education programs helps in addressing the needs of the labor market which has not been given adequate attention by the universities under study. Study data revealed that it may take few more years for universities to

establish themselves as the knowledge industries and develop strong connections between education and labor markets. In this connection, it is a great challenge for the universities to transform themselves as the knowledge industries. It is very important to address this need through the development of human resources with diverse competencies (Nordhaug & Gronhaug, 1994, p. 712).

### **Politics and Universities**

In the post-1990 democratic era, student organizations had a close relation with the political parties, serving as sister organization. Being the role player of the sister organization student leaders cultivated more opportunities than other members of the organization to build their political career (Snellinger, 2005). This type of political culture aggravated patrician politics within the university system and was fairly detrimental to the academic atmosphere of the universities. This reality has fostered politicization undesirably within the universities at the cost of academic enhancement. As Khati (2005) stated “national and local politics strongly influence the context within which colleges and universities operate. Central government determines the broad character of the educational system and this is inevitably underpinned by the political views of the major political party,” (p. 111). Under the partisan politics prevail dominantly in the Nepalese universities which require the university system to make decisions along the respective party’s interest. Conflicts are bound to happen when desiccations are made along the party’s interest resulting into distortion in academic environment.

### **Relationship among Universities’ Stakeholders**

It is very crucial for universities to maintain relation with their stakeholders. Some of the respondents stated that there are friendly relations among stakeholders within the university system but kept themselves silent regarding the relations with other stakeholders outside of the university system. Some others viewed differently. According to them, internal conflicts have stemmed from partisan politics within the university system. Professionalism has been defeated due to factionalism among professionals. Consequently, communication and networking with outside stakeholders has been distorted as a result, universities have fallen behind to harness their contribution.

University leaders were found too much engrossed in the management of the internal conflicts leaving too little time and space for them to build enabling relationships with outside stakeholders. Similarly, they are unable to function fully as professionals in terms of developing strategic plans, monitoring academic programs, introducing innovative endeavors etc.

### **Curriculum and Evaluation**

Evaluation system in the Nepalese universities is based on the curriculum. Curriculum based evaluation and measurement systems of the universities of Nepal have been guided with the dual approaches of evaluation. Content-based evaluation system has been dominant in the university education system, whereas some technical institutions such as medical sciences and engineering have adopted practical evaluation as well. It has been felt that a holistic evaluation system in which both contents and competencies are covered would help to achieve the curricular intents of university education. This subscribes to the idea that curriculum based evaluation emphasizes procedures that use direct observation and recording of a student's performance to make instructional decisions effectively (Deno as cited in Shinn, 1989).

### **Resource Generation**

Public universities in Nepal are heavily dependent on the government subsidy. They do not seem to have made efforts to mobilize resources from other sectors of national economy. As for example, one of the viable sources of resource generation is the development of the partnerships between universities and production sector. Similarly, universities could establish relationships with other fronts of the national development system (civil society, local government, communities and local development initiatives). Universities' deficiencies in harnessing resources from within and outside but depending solely on government subsidy has weakened their sustainability.

The question arises then how sustainability can be ensured by fostering feeling of ownership of the university among the stakeholders. Participation and involvement of the broader spectrum of the society for expanding the base of ownership appears to be most crucial for the development and sustained growth of the universities in Nepal.

Authority and accountability are integral parts of ownership. Authority is bestowed upon university leaders for the smooth functioning of the university system.

Since authority is closely linked with the accountability, university leaders, in most of the cases, do not seem to have keenly observed accountability while they perform their role. This may be because of the absence of accountability standards and assessment framework within the university system.

### **Policy Concerns**

Policy needs to be dynamic which can address the changing situation of the universities in Nepal. Policy makers are engaged in asking how much of the public funds should be devoted to higher education relative to the competing demands for basic education, health care, transportation, and the many other public functions (Hauptman, 2006). In spite of formation of policy, it is equally important to implement of the policy. In the Nepalese context, university policy has been implemented less effectively. In this regard, Khaniya (2010) stated: “Due to lapses in policy matters and problems in the way universities are managed, we have not been able to bring about reform in higher education” (p. 3). Under such circumstances, he further added that proposed Higher Education council headed by the Prime Minister has been made in the Act to address the issues of policy formulation, coordination of higher education institutions within and outside country, quality and access establishment of new university and monitoring higher education institution” (p.3).



