

Tracing Some Challenges of Higher Education Historically in Nepal through Tribhuvan University

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Abstract

Tribhuvan University (TU) is the oldest and only central university in Nepal. It set a historical record in 2023 by convocating more than twelve thousand students at one time. Despite the presence of many regional and technical institutes and universities that contribute to Nepali society in higher education, Nepali students often prefer to study abroad after completing their school-level certificates. This trend has compelled Nepali university planners, educators, political parties, and governments to review the reasons for the brain drain among youth. The article aims to restore faith among Nepali citizens in the higher educational institutions available in the country, especially TU, and to encourage stakeholders to recognize the sensitivity of the issue so that brain drain can be reduced. To achieve this, the author selects various media writings on the higher education sector, websites, reports, and books on Gagne's psychological theory and the history of higher education in Nepal, adhering to qualitative research methods. The findings indicate that there is a need for correction and self-evaluation among TU authorities, Nepali political parties, and other stakeholders to contribute positively and help the university maintain its good image.

Keywords: Budget, Higher education, Learning conditions, Nepotism, Stakeholders.

Introduction

Established in 1959 A.D., Tribhuvan University (TU) is the oldest and only central university in Nepal, where about seventy-five percent of higher education students trust and study. Although there are many other regional universities and institutes in Nepal with limited academic programs—such as Rajarshi Janak University, which focuses on strengthening Mithila culture; Lumbini Boudha University, which emphasizes Buddhism; Lumbini Technical University, which addresses technical education; Madhesh Agriculture University, which focuses on agriculture in Madhesh; Manmohan Technical University, which centers on medical technology; and Madan Bhandari University of Science & Technology, which concentrates solely on science and technology—TU maintains an equal focus across all its faculties, including humanities and social sciences, management, education, law, and science & technology. Furthermore, the number of teaching and non-teaching staff at TU is significantly larger compared to other universities and institutes in Nepal. Thus, it is a moral obligation for the Government of Nepal and TU itself to take the issue of youth leaving Nepal for higher studies abroad seriously, especially in light of

negative media coverage that often attributes this trend to political factors or inadequate physical infrastructure on TU's campus. Such reports have been frequent in both mass and social media, as well as from the emigration Department of the Home Ministry regarding visa approvals and the Medical Council concerning students' no-objection letters. There are immediate negative effects stemming from these issues, particularly at TU's Patan Multiple Campus in Patandhoka, Lalitpur, necessitating that university authorities take action to address the situation. Ishwor Raj Dhakal notes that the vice-chancellor and the rector of TU have visited the Patan Multiple Campus to assess its physical infrastructure and meet with student leaders and the campus chief to ensure its smooth operation (Dhakal, April 24, 2024).

To study the current condition of higher education in Nepal, particularly at TU, the writer employs the behaviorist learning theory of American psychologist Robert Mills Gagne (1919–2002), as this theory discusses the "conditions of learning" for students. This experimental application of Gagne's theory in the historical context of higher education in Nepal will highlight TU's crucial role in addressing brain drain. While there are many factors contributing to the temporary migration of Nepali youths for higher studies, such as a lack of job opportunities, the governments of Nepal and major political parties bear responsibility for these issues. However, this article focuses on the central government's role and TU's higher education plans and policies, rather than the political parties' influence, in rebuilding trust among students and their parents. This qualitative research utilizes relevant news, texts, books, internet sources, newspapers, reports, and other materials. In light of the aforementioned conditions, the primary objectives of this article are: i) to restore faith among Nepalese parents in TU, other universities, and technical institutes; ii) to increase student enrollment at TU by rapidly reducing brain drain; and iii) to create a situation for stakeholders to review their roles in the country.

