Necessity of New Universities in Nepal in the 2020.

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Abstract

The modern higher education in Nepal started with the establishment of Tri Chandra college in 1918 affiliated to Patna University of India. At that time, the curriculum, examination system and even the teacher used to manage from India (Bhattrai, 2014). After the 40 years of establishment of college, Nepal's first University Tribhuvan University (TU) was established. Nepal brought about the multi-university concept in 1983 (Baral, 2007). After 27 years of the initiation of the first university, we found the second University Nepal Sanskrit University and five year later Kathmandu University was established in 1991.

This article aims to established the necessities of university in Nepal through the thematic review and comparison between population of youth and number of universities in different countries. In the case of 2020, with 2,551019 youth populations first we have to decide what kind of universities we need. If we decided, to make our universities as like world ranking universities (in terms of number of students) we need 161 universities in 2020. This means now we have 9 universities so we have to manage more 152 new universities. If we decided, to managed in the references of south Asian standard the we need 19 universities in 2020. Again the average students of our universities are 50,855. So in this basis we need 50 universities in 2020 means we need 41 new universities. But if we want to manage to all population we would need 246 in world ranking references, 28 in SAARC references and 77 in Nepali references. However we have to think to adjust different issues and challenges.

Introduction

University is an institution of higher education and research that provides academic degree in various subjects in undergraduate and postgraduate level. The first university was established around 1200/1300 AD (Feingold, 2013). Universities must have a mission focused on their nation, cooperate with people and society and must have a model of good governance (Fairbairn, 2014).

The modern higher education in Nepal started with the establishment of Tri Chandra college in 1918 affiliated to Patna University of India. At that time, the curriculum, examination system and even the teacher used to manage from India (Bhattrai, 2014). After

the 40 years of establishment of college, Nepal's first University Tribhuvan University (TU) was established. Nepal brought about the multi-university concept in 1983 (Baral, 2007). After 27 years of the initiation of the first university, we found the second University Nepal Sanskrit University and five year later Kathmandu University was established in 1991.

Facts and Figure

Now Nepal has nine universities and four deemed universities under their different act (see list in Appendix A). Number of students enrolled in different university and deemed university are 4,58,621(Ministry of Education [MOE], 2015). The ratio are 82.84% enrolled in TU, Where as 5.51% in Pokhara University (PokU), 5.33 % in Purbanchhal University (PU), 3.17% in Kathmandu University (KU) and 0.84%, 0.05%, 0.42%, 0.1% 0.54% students are enroll in Nepal Sanskrit University (NSU), Lumbini Boudha University (LBU), Mid western University (MWU), Agriculture and forest University (AFU), and Far western University (FWU) respectively (MOE,2015). In the 1369 colleges, 1123 colleges are affiliated with TU, 131 with PU, 21 from KU, 62 from PokU and only 1 with MWU and FWU (University Grants Commission [UGC], 2070 B.S.).

University age group population is 3,453,968 (18-24 years is university age) and our population growth rate is 1.35% (Central Bureau of Statistics [CBS], 2011). So now our predicted population in 2015 will be 3,644,313 and 3,897,036 population will be on 2020. So around 12.5% university age population is enrolled in university and only 2.8% graduate from universities. The gross enrollment of students in universities is not less than the neighbor countries expect India, but it is highly less than developed countries (Baral, 2007).

Issues in Higher Education

As already mentioned earlier, we have almost 36.5 lakhs university age population but we have only 9 universities. Is it sufficient for Nepal? It is one of the most crucial issues in higher education. Again the second issue is about ownership of universities. Now all universities are governmental universities. And, my claim is that KU is also a governmental university as we do not have sufficient evidence to claim KU is a private university. So this raises some questions about higher education of Nepal. Are only governmental universities are sufficient for higher education? What is the role of private and public sectors in the university? What is the policy needed to launch new private universities?

Third issue is the act for universities. Now every universities and deemed universities have different act. Every university run over their act/interest and intend, but what is the common interest and intend of the universities? University Grants Commission (UGC) is one of the bodies for higher education but it has a limited authority to regulate and monitor

universities. UGC works are limited with financial distribution, recommended and suggestion (UGC, 2050B.S.). One umbrella act to all universities and more authorized to the UGC.