## CHAPTER VI

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### **Summary of Findings**

Universities are knowledge centers, which aim to open the academic and professional avenues for the students, parents, faculties, administrators and other stakeholders. Therefore, the role of the university seems to be more concerned to knowledge production based on the curriculum of the university. The situation of knowledge production and management in universities is different than the theoretical base of knowledge production and management. In such circumstances, university curriculum has partly focused on research based activities linked to the knowledge production and management in the university. Besides, other independent research centers have been established for knowledge generation and management in universities of Nepal. For example, there are four research centers in TU but they are partly functioning. However, active engagement of these centers is expected. Knowledge dissemination is useful to the society via reports, researches of the students studying in masters, and PhD level. Although some efforts have been initiated by universities to reduce the gap between the significance of research and its application to society, limited knowledge has been disseminated to the community. Mostly these researches are found to be static in the library; however, these researches are useful for society and industries.

The role of the university has been shifted in the global arena from knowledge center to knowledge industries. In such cases, universities play significant role for the production of human capital addressing the demand of the labor market. The production of the knowledge in the university is limited not being sufficient for the knowledge management in a holistic manner. Because of this shortcoming, knowledge dissemination in the society and industry is few and far between. This could be the main reason why knowledge-based industries in Nepal have not grown.

Similarly, universities in Nepal are lagging behind to assimilate the socio cultural values in the universities curriculum. It necessitates opening up the avenues for Nepalese universities to embark in research studies in making curricula more relevant to the need of the society. For this to happen allocation of adequate resources, policy commitments,

emphasis on professionals' capacity enhancement were felt highly pertinent areas that require attention.

Universities are often criticized to be involved in the external political agendas (party politics culture) which have been justified by the qualitative data as well. However, the role of university for increasing political awareness through universities has not been yet flourished in the higher education system in Nepal.

The connection of the socio cultural dimensions of the society has been missing in the university curriculum, which has not been revised and updated in the changing context. On the basis of the existing curriculum, the traditional evaluation system has been mainly dominant in the Nepalese universities. The demand of technical and vocational educational curriculum has been increasing which can address the needs of the existing global market. However, some efforts are made from Nepalese universities to update curriculum and its relevance in changing time.

Mostly universities in Nepal wish to get the subsidies from the government rather than increasing the potentialities of the university regarding resource generation. Similarly, lack of the ownership among the stakeholders in the universities of Nepal creates more problems in the higher education. This may be a reason why staffs and academic faculties have taken responsibilities to run the higher educational institutions in Nepal. The relationship among the staffs and academicians mostly get disturbed with the matters of unethical and unprofessional act of the concerned bodies. Lack of professionalism among the faculty members and administrators is one of the restrictions of creating the academic environment in universities of Nepal. This relationship among the teaching and non teaching staff of the university directly influences the role of evaluation and teaching learning activities of the universities. Likewise, the whole systems of the university have been guided by the policy and practices with the domination of political influences in the universities. However, there are some institutions within the university system which are functioning well to produce qualified human resources despite of the several political obstacles.

Curriculum in the universities of Nepal is more static and has not been revised on the changing context although there are some exceptions. Despite curriculum based teaching learning activities, the curriculum is centered on the examination system.

Likewise, evaluation system is less transparent and accountable in the universities in Nepal. However, some institutions within the universities are being transparent and accountable as their strategies are oriented to reform educational practices.

Under such circumstances, the academicians have proposed the umbrella act of the university to manage the higher education in Nepal. However, the umbrella act hardly maintains the relationship between the administrators, managers, students and parents of the university. This is one of the micro-level agenda of the university which needs to be addressed by the university and concerned authorities.