Method

This article examines the effectiveness of Robert Mills Gagne's behaviorist learning theories in the context of TU and the conditions in Nepal, where the activities of political parties, the government, and other stakeholders are reflected in the media, both favorably and unfavorably, for higher education. Gagne, an American psychologist and the organizer of behaviorist learning theory, is also a pioneer in the "science of instruction." His two influential books, *Military Training and Principles of Learning* (1962) and *The Conditions of Learning and the Theory of Instruction* (1965), have drawn significant attention since World War II. J. B. R. (2014) argues that Gagne's eight steps of learning include signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, rule learning, and problem solving. For these eight types of skill and verbal learning, contiguity, practice, and feedback (reinforcement) are the main conditions. However, punishment, generalization, and discrimination are also contributing factors. J. B. R. elaborates on these terms: contiguity refers to the temporal proximity between conditioned and unconditioned stimuli; practice involves reproducing the stimulus-response relationship under the same learning conditions; reinforcement or feedback strengthens the learning; punishment (escape and adverse punishments) is a stimulus that the individual

seeks to escape or avoid; generalization is the ability to apply a rule from learning to other similar situations; and discrimination is the ability to distinguish between different learnings based on past experiences. The article will discuss various aspects of the conditions in higher education at Nepali universities, especially at TU, and their negative impacts on learning.

What does Nepali history of higher education say?

In Nepal, Tribhuvan University (TU) was established in 1959 A.D. Following this oldest university, there are many other universities and medical academies. A recently released report (2023) from the University Grants Commission, Nepal (UGC, established in 1994 in Sanothimi) reveals the existence of several universities, including Kathmandu University (KU, established in 1991 in Kavre), Pokhara University (PokU, established in 1997 in Pokhara), Purbanchal University (PU, established in 1995 in Morang), Nepal Sanskrit University (NSU, established in 1986 in Dang), Lumbini Buddhist University (LBU, established in 2005 in Rupandehi), Agriculture and Forestry University (AFU, established in 2010 in Chitwan), Mid-Western University (MWU, established in 2010 in Surkhet), Far-Western University (FWU, established in 2010 in Kanchanpur), Nepal Open University (NOU, established in 2016 in Lalitpur), Rajarshi Janak University (RJU, established in 2017 in Janakpur), Gandaki University (GU, established in 2019 in Kaski), and Manmohan Technical University (MTU, established in 2019). Additionally, five medical academies in Nepal include the National Academy of Medical Sciences (NAMS, established in 2002 in Kathmandu), B.P. Koirala Institute of Health Sciences (BPKIHS, established in 1993 in Dharan), Patan Academy of Health Sciences (PAHS, established in 2009 in Lalitpur), Karnali Academy of Health Sciences (KAHS, established in 2011 in Jumla), and Pokhara Academy of Health Sciences (PokAHS, established in 2016). Furthermore, there are Madhesh Agriculture University, Lumbini Technical University, Madhesh University, and Madan Bhandari University of Science and Technology, which should be updated in the latest UGC report. The UGC report of 2023 indicates that TU alone utilizes 10,866 million NPR out of a total budget of 15,105 million NPR for higher education, and it employs a total of 7,592 teaching staff (including professors, associate professors, lecturers, assistant lecturers, instructors, and others) out of 10,916 teaching staff across all universities and medical academies. In light of the major political changes, Nepal has different plans and policies for the higher education sector. On April 18, 1971 (Baishakha 5, 2028 B.S.), then-King Mahendra Shah issued the National Education System Plan (NESP) for 1971–1975. This plan defines higher education in terms of proficiency certificate level (PCL, producing lower-level human resources), diploma level (producing medium-level human resources), degree level (producing high-level human resources), and research level (producing skilled human resources) (J.B.R., 2010, p. 261). Affirming the four national aims and objectives of education, NESP, 1971 broadly focuses on producing citizens loyal to the nation and crown while maintaining national integrity; producing citizens who strengthen the economy through the use of science and technology; developing individuals with ethical, laborious qualities, self-reliance, creativity, scientific thought,

respect for others' opinions, appreciation for art, and a spirit of brotherhood; and promoting, developing, and protecting Nepal's national language, literature, culture, and art. While NESP shows some merits, it also has notable demerits. For instance, it laid the foundation for establishing a national education system in Nepal; emphasized vocational and technical education; defined educational objectives; established a national development service system in higher education; and initiated reforms in teacher services (J.B.R., 2010, p. 264-265). However, some of its demerits include the four-year time frame for improvement being insufficient; a lack of proper methods to make vocational education attractive; high costs; financial dependency on foreign aid; ignoring people's participation in education; and supporting the undemocratic, party-less Panchayat rule. J.B.R. provides various recommendations regarding these issues, which will be discussed below.