The, education policy is another issue in higher education. In my understanding education policy must be underlined by the aim to develop knowledgeable citizens who can contribute to the society and social development. Policy connected with curriculum, education quality, distribution of universities and college, need of society and market for graduates. Do our universities strengthen our agricultural development? Do they help the tourism, hydropower sector? So that we have one clear policy in higher education. However UGC proposed one but has not been legalized till date.

Quality of education is another issue in our context. Do all universities provide same quality graduates? Higher education should be directed toward improving the critical thinking of students. Do all universities develop the innovation and creative thinking? Do they think of creating generations who are inquisitive, who questions, who seeks for information?

Public financing is another issue in our context. Average public financing from 2005 to 2010 was only 1.4% of national budget and grants to higher education in 2011/12 was only 1.58 % (Education management information system [EMIS], 2011/2012). Is it sufficient for the higher education? What is the role of the public, government and private sectors in university/higher education? So this would be another issue in higher education.

Every political party has their students' wings and they have petty and political interest. Nevertheless, some are claiming that student organizations are for the right of the students. In my understanding students organizations have moving with hidden political interest. So presence of such organization in the universities is another issue.

Some Literature Review

Baral (2007) did the research in "higher education financing in Nepal" and came up with information about, public funding in higher education and gross enrollment of the students in universities. According to him the gross enrollment in different countries of the world were Nepal 5%, Bhutan 3%, Pakistan 4%, Bangladesh 6%, India 11%, China 13%, South Africa 15 % and United Kingdom (UK), United State of America (USA), Japan & Switzerland have 59%, 82%, 55%, &45% respectively. Moreover expenditure of higher education (in total budget of education) were Nepal 10.21 %(2003), Bhutan 20% , India 18%, china 21%, U K 20%, Japan 14% , Switzerland 28% (2004) and Bangladesh 14.2%.

According to CEDA (2007), UK has five types of universities National, Provincial, Polytechnics, Business and Open University. In the UK, the government does not fund universities directly rather the government provides the scholarship to the students. In USA

most of the universities are funded through national government, Private sectors, private Donors and religious organizations. Drawing my attention to have a question that did Pashupatinath temple fund even one university?

Manandhar (2011) discussed about the redefining the higher education of Nepal. He suggested to maintained higher education policy because higher education policy affect on the curriculum, quality and need of the society. Again he concluded that policy and quality of education are the current issue in Nepal.

I reviewed, Petochi (2012) from this document I found, university have to objective, provide degree and competency not a certificate and cooperative. Every university keeps students in central with academic freedom.

After reading Goodall (2013), I understood, university is equipped by highly qualified academic faculty, staff, technology and infrastructure. He suggests to hire panels, best faculty and staff and perches enough money for research. University have their publication, leader which is able to say 'No' for government, faculty must be accessible, high salary and clarify between administrative and academic staff will be the need for good university.

It is a great work by Simkhada and Teijlingen on 'Higher education in Nepal: Several Challenges ahead in 2010'. They discussed about general challenges such as; access and equity, teaching learning culture, politics and academia, relevancies for society and industry etc. Finally they suggested to improve quality established some research base universities, make new policies and arranged curriculum on local and global context.

Times international which is powered by Thomson returns every year published the world ranking of the universities. Times construct the 13 different indicators, teaching (30%), research (30%), citations (30%), industry income (2.5%) and international outlook (7.5%). In the scoring almost USA and UK universities get the top 10 positions. According to Times international average students enrollment in top 10 ranking universities (See Appendix, B) are 15873. And average student enrollment in South Asian Universities (See, Appendix C) are 140269.

Besides that I reviewed the review EIMS reports 2012, UGC act, Statistical report vol2, higher education policy (purposed) and others related documents these documents which give me insights to write this paper.

Challenges of Higher Education

According to MOE (2015) 34.41% , 36.81%, 12.5%, 6.17%, 0.33% students are enrolled in education, Management, Humanities and social science, Science and Technology and agriculture respectively (MoE, 2015). Data shows great imbalance in the human

resource. For example 1,57,793 students are enrolled in education in different universities. 5 .29 Lakhs licensed were distributed up to 2068 (Teacher Service Commission [TSC, 2068). We are claiming that Nepal is an agriculture based country but enrolled in agriculture only 0.33%. So maintain the human resources according to demand is great challenge for us.