### **Conclusion**

Based on the findings of the study, the following conclusions were drawn:

1. Universities in general are oriented to address the contemporary social, political and economic issues of the country. However, the contemporary situation of the universities regarding social transformation and political awareness through education is feeble.
2. The knowledge gained through the instructional processes has direct bearing on the social, political and economic issues of the country. The universities in Nepal lack sufficient practical and internship activities in the learning processes which exert direct influences in the social and economic transformation.
3. University, as knowledge center, produces knowledge in the course of academic activities. Despite some limited efforts to establish universities as knowledge center, the situation of the knowledge production in the universities of Nepal is almost frail. In this context, the universities have not paid rigorous attention on the research activities in generating new knowledge and innovative ideas which are the tools of the knowledge production in the universities. Few periodic journals have been published in some universities to disseminate university knowledge in the society that is not sufficient to claim universities as knowledge center in Nepal.
4. Universities can be empowered to emerge as a center for knowledge production with the publication of periodic journals and dissemination of research outcomes. Similarly, knowledge can be disseminated through competent students in the society. The foremost way to produce and to disseminate knowledge through research studies activates universities as knowledge centers.

5. Likewise, the weak provision of IT and its use in instructional process in Nepalese university is a major stumbling block on the way to making universities as knowledge center.
6. Universities in Nepal hardly address the need of the job market in the changing context. Occupational, technical and entrepreneurial education has received meager attention.
7. However, some Nepalese universities are attempting in bridging education programs with the needs of the job market.
8. In the current context, universities are weak in ensuring compatible returns to the investment.
9. Universities in general, are receiving support from authorities, faculties and the administrators to run the system. However, Acts, bylaws and regulations of the university are not compatible to strengthen the system. Under such situation undesirable influences and unprofessional threats are increasing in universities. The relationships among academic professionals and administrative personnel are affected by their party partisan political alignment.
10. Another dimension of their relationship with national and international universities is also weak. Making universities visible in the international arena with academic excellence and fostering partnership for mutual learning is not receiving adequate attention.
11. Curricular structures and classroom activities of Nepalese universities are not guided by transformative pedagogical approaches. Therefore, the existing curriculum has failed to meet the emerging needs of the labor market on both national and international fronts.
12. In the same ways evaluation system in the Nepalese universities is also influenced by the traditional paradigm with little room for continuous assessment. Competency-based assessment initiatives that have been practiced in the international universities have been overlooked in Nepalese universities.
13. All most all universities in Nepal are deficient in framing and implementing the strategic plans for better growth and advancement. In absence of strategic plan,

sustainability issue remains dominant. Mostly, universities tend to be dependent on the government resource and subsidies.

14. Likewise, management system has not been able to uplift the academic quality, accelerate the professional drive and generate resources in the universities of Nepal.
15. The current higher education policy appears hardly to be compatible with the needs of the emerging context. Relevant policies that reflect individual's aspirations, societal needs and university's growth and development are oblivious.

### **Recommendation**

The following recommendations are suggested for reforming university system in Nepal.

1. Universities in Nepal are required to connect their educational process to address the social, political and economical issues. The universities in Nepal should select pedagogical approaches which promote academic excellence among the students and engage them in bringing the social and economical transformation in the communities. In this respect, it is essential to revise and update curricula which respond to the emerging issues associated with social, political and economic fronts based on the thorough probing and understanding as to how such issues have emerged.
2. In order to discourage the partisan politics in the university system, it is imperative to enhance value education, civic awareness, socially responsible behavior among the students. In addition, faculty members need to act professionally with deeper sense of accountability and growth mind set.
3. In order to develop universities as knowledge production centers, students along with faculties should engage in exploring and acquiring knowledge, processing the knowledge to produce new knowledge and disseminate it among professionals, development actors, policy makers and other related stake holders. For this to happen there should be provision for research support, publication of research outcome and wider dissemination through printed materials, discourse and extensive sharing among all concerned as stated above.

4. University as a knowledge center should extend its relationship with business and industry sector so that university can provide them with new knowledge and technologies contributory to raising their productive capacity. In return, universities cultivate opportunities for generating financial and material resources through such relationships.
5. Universities have autonomy in Nepal to run their academic programs. In order to ensure substantive results to this end, autonomy should be aligned with accountability. To ensure accountability of universities, accountability assessment system should be in place with provision of accountability standards accompanied with guidelines for their measurement. Legal provision should be made to reward those who perform as per the standard and warn those failing to do so.
6. To make accountability assessment system effectively functional, appointment of authorities should be based on their academic and professional strengths rather than their affiliation with political parties. Transparent criteria should be developed and strongly followed while appointing university leaders.
7. It is important to revise the curriculum and evaluation system of the universities in the changing context of Nepal. It is recommended that university curriculum should link with labor market needs. Periodic revisit to curriculum should be carried out based on frequent needs assessments and feedback from the labor market partners.
8. It is imperative for the universities to be self-reliant. In this respect, university management system should adopt the principle of cost recovery. Aspirants of higher education who are financially constrained should be supported by the government with the provision of adequate scholarships and also student loan scheme. Students under such schemes should have freedom to make their own choice which university they prefer to study in. A strong administrative mechanism should be in place in order to make such scheme effectively functional.
9. While formulating university policies, emphasis should be given to conduct policy research extensively by involving all concerned stakeholders so that policies assume increased relevance.