Royal High Level Education Commission (RHLEC), 1983 (August 17, 1983), appointed by King Birendra under the Chair of Randhir Subba, recommends some points on quality of higher education; the different policies of quality education, technical-vocational-general education; finance and research; the values and reliability of higher education at international level, and the peoples' participation and role in higher education. One can find much difference in objectives of higher education of NESP, 1971 and RHLEC, 1983. But RHLEC recommends some policies like: basic policy on raise the quality of all TU's campuses; entrance policy for new admission of technical students and the capacity as well as the resources for other faculties; policy on qualitative teaching by fixing certain degree for university teacher, their work load and different opportunities; policy on curriculum by reforming as per the international requirement; policy on course material by investing from university for textbooks; policy of academic calendar for launching the university's schedules of activities; reform policy in teaching methodology; evaluation process; evaluation of teacher on the basis of performance in their career upliftment, and policy of the state to take responsibility of students' union, the general and the technical higher education research.

After the restoration of democracy in 1990, the National Education Commission (NEC) of 1992, chaired successively by the then Education Ministers of Nepal Ram Hari Joshi and Govinda Raj Joshi, submitted its report on June 28, 1992, to then Prime Minister Girija Prasad Koirala. This report was developed with the assistance of three UNESCO experts: Dr. T. N. Dhar, Gant Herman, and John Beynon. In addition to outlining the fundamental principles of higher education, the NEC of 1992 specifically recommended the concept of decentralization, a structure for Nepali education that includes a three-year Bachelor's course, a two-year Master's course, a one-year M. Phil. course, and technical as well as doctorate degrees of two to five years. It also proposed the cancellation of the National Education Committee, the establishment of a High-Level Council of National Education for higher education entities, and the creation of the University Grants Commission (UGC).

The Higher Level National Education Commission (HLNEC) of 1998, under the leadership of the three Nepali Education Ministers—Hon'ble Devi Prasad Ojha, Hon'ble Kul Bahadur Gurung, and Hon'ble Arjun Narsingh K. C.—submitted its report to then Rt.

Hon'ble Prime Minister Girija Prasad Koirala. The HLNEC considered the points raised by the NEC of 1992 as well as other related reports on education. By incorporating the positive aspects from nearly all past reports regarding higher education, such as the emphasis on quality and affordable education, decentralization, and so on, the HLNEC of 1998 made several key recommendations. These included the establishment of an integrated academic calendar for all higher education bodies in Nepal; the classification of affiliated campuses into public and private categories along with their respective grants, teacher and staff facilities, and monitoring processes; autonomy and quality in both technical and general education; entrance examinations for student admissions; the establishment of open and regional universities, as well as the opening of the UGC; the creation of an academy for translation; the study of ancient languages; the establishment of international research centers; research on the Sanskrit language; the implementation of a semester system; and more.