Now 49.9 % colleges are under the central region, 18.4 % are in western region, 17.5% are in eastern region but only 14 % are in both mid western and far western (UGC, 2070). State number three have 2 universities and 2 deemed universities, but state no 2 does not have any one. However state number two have more population than other state. So maintaining the college according to geographical and population is another challenge in our higher education.

University funding system is another challenge for our higher education. According to UGC report (2013/14), TU single gets around 71 % moreover some TU colleges found separate around 6-7% budget of UGC budget direct though UGC. Where NSU get 6.91 %, FSU 2.7%, KU 0.77%, PU 0.89%. Moreover a single college of TU Mahendra Ratna Campus Tahachal gets 1.34% through UGC which is greater than KU, PU and LBU. But the achievement rate of TU and NSU is very low than other universities (CEDA, 2007). Our funding and achievement of the university is contradictory. We have to challenge to achieve quality according to funding.

Access will be another challenge in our context. Can every classes students have equal access in the university education? Every geographical region can have an equal access? Every casts and ethnic group have an access? For example only 0.8% of Dalits are with Bachelors' degree (Central Department of Sociology [CDS], 2012). So access of every disadvantage group, geographical region will be another challenge for us.

Besides these there are several challenges in our higher education, developing the teaching learning culture and information access and research skills will be another challenges for us. Accordingly, examination system of Nepalese Universities should be improved and modernized; it should be made scientific. The central system of examinations especially in T.U. and strong and visionary academic leadership is the need of the day at every university. Because our leaderships are destines by the political appointment.

Conclusion

Now Nepal has 9 universities and 4 deemed universities and 34,53,968 university age group population . In 2020 this population will be 3,644313. This shows that around 13% students have to access in university. But in the reference of the development countries,

if we assume 70% of the age group would enrolled in universities. In that case in 2020 we will have 2,551019 university age group populations.

In the case of 2020, with 2,551019 youth populations first we have to decide what kind of universities we need. If we decided, to make our universities as like world ranking universities (in terms of number of students) we need 161 universities in 2020. This means now we have 9 universities so we have to manage more 152 new universities. If we decided, to managed in the references of south Asian standard the we need 19 universities in 2020. Again the average students of our universities are 50,855. So in this basis we need 50 universities in 2020 means we need 41 new universities. But if we want to manage to all population we would need 246 in world ranking references, 28 in SAARC references and 77 in Nepali references. However we have to think to adjust different issues and challenges.

Reflection

I am closely observed some years ago TU tried to applied 20% assessment system in his evaluation system, but it failed. Now TU running the dual programmed semester and annual system in master and bachelor level. So in my understanding we have difficult to maintain TU as a top ranking universities. But some universities like trying to maintained them as a research university. For example; KU still least in the table but it is scoring in every sector of indictors. In my understanding we have to about two types of universities; mass universities and research universities. We have to promote public sectors, private sectors, religious institutions to open new universities under the one umbrella act and on the supervision of more authorities to UGC.

My suggestion is, let us think to maintain research university for 20% population with 40 research university (aim with make world ranking universities) and 15 mass universities for 80% population with the SAARC quality.

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Appendix A: Universities and deemed universities

Universities

TU : Tribhuvan University

NSU : Nepal Sanskrit University

KU : Kathmandu University

PU : Purbanchal University,

PoKU : Pokhara University

LBU : LumbiniBauddha University

MWU : Mid-western University

AFU : Agriculture and Forestry University

FWU : Far-western University

Deemed Universities

BPKIHS : B.P. Koirala Institute of Health Sciences (Medical Academy)

NAMS : National Academy of Medical Sciences (Medical Academy)

PAHS : Patan Academy of Health Sciences (Medical Academy)

KAHS : Karnali Academy of Health Science (Medical Academy)

Appendix B: World Top 10 Ranking Universities

1. California Institute of Technology
2. Harvard University
3. University of Oxford
4. Stanford University
5. University of Cambridge
6. Massachusetts Institute of Technology
7. Princeton University
8. University of California
9. Imperial College London
10. Yale University

Appendix C: South Asian Universities used for measuring average number of students

University of Delhi

University of Pune

Quaid-i-azam University

University of Karachi

University of Dhaka

Bangladesh University of Engineering and Technology

University of Colombo

Kathmandu university

Tribhuvan University