10. Whenever university-related Acts are framed, emphasis should be given to ensure university's autonomy and accountability rather than controlling universities.
11. To energize all the above recommendations, the state should provide facilitative and backstopping support by activating all state machineries including university's own internal supporting structures.

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ANNEX 1  
INTERVIEW TRIGGER  
REFORM IN UNIVERSITY SYSTEM IN THE CHANGING CONTEXT

N	Themes	Possible questions	Data sources	Approach
RQ 1. How do university stakeholders perceive the roles to be performed by universities in addressing the contemporary social, political and economic issues of the country?				
	<p>Knowledge</p> <p>Economic</p> <p>Political</p> <p>Socio-cultural</p>	<p>1.1 How the universities are transferring knowledge to communities?</p> <p>1.2 How university can be further strengthened to serve the knowledge needs of communities?</p> <p>1.3 How universities can enhance the knowledge absorption capacity of communities?</p> <p>1.4 How university is contributing to increase economic productivity of community?</p> <p>1.5 How universities can promote talents and disseminate the knowledge?</p> <p>1.6 How university can bring political stability in the country? <i>(increase democratic awareness, political participation, rejection of partisan politics in university, mediation, sharing exemplifying cases with political stakeholders, becoming corrupt free and promoting political values)</i></p> <p>1.7 How can university play instrumental role in society? <i>(reduce conflict/violence and increase harmony, can limit or reduce the undesirable values that retard the social</i></p>	<p>Faculties Administrators Students Managers</p>	<p>Interview FGD Questionnaire</p>

		<p><i>system, intolerance, violence, illiteracy, hunger, environmental degradation and disease are approached and addressed)</i></p> <p>1.8 How university can contribute to the creation of a new society?  <i>(Non-violent and non-exploitative – consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom, inclusivity)</i></p> <p>1.9 How it sees or impacts the lower education system?  <i>(Higher education system as a role model to its education society)</i></p> <p>1.10 How university should appear in society?  <i>(which model it follows cloistered university, militant university a functional and operational university)</i></p> <p>1.11 Is there fit between societal expectations and universities' performance?  <i>(What are the ethical standards, political impartiality, critical capacities and, problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection?)</i></p>		
RQ 2. How universities can be empowered to emerge as a center for knowledge production?				
	Knowledge generation	<p>2.1 What university can do to promote knowledge generation?  <i>(Its prerequisite, its components, what should be the basis of knowledge generation: How it is related to market need,</i></p>	<p>Faculties Administrators Students Managers</p>	<p>Interview FGD Questionnaire</p>

	Knowledge management	<i>How it is related to societal need and How it is related to Individual need)</i>		
	Knowledge dissemination	2.2 How the generated knowledge can be managed? <i>(Stored, processed, retrieved: Information system)</i>  2.3 How the generated knowledge can be disseminated to energize process?		
RQ 3. What types of support and backstopping services are pertinent in order to advance universities as knowledge production center?				
	Keeping Relations	3.1 How are our universities getting support from the stakeholders? 3.2 How universities can build the relation with industries so that they could bring more support?	Faculties Administrators Students Managers	Interview FGD Questionnaire
RQ 4. How have curricular structures, transaction of curricular objectives, and evaluation modalities been supportive to gaining competitive edge in the emerging international context?				
	Relevancy of curriculum	4.1 Is our existing curriculum relevant with the emerging market demand? 4.2 How is curriculum designed in our universities? 4.3 What type of curriculum is needed to address the emerging market demand so that the product of our universities can compete in the international market?	Faculties Administrators Students Managers	Interview FGD Questionnaire
	Evaluation	4.4 What is the current evaluation system of our universities? 4.5 How can we evaluate to ensure the ability of		