One can understand more about higher education in Nepal from other sources formally presented on behalf of the UGC or any university in Nepal. On behalf of the UGC, Nepal, Khagendra Prasad Bhattarai presented slides on the "Second Higher Education Project Policy Reforms (SHEPPR), 2006," which included historical information on Nepali higher education, at Hotel Orchid in Kathmandu and in several other cities in Nepal. Although this publication is available in many places, the writer selects its latest version from the media, which is also updated in the current context. According to Bhattarai, one can grasp the policy and objectives of Nepali higher education from several key reports, including the National Education Plan Commission (NEPC), 1954; the National Education Committee (NEC), 1961; the National Education System Plan (NESP), 1971; the Royal High Level Education Commission (RHLEC), 1983; the National Education Commission (NEC), 2049; the High Level Education Committee (HLEC), 1998; the Higher Education Task Force (HETF), 1999; the tenth and other five-year plans for Nepal's higher education; Tribhuvan University and the Decentralization Policy (HEP I), 1998; SHEPPR, 2006; and various other reports on higher education, as well as the roles of the UGC (Bhattarai, May 7, 2023). He further claims that while Tribhuvan University was established in 1959, the beginning of higher education in Nepal dates back to the establishment of Tri-Chandra College in 1918. Before 1971, there were two types of institutions: 'government colleges,' which were financially operated by the government of Nepal, and 'community colleges,' which were primarily funded by the community with some government support. The NESP, 1971 reports that community colleges would become constituent colleges of TU. NESP, 1971 plays a historically significant role in higher education, including provisions for entrance exams for new student admissions and the government's ownership of higher education (cent percent for technical education and fifty percent for general education).

Bhattarai further notes in the above article that the RHLEC, 1983, under the chairmanship of Randheer Subba, revived the affiliation of public and private colleges; introduced the concept of multi-university for the first time in Nepal; and established an educational structure of 10+2(3) +3(4) +2. He writes that SHEPPR, 2006 lists only six universities and two academies, including TU (with 60 constituent campuses, 278 affiliated

campuses, and a total of 182,835 students); Mahendra (currently Nepal) Sanskrit University (NSU, with 12 constituent campuses, 14 affiliated campuses, and a total of 3,076 students); Kathmandu University (KU, with 2 constituent campuses, 11 affiliated campuses in six programs, and a total of 6,015 students); Purbanchal University (PU, with 5 constituent campuses, 80 affiliated campuses, and a total of 5,550 students); Pokhara University (PokU, with 2 constituent campuses, 25 affiliated campuses, and a total of 4,967 students); and Lumbini University (established in 2005, with data to be reported in 2006). Likewise, the two academies mentioned in the history of 2006 are the Bishweshwor Prasad Koirala Institute of Health Sciences (BPKIHS, with 1 constituent campus and a total of 830 students) and the National Academy of Medical Sciences (NAMS, with 1 constituent campus and a total of 64 students).

The history of higher education outlined above indicates that the main objectives of the Xth Five-Year Plan and TU's Twenty-Year Strategic Plan are to eradicate financial poverty among Nepali citizens by emphasizing vocational and technical education, and to ensure equal access to higher education for all. To achieve these two main objectives, it is important to increase cost-sharing; provide scholarships and loans for meritorious and needy students; transition from grant-based staff positions to block grant funding; grant autonomy to TU's constituent campuses; and establish an Assessment and Accreditation Council (AAC) within the UGC of Nepal.

Bhattarai's work further mentions that "TU and its decentralization policy" came into effect in the first project of Nepali higher education in 1998. The decentralization policy principally aims at delegating authority with accountability, as well as promoting stakeholders' initiatives and resource mobilization. To achieve these two goals, several rules and provisions have been established, such as the formation of the Campus Management and Development Committee (CMDC); the campus chief's accountability to both the central office and stakeholders; a culture of collective decision-making; the authority to take limited disciplinary action against staff; and the authority to create staff positions and provide additional remuneration to staff from the campus's internal resources.

While implementing this decentralization in TU's campuses, there have been positive improvements to date, such as: decentralization nurturing a sense of campus ownership among stakeholders; improved accountability of campus administration, which must report to the CMDC; the successful introduction of full-fee programs and mobilization of internal resources in several decentralized campuses; the scrapping of Proficiency Certificate Level (PCL) programs from some decentralized campuses in the initial phase; the introduction of new programs with revised fee structures, such as Rural Development, Computer Science, Environmental Science, etc.; the commencement of the four-year Bachelor's program, initially starting with BBA; improvements in the campuses' physical infrastructure; and rapid enhancements in the academic environment, particularly in institutes, and so on.

