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TUAAN MAGAZINE



Tribhuvan University Alumni Association Nepal
(TUAAN)

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Welcome to

Tribhuvan University Alumni Association Nepal. (TUAAN)

Tribhuvan University Alumni Association Nepal (TUAAN) is an association of students who graduated from Tribhuvan University (TU). TUAAN is established under the “TU Alumni Association Directives-2074” which was approved by the TU Executive Council under the chairmanship of the Vice-chancellor on 28th November, 2017 AD. TUAAN aims to unite and network with all the TU graduates, build up continuous interaction, and work towards the welfare of TU, society, and the country. The office of TUAAN is located at the TU Memorial building in Kirtipur, Kathmandu.

The vision of TUAAN is “Helping to enhance the lifetime relationship of all alumni with Tribhuvan University and work together for the benefit of each other” with the mission “To work for the welfare of alumni and the TU”. The main goal of TUAAN is “to promote the welfare and effectiveness of Tribhuvan University through the optimum utilization of alumni resources for the sustainable development and empowerment of TU”. The TUAAN has specific objectives to provide a forum for members of TU alumni throughout the world to interact and sustain a sense of belongingness through mutually beneficial contacts and to provide avenues for drawing upon the knowledge and expertise of the alumni for furthering the TU as a center of excellence. It also aims to generate academic, physical, and financial resources to establish and promote the core principles of TUAAN.

Message from President

Dear Alumni and friends,

As president of the Alumni Association, I am honored to address you in this publication dedicated to remarkable community of Tribhuvan University, Nepal's oldest and largest institution of higher learning. Our university has a storied history of academic excellence, social impact, and cultural enrichment. Established in 1959, Tribhuvan University has been a beacon of knowledge and a pillar of development, fostering countless leaders who have contributed significantly to various fields globally.



Running and sustaining our Alumni Association is both a privilege and a challenge. It requires a continuous commitment to engagement, innovation, and support from all members. Our mission is to create a network that not only celebrates the achievements of our alumni but also supports current students in their academic and professional journeys. The primary challenge we face is ensuring consistent and active participation from our alumni. We strive to bridge the gap between past and present students, fostering a spirit of unity and mutual growth. Financial sustainability and resource management are other critical areas where we need to innovate and collaborate effectively.

Tribhuvan University has produced numerous successful individuals who have made significant impacts both in Nepal and internationally. Our alumni include leading politicians, bureaucrats, professional, artists, and businesspeople who are shaping the world. These success stories exemplify the transformative power of education and the enduring legacy of our institution.

In conclusion, I urge all alumni to remain connected and actively participate in our initiatives. Together, we can ensure that Tribhuvan University continues to be a lighthouse of learning and progress. Let us celebrate our past successes and work towards a bright future.

April 2024

Warm regards,

Pradeep Kumar Shrestha

President, Alumni Association

Tribhuvan University Nepal.



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EDITORIAL

Tribhuvan University Alumni Association Nepal (TUAAN) is a social, non-political, non-profit voluntary organization of professionals who graduated from Tribhuvan University Nepal. TUAAN has initiated to publish a MAGAZINE of TUAAN in regular series. We hope that this beginning will continue from your contributions, supports and positive entrusting endeavor.

With the mission of TUAAN to work for the academic welfare of alumni and the institution, this publication will help to individual researchers and research organizations to promote and strengthen governance and develop research culture in Nepal. We expect that this publication also enhance to meet our organization's objectives to strength scientific research on different fields and publish outstanding findings, similarly to enhance academic activities through innovative works among alumni at national and international levels.

This MAGAZINE consists of the write ups on emerging issues and challenges related to trends and development of education system with various activities and many more. Due to several constraints and beginning of compilation, this publication may not meet the standard criteria and format. So, the editorial board and the entire TUAAN family will appreciate highly to receive constructive feedback and suggestions to improve in the next publication. At last but not least, the editorial board and the alumni family express their gratitude to all contributors, TUAAN members and institutions that have extended their valuable co-operation in the publication of this MAGAZINE in this form.

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(2079-2083 BS)**

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Tribhuvan University Alumni Association Nepal (TUAAN)

Smriti Bhawan, TU Road, Kirtipur

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Date:
मिति: २०८०-१२-२०

श्रीमान् डा.डा. केशरजङ्ग बरालज्यू,
उपकुलपति, विभुवन विश्वविद्यालय
एवं संरक्षक, एलुम्नाई एसोसिएशन नेपाल
कीर्तिपुर, काठमाडौं ।

विषय : शुभकामना एवम् बधाई ज्ञापन सम्बन्धमा ।

महोदय,

उपरोक्त सम्बन्धमा विवि एलुम्नाई एसोसिएशन नेपाल (TUAAN) विभिन्न अध्ययन गरेका पूर्व विद्यार्थीहरूलाई संगठित गरी विश्वविद्यालयप्रति अपनात्व कायम गराउने र विश्वविद्यालयको शैक्षिक, प्रशासनिक, भौतिक एवं प्राञ्जिक उन्नयनका लागि एलुम्नाईहरूको तर्फबाट योगदान गर्ने सम्बन्धात्मक भूमिका निर्वाह गर्ने मुख्य उद्देश्यका साथ वि.सं. २०७४ सालमा यो संस्था स्थापना भएको व्यहोरा यहाँलाई अवगत गराउन चाहन्छौं ।

यसै सम्बन्धमा बहि मिति २०८० फागुन १० गतेदेखि विभुवन विश्वविद्यालयको उपकुलपतिको जिम्मेवारी प्राप्त गर्नुभएकोमा संस्थाको तर्फबाट हार्दिक बधाई ज्ञापन गर्दै यहाँको कार्यकालको सफलताका लागि शुभकामना व्यक्त गर्दछौं ।

यस संस्थाको निर्देशिकाको दफा-१७ बमोजिम उपकुलपतिज्यू संस्थाको संरक्षक रहने व्यवस्था रहेको व्यहोरा अवगत गराउँदै यहाँको कार्यकालमा एलुम्नाईहरूको सहयोगबाट शीघ्रै एवम् अन्तर्राष्ट्रियस्तरमा विभिन्न गरिमा अभिवृद्धि र संस्थागत छवि सुदृढीकरणमा वरिष्ठ सहयोग तथा योगदान पुऱ्याउन हातेमालो गर्दै सहकार्य गर्ने सकिने विश्वास व्यक्त गर्दछौं ।

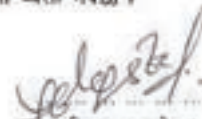
प्रत्यक्ष ।

यहाँको सफल कार्यकालका लागि हार्दिक शुभकामना व्यक्त गर्दछौं ।



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Emergence of Tribhuvan University and its remarkable achievements

 **Prof. Tirth Raj Khaniya, PhD**

Abstract

The concept of a university involves both universality and uniqueness. The idea of establishing a university in Nepal was came in 1955 when the 'National Educational Planning Commission' recommended to His Majesty's Government that there is a need of establishing a national university. In fact, the country put the efforts of initiating higher education in 1918 AD with the establishment of Tri-Chandra College. Tribhuvan University has gained universal recognition as its graduates have access to any university in the world, and it is unique in the sense that it has several recognized features which make it a very interesting university to explore the ingredients involved in it. This paper intends to share the history of Tribhuvan University including world-university ranking and also how it became one of the largest universities within the top five in the world.

The journey of