		student?		
RQ. 5 how have the authorities, faculties and the administrative support system functioned to create synergy within the university system?				
	Relation  Authority and accountability	5.1 How is the interplay between faculties and authorities? 5.2 How is the decision making system of universities? 5.3 How universities ensured their accountability system?	Faculties Administrators Students Managers	Interview FGD Questionnaire
RQ. 6 How have universities mobilized resources for meeting the growing financial needs?				
	Resource generation	6.1 How have universities been generating the resources? 6.2 What improvement should be made for resource generation in the university?	Faculties Administrators Students Managers	Interview FGD Questionnaire
RQ. 7. What initiatives universities have taken to create functional networking with the community, economy and polity for raising the relevance of higher education?				
	Relevancy	7.1 How universities are initiating to build network with community, economy and polity? 7.2 How universities can build strong network with community, economy and polity? <i>(Partnership with business and industry, community services, networking with social and political forces, networking with relevant government entity and donors, relate programs with national development needs, relate programs with labor market needs, relate programs with community</i>	Faculties Administrators Students Managers	Interview FGD Questionnaire

		<i>needs, relate programs with students' need)</i>		
RQ 8. What policy intervention would merit in advancing universities as the eminent force for national empowerment?				
Policy intervention	8.1 What policy interventions ( <i>curricular, faculty development, resource management, governance system, networking, knowledge building, promoting</i> ) are needed to make university competent for national empowerment?			
Implementation intervention	<p><b>National empowerment:</b>  <i>building knowledge economy for economic growth, preservation of ecological system, sustenance of political stability, insurance of social justice and emancipation from oppression, infrastructure development, knowledge and skills development, resource mobilization, preservation of cultural heritage)</i></p>			
Policy revisiting intervention	8.2 What policy interventions are necessary in order to reform current implementation system of university?			
	8.3 What policy interventions are to be made for timely revisiting the existing policies?			
		Faculties Administrators Students Managers		Interview FGD Questionnaire



ANNEX 2  
SURVEY QUESTIONNAIRE

**Kathmandu University**  
**School of Education**  
**Balkumari, Lalitpur**

**Reform in University System in the Changing Context**  
**Survey Questionnaire 2010**

Kathmandu University School of Education is carrying out a research on University Reform in Changing Context. The study intends to explore various aspects related to University Reform in Nepal. The study will analyze existing problems and available opportunities with the purpose of making viable recommendations for smooth functioning of university in the present context of Nepal.

You are requested to help us by answering the questions provided in this questionnaire. We assure you that all the answers you provide will be made very confidential and your answer will not be used for any other purpose rather than this study. We expect your cooperation in this regards and we believe that your advice will help to develop the pillars of reformed universities in Nepal.

Research Committee  
Kathmandu University  
School of Education

Name of the participant.....

Sex.....

Position:      Teacher       Student       Administrator       Others  (please specify).....

Name of University/ Campus.....

Faculty.....      Address.....

Age.....      Service year.....

Academic qualification.....

Following are some statements about the university system of Nepal. The statements are in continuum from 1 to 5 in which 5 stands for strongly agree and 1 stands for strongly disagree. 2, 3 and 4 are placed among these extremes from disagree to agree. Please circle the appropriate number according to your experience and understanding.