The decentralization policy has some demerits as well. For example, there are instances of improper representation of stakeholders in the CMDC; the campus chief appears to be more accountable to the central office rather than to stakeholders; there is a lack of true academic decentralization; contradictions arise between the central office's

decision-makers and the fundamental tenets of decentralization; there are different interpretations of the same rule between the central office and the campuses; and some argue that the central office has not adhered to its commitments to maintain funding for decentralized campuses, among other issues. In terms of improving Nepali higher education, the Second Higher Education Project (SHEP), 2006 has several historical strategic goals, which include: enhancing financial sustainability in TU by providing incentives; improving the quality of education and financial sustainability of TU's autonomous and decentralized campuses; improving the quality and financial sustainability of fringe universities; enhancing the quality and financial sustainability of community campuses; increasing access to higher education for financially disadvantaged and meritorious students; facilitating the phase-out of PCL programs from Nepalese universities; and strengthening the capacity of the Ministry of Education as well as the UGC, Nepal, to manage higher education in the country. To achieve these aforementioned goals, SHEP, 2006 includes four components: i) reform grants amounting to IDA US \$40 million, with \$34.5 million allocated for reforms and \$5.5 million for research funding; ii) student financial assistance totaling IDA US \$4 million directed to the Student Financial Assistance Trust Fund; iii) Higher Secondary Education funding of IDA US \$13 million; and iv) Strengthening Systematic Capacity with IDA US \$3 million. This SHEP, 2006 also incorporates the concept of autonomy in TU's campuses, primarily to encourage stakeholder participation in management; administrative autonomy; academic autonomy; and financial autonomy.

In terms of autonomy, stakeholder participation in management means: the formation of the Management Committee (MC) as per the recommendation of the campus; the formation of the Executive Committee (EC) by the MC; participation of stakeholders in the MC; and, except for the ex officio members, the nomination of members through the recommendation of the search committee. When referring to administrative autonomy, it means that the campus recruits staff on a fixed-term basis; defines the terms and conditions for staff recruitment; forms by-laws within the framework of TU rules; appoints the Assistant Campus Chief by the EC based on the recommendation of the Campus Chief; and frames the code of conduct for teachers and administrative staff. By academic autonomy, one means the formation of the curriculum in response to market demand as well as the conduction of examinations for campus-based programs after approval from the central office; setting criteria for student enrollment; nominating scholarship recipients for talented and needy students; and signing agreements for collaborative academic programs. Finally, financial autonomy involves ensuring Block Grant Funding from the UGC; setting tuition and other fees; determining the perks and salaries of teachers and staff recruited by the campus; having the authority to accept donations from national and international sources; forming the annual budget and plan through the CMDC; and having the authority to enhance the facilities for teachers and core staff.

Actually, the concept of autonomy is very good because it encourages a sense of competition among the relevant parties, narrows the vast gap in performance between public and private campuses, and stimulates campuses to improve their standards and financial sustainability.

In this context of SHEP, 2006, there are nine points about UGC, Nepal, which was formed with two basic objectives: to allocate resources to the universities of Nepal and to maintain the quality of higher education. These points are: to enhance UGC's ability to facilitate higher education (through staff training, study visits, conducting policy studies, and so on); to effectively administer quality assurance and accreditation; to significantly upscale research funding; to ensure a good financial management system for timely disbursements and reporting; to manage financial reporting on components related to SHEP; to monitor procurement; to establish an Education Management Information System (EMIS); to coordinate all project activities regarding higher education; and to monitor the overall implementation of safeguards. Here, Bhattarai concludes by updating the current situation, stating that the challenges of higher education have grown with the increase in the number of universities and students. It is the nation's duty to take responsibility for higher education, to give affiliation to new colleges only in new subjects and when there is a real need. There is still a need to increase student interest, as any historical policy of higher education in Nepal has focused on alleviating poverty, ensuring equal access to higher education, and providing scholarships fairly to financially disadvantaged but intelligent students. Decentralization has been comparatively successful, but autonomy has almost failed, making research on this issue essential. Nepal's financial investment must increase to a minimum of four to five times the current total amount for faculty development, physical infrastructure of campuses, and support for permanent teachers who are unable to submit their doctorate theses due to lack of funding. Additionally, measures are needed to eliminate discrimination, such as providing pensions to some but not to others within the same university, or offering facilities like free healthcare to university teachers and staff, similar to those provided to government staff. There should also be investment for SAARC-level salaries, training, and seminars, to ensure that the academic excellence of Nepali universities matches that of foreign institutions. Finally, the person appointed as Campus Chief should possess a thorough knowledge of higher education policies in Nepal's history and the ability to diagnose the campus's problems and propose proper remedies.