		1	2	3	4	5
		Strongly disagree	Disagree	Do not know	Agree	Strongly Agree
A <sub>1</sub>	My university distributes the useful knowledge to the community through students.	1	2	3	4	5
A <sub>2</sub>	My university conducts research work to transfer the knowledge to the community.	1	2	3	4	5
A <sub>3</sub>	My university does not publish periodic journal to transform the knowledge to society.	1	2	3	4	5
A <sub>4</sub>	My university should be involved in community awareness and social building program.	1	2	3	4	5
A <sub>5</sub>	My university organizes internships and practical work for the students to provide field based knowledge.	1	2	3	4	5
A <sub>6</sub>	My university helps students in new invention and discoveries by engaging them in research and innovative work	1	2	3	4	5
A <sub>7</sub>	My university seeks “advance the intellectual and human resource capacity of the national and the international community.”	1	2	3	4	5
A <sub>8</sub>	My university is working to maintain international educational standard.	1	2	3	4	5
A <sub>9</sub>	My university works to attract the talent from all over the world.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
A <sub>10</sub>	My university is investing in research and training activities to maintain international standard.	1	2	3	4	5
A <sub>11</sub>	My university promotes knowledge of the community by contextualizing theoretical idea.	1	2	3	4	5
A <sub>12</sub>	My university is unable to connect educational program with economic activities of society.	1	2	3	4	5
A <sub>13</sub>	My university meets the expectation of society by providing vocational education to students.	1	2	3	4	5
A <sub>14</sub>	My university is gradually shifting its focus from 'simple manufacturing skill' to 'knowledge industrial skill'.	1	2	3	4	5
A <sub>15</sub>	My university is focusing on information and communication technologies which claim important role in contemporary societies, economics and everyday life.	1	2	3	4	5
A <sub>18</sub>	My university produces human resources to meet the market needs.	1	2	3	4	5
A <sub>19</sub>	My university contributes for the political development of community.	1	2	3	4	5
A <sub>20</sub>	My university promotes political value system by providing value education to students.	1	2	3	4	5
A <sub>21</sub>	My university's programs and performance meet expectation of society	1	2	3	4	5
A <sub>22</sub>	My university promotes ethics in society by providing value education system.	1	2	3	4	5
A <sub>23</sub>	My university promotes talents by providing scholarships to needy students.	1	2	3	4	5
A <sub>24</sub>	My university seeks to produce students "to contribute effectively to their communities wherever in the world they choose to live and work."	1	2	3	4	5
A <sub>26</sub>	My university focuses to develop active-citizenship with critical mind-set.	1	2	3	4	5
A <sub>27</sub>	My university seeks to promote student's holistic development including tolerance and "the love of country and humanity."	1	2	3	4	5
A <sub>28</sub>	My university focuses on cultural globalization.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
B <sub>1</sub>	My university should have IT enabled Library system	1	2	3	4	5
B <sub>2</sub>	My university should develop IT enabled academic and administrative information system.	1	2	3	4	5
B <sub>3</sub>	My university should publish periodic journal	1	2	3	4	5
B <sub>4</sub>	My university should focus on the research and development of traditional and indigenous knowledge system.	1	2	3	4	5
B <sub>5</sub>	My university should update its human resources.	1	2	3	4	5
B <sub>6</sub>	My university should convert abstract knowledge into practical form.	1	2	3	4	5
B <sub>7</sub>	My university should not focus on learning by doing process.	1	2	3	4	5
B <sub>8</sub>	My university should establish relationship with industries.	1	2	3	4	5
B <sub>9</sub>	My university should establish relationship with the other foreign universities.	1	2	3	4	5
B <sub>10</sub>	My university should establish relationship with foreign faculties to exchange ideas.	1	2	3	4	5
B <sub>11</sub>	The knowledge production process of my university should be innovative.	1	2	3	4	5
B <sub>12</sub>	My University should focus on research for innovation	1	2	3	4	5
C <sub>1</sub>	My university is getting strong trust from the stakeholders to achieve its objectives.	1	2	3	4	5
C <sub>2</sub>	My university is getting economic support from the community to run its program.	1	2	3	4	5
C <sub>3</sub>	My university establishes mutual support program with related industries.	1	2	3	4	5
C <sub>4</sub>	My university gets domestic support to be a centre of knowledge production.	1	2	3	4	5
C <sub>5</sub>	My University has constructive relation with national and international Universities	1	2	3	4	5
C <sub>6</sub>	My University is getting appropriate state support to become center of knowledge.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
C <sub>7</sub>	My university has a constructive relationship within the administrative staffs and the faculties.	1	2	3	4	5
C <sub>8</sub>	Parents and students feel proud to be the members of my university.	1	2	3	4	5
C <sub>9</sub>	International community helps my university to promote its capacity and services	1	2	3	4	5
D <sub>1</sub>	The existing curriculum of my university is relevant to emerging labor market.	1	2	3	4	5
D <sub>2</sub>	The existing curriculum of my University is relevant to emerging social and political context.	1	2	3	4	5
D <sub>3</sub>	My university makes need assessment before designing its curriculum.	1	2	3	4	5
D <sub>4</sub>	In my university, curriculum is developed by the experts and faculties without consulting concerning stakeholders.	1	2	3	4	5
D <sub>5</sub>	My university has timely updating system in curriculum.	1	2	3	4	5
D <sub>6</sub>	My university has its subject committee to prepare curriculum.	1	2	3	4	5
D <sub>7</sub>	Teaching learning activities of my university are based on curriculum.	1	2	3	4	5
D <sub>8</sub>	Text book centered teaching is the major characteristic of my university.	1	2	3	4	5
D <sub>9</sub>	Exam focused teaching is the key feature of my university.	1	2	3	4	5
D <sub>10</sub>	Content knowledge based examination is the characteristics of my university.	1	2	3	4	5
D <sub>11</sub>	My university focuses on analytical as well as application based examination for evaluation.	1	2	3	4	5
D <sub>12</sub>	Student evaluation system of my university meets the standard of the world-renowned universities.	1	2	3	4	5
D <sub>13</sub>	There is standard entrance examination system in my university.	1	2	3	4	5
D <sub>14</sub>	Student attendance is necessary to be competent in my university- examination system.	1	2	3	4	5
D <sub>15</sub>	In my university, collaboration is very strong between university and college/ campus to improve evaluation system.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
D <sub>16</sub>	In my university, respective college/ campus has been authorized to design/implement practical test.	1	2	3	4	5
D <sub>17</sub>	In my university, internal assessment system is employed to assess the ability of students.	1	2	3	4	5
E <sub>1</sub>	My university has a functional relationship between university authorities and faculties.	1	2	3	4	5
E <sub>2</sub>	Existing political environment is dominating the relationship between faculties and authorities in my university.	1	2	3	4	5
E <sub>3</sub>	My university follows participatory decision making system.	1	2	3	4	5
E <sub>4</sub>	My university has complaint handling system.	1	2	3	4	5
E <sub>5</sub>	All the faculties and authorities are responsible towards their duty in my university.	1	2	3	4	5
E <sub>6</sub>	My university has harmonious relation between teaching and non teaching staff.	1	2	3	4	5
E <sub>7</sub>	My university has sound working environment.	1	2	3	4	5
E <sub>8</sub>	My university has strong academic departmental system.	1	2	3	4	5
E <sub>9</sub>	My university has warm relation between dean's office and campuses.	1	2	3	4	5
E <sub>11</sub>	My university is one of the examples of the organization of 21 <sup>st</sup> century.	1	2	3	4	5
E <sub>12</sub>	Political influence has hindered the academic progress in my university.	1	2	3	4	5
E <sub>13</sub>	Performance based recruitment/ promotion of human resources helps to minimize negative political influence in my university.	1	2	3	4	5
E <sub>14</sub>	My university is fully autonomous to perform its activities	1	2	3	4	5
F <sub>1</sub>	My university wants to be self dependent on its own resources.	1	2	3	4	5
F <sub>2</sub>	My university manages its overstaffing to reduce the expenditure.	1	2	3	4	5
F <sub>3</sub>	Research and publication is a source of income in my university.	1	2	3	4	5
F <sub>4</sub>	My university is getting support from business organization to generate funds.	1	2	3	4	5
F <sub>5</sub>	My university uses its alumni to generate funds.	1	2	3	4	5
F <sub>6</sub>	My university discloses financial decision to its stakeholders.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
F <sub>7</sub>	My university is mobilizing its fixed assets to meet growing financial needs.	1	2	3	4	5
F <sub>8</sub>	My university is utilizing its human resources in various projects to generate funds.	1	2	3	4	5
F <sub>9</sub>	There is a board of trustees to manage the property of my university	1	2	3	4	5
F <sub>10</sub>	A government grant is the major resource for cost recovery of my university.	1	2	3	4	5
F <sub>11</sub>	Student investment is the key approach of cost recovery of my university.	1	2	3	4	5
F <sub>12</sub>	Foreign donation is nominal in my university.	1	2	3	4	5
G <sub>1</sub>	In my university, vocational education related curriculum and internship help to build network with community.	1	2	3	4	5
G <sub>2</sub>	There is functional collaboration of my university with the manufacturing and service provider business-houses.	1	2	3	4	5
G <sub>3</sub>	Our university is providing value based political knowledge through interaction program with political community.	1	2	3	4	5
G <sub>4</sub>	Networking with the social and political forces is not necessary for my university.	1	2	3	4	5
G <sub>5</sub>	My university is developing a feeling of ownership of the community by involving them in its activities.	1	2	3	4	5
H <sub>1</sub>	Our university should have a merit based policy of recruiting its qualified human resources.	1	2	3	4	5
H <sub>2</sub>	Reward and punishment system should be properly implemented in the university.	1	2	3	4	5
H <sub>3</sub>	Our university should have proper bureaucratic system to implement the policy of the university.	1	2	3	4	5
H <sub>4</sub>	Proper monitoring and evaluation system is necessary in my university to reform current university system.	1	2	3	4	5
H <sub>5</sub>	Autonomy is necessary for my University	1	2	3	4	5
H <sub>6</sub>	There should be the periodic reviewing of the existing policy.	1	2	3	4	5

		1 Strongly disagree	2 Disagree	3 Do not know	4 Agree	5 Strongly Agree
H <sub>7</sub>	There should be proper policy to compete with the world's top most universities.	1	2	3	4	5
H <sub>8</sub>	My university should focus to produce competent students to join global community.	1	2	3	4	5
H <sub>9</sub>	My university should focus to produce resources on the basis of human resource planning.	1	2	3	4	5
H <sub>10</sub>	Demand based educational planning should be practiced by the university.	1	2	3	4	5
H <sub>11</sub>	Government role should be defined to manage higher education.	1	2	3	4	5
H <sub>12</sub>	Ministry of education should play the key role to manage higher education.	1	2	3	4	5
H <sub>13</sub>	The coordination between Ministry of Education (MoE) and Universities should be made functional	1	2	3	4	5
H <sub>14</sub>	University Grant Commission (UGC) should be the key organization to maintain quality and consistency in higher education.	1	2	3	4	5
H <sub>15</sub>	Government should strengthen professional councils to determine the quality of University.	1	2	3	4	5
H <sub>16</sub>	Umbrella act should be formulated to coordinate the universities.	1	2	3	4	5
H <sub>17</sub>	There should be proper networking and relationship between MOE, Universities and UGC to promote the higher education.	1	2	3	4	5
H <sub>18</sub>	Policy should be formulated to establish strong relationship between university, community and industry.	1	2	3	4	5
H <sub>19</sub>	There should be policy of the government to promote the university as the knowledge center.	1	2	3	4	5
H <sub>20</sub>	Government should develop cost sharing policy to empower financial status of University.	1	2	3	4	5