Some opinions in Nepali media

This part shows how TU is undergoing a major phase of changes and what peculiar problems have arisen in the public domain. It is the first in the history of Nepali universities to fill its apex authorities, such as Vice-Chancellor (VC), Rector, and Registrar, through vacancies. The application for the Vice-Chancellor position was first announced on January 5, 2024 (Friday), and again on January 8, 2024 (Monday). Although TU appointed its VC, Prof. Dr. Kesharjung Baral, from among forty-two applicants, the appointments of the Rector and Registrar were not so straightforward. Kaini writes that the VC nominated Prof. Dr. Khadga KC as Rector and Prof. Dr. Kedar Rijal as Registrar, but there is significant pressure from various student and professor groups aligned with major political parties, making the appointments of the Rector and Registrar unclear (Kaini, April 2, 2024). The newly appointed VC is also facing political interference from different wings of students, teachers, and staff close to certain political parties in Nepal. The VC's appeal to the political

parties, made during a session of the Nepali Parliamentary Committee on Education, Health, and Information Technology, highlights this issue. These politically motivated groups of students, teachers, and staff frequently disrupt our work. He further notes that while student politics during the undemocratic royal rule in Nepal may have contributed to democracy, it is not necessary now. He also calls on the state mechanism to monitor colleges in Nepal affiliated with foreign universities, some of which operate without government oversight, yet their performance remains unsatisfactory.

Some academicians claim that the opening of new universities in Nepal without a sufficient number of students, plans, aims, and so on is creating new challenges for monitoring in higher education. Such questions arise when the Prime Minister announces the establishment of five new universities in Nepal. Referring to Vidyanath Koirala, Rauniyar writes that while the aim of a particular university may be one thing, its actual function can be quite different (Rauniyar, July 5, 2023). Rauniyar cites the example of the newly established Rajarshi Janak University and others. Like Koirala, Vishnu Karki also expresses concern about the proliferation of universities in Nepal. However, Karki believes in the appeal of universities. He points out that those who claim that there are universities at every turn in America, England, and Australia should also acknowledge that these foreign universities attract both national and international students (Karki, July 14, 2023). Here, Karki speaks generally about Nepali universities, but his primary focus is on TU.

But Man Prasad Wagle has other objections to the government's policy on higher education. He outlines these in ten points. Wagle argues that the formation of councils in the Higher Education Commission office is merely a way of engaging those close to the government (Wagle, January 30, 2024). He asks the relevant parties why there are no provisions for independent colleges or a sense of intra-competition among Nepali universities in the upcoming education bill.

In his overall study of TU, Karna discusses the current challenges faced by the newly appointed Vice-Chancellor, particularly the limited financial support from the government of Nepal and the numerous needs of TU for physical infrastructure, teachers and staff, students, and more. He characterizes the stakeholders' demands at TU as well as the expectations of Nepali society from the available universities. Karna mentions that since the supreme officer of TU has reached this position through fierce competition, he is now free to perform academically and without any political interference in the overall progress of TU (Karna, April 15, 2024). He further notes that TU officials should negotiate with the government for at least four to five times more budget for research, faculty development, student exchange programs, pension for newly appointed teachers and staff as permanent employees, physical infrastructure, and to upgrade service mechanisms in TU for faster examination results and improved work performance, including the number of training sessions and seminars. He observes that the semester system at TU is merely nominal, particularly in the campus and colleges, as both teachers and students often fail to maintain regularity, punctuality, a student-based approach to teaching, adherence to the true spirit of internal evaluation, and the completion of term papers. According to his article, a teacher feels physically and mentally insecure if he or she strictly adheres to the semester system's

requirements set by the dean's offices, as such honest teachers rarely receive institutional support from campus authorities when pressured by some students using political connections.

Discussion and Analysis

TU is undergoing a series of changes in its history, as evidenced by the appointment of its officials through open vacancies and other modifications. The discussion above indicates a need for correction and self-evaluation among TU authorities, average teachers and students, the government of Nepal, and political parties. Realizing the relevant factors affecting higher education—especially concerning TU's stakeholders—is important because Nepal continues to face challenges identified in the findings of RHLEC, 1983, and other past reports on higher education. While the focus should shift to a republican atmosphere rather than the previous oppressive royal rule in Nepal, issues such as trust in Nepali higher education at the international level, equal participation in higher education, emphasis on skill-based vocational and technical subjects, fee structures, and the government's financial ownership policy regarding higher education must still be addressed today.

While decentralization in TU's campus is still effective, autonomy is failing due to the lack of an honest search committee for MC members. Genuine candidates are still not getting the opportunity to lead the campus; instead, autonomy is becoming a means for some to hold authoritative posts for themselves and to recruit others under the influence of nepotism. However, with fair—and non-corrupt—politics, autonomy can foster competitive, high-quality higher education. Yet, its fair practice in Nepal is highly risky in today's context, where even academicians often fail to prioritize virtues over political party affiliations and nepotism.

There seems to be unhealthy competition among political parties in opening new universities in Nepal, without regard for the number of students, sustainability issues, and qualitative performance. There is a need for greater seriousness among parliamentarians when bringing the education bill to the House.

The roles of university teachers, students, campus authorities, and university authorities have been unsatisfactory to date in successfully implementing the semester system with its true essence. In such a multidimensional context of higher education in TU and overall in Nepal, one might think that the "conditions of learning" (contiguity, practice, feedback, punishment, generalization, and discrimination) associated with the eight types of learning in Gagne's behavioral theory cannot work efficiently in Nepali university classes. Therefore, the targeted results are elusive and will likely remain so in the future as well.

Recommendations

By enhancing discussion on different aspects of higher education in TU and other universities of Nepal, the writer suggests the following rectifications:

- i) the concerning authorities need to revise the previous policies seriously of the past commissions and reports on higher education in Nepal;

- ii) with some reformatory rules and practice in autonomy in TU's campus, if autonomy gets implemented, its main aims are not far for Nepali society;
- iii) the government must give the autonomy to the universities to take decision and perform rather than controlling the authorities of the universities, that is, any political interference need to be curbed;
- iv) the role of UGC has to be more effective in the academic atmosphere rather than the traditional ones like becoming a medium to dislocate budget for universities from the government and some what the research work;
- v) as Nepal is a member of World Trade Organization (WTO), revision of curriculum to meet the global standard is a must now;
- vi) TU should raise its research fund significantly so that its faculty should not hold submitting of the doctorate thesis in lack of fees;
- vii) while the Nepali colleges affiliated to the foreign universities some such even without notice of the government should be cross-checked with their actual performance as to that of their claim, there the affiliation of new college should be allowed for new subject/programme and even after careful study of need;
- viii) the different ideological professors' organizations near to the certain political parties should work under Nepal University Teachers' Association (NUTA) and the respective university's own association like Tribhuvan University Teachers' Association (TUTA) and so on;
- ix) the TU authorities appointed through vacancies and as per the competence; so should be the deans, directors, controllers, monitoring members, campus chiefs, and such other significant officers also without any political biasness and nepotism. In fact the university authorities and the campus chiefs must have knowledge of different plan and policies of higher education; UGC; decentralization; autonomy; the institution itself, and so on very well;
- x) the perks and salary of the university teachers and staffs should get increased at least to SAARC level;
- xi) the students should avoid the non-academic demands to the campus or university authorities for vested interest, and
- xii) there is need of an integrated academic calendar of the universities and its sharply following for retaining the timely performance.

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