**Following section consists of questions to choose one of the alternatives. Therefore, please, tick (✓) one of the best alternatives.**

F<sub>23</sub>What modality of the university funding should be provided?

- i. Block grants approach
- ii. performance based grant
- iii. Per head grant based
- iv. Others if any.....

F<sub>24</sub>What modality of cost sharing should be applied?



- i. Government dominated
- ii. University funds dominated
- iii. Cost sharing basis from government and university
- iv. Others if any.....

D<sub>41</sub> What should be the percentage of practical and theoretical knowledge in Curriculum?

- i. There should be 100% Theoretical Curriculum and Practical Curriculum
- ii. There Should be 75% Theoretical and 25% Practical Curriculum
- iii. There Should be 50% Theoretical and 50% Practical Curriculum
- iv. There Should be 25 % Theoretical and 75% Practical Curriculum
- v. There Should be 0% Theoretical and 100% Practical Curriculum
- vi. Others if any.....

D<sub>42</sub> How is the percentage of evaluation modality between University and college?

- i. There should be 100% from College and 0% from University
- ii. There should be 75% from College and 25% from University
- iii. There should be 50% from College and 50% from University
- iv. There should be 25% from College and 75% from University
- v. There should be 0% from college and 100% from University
- vi. Others if any .....

**Following section consists of free response type questions. You are requested to provide your own view in the blank space.**

B            What policy is required to develop your university as the knowledge  
21 / H<sub>21</sub>    development center?

F            What human resource development policy is required for the development of  
21 / H<sub>22</sub>    your university?

D            What are the ways to reform existing curriculum and evaluation in your  
21 / H<sub>23</sub>    university to make your university competent in international context?

F            What improvement should be made for resource generation in your university?  
21 / H<sub>24</sub>

G            What initiatives should your university make to create functional networking  
1 / H<sub>25</sub>    with the community, economy and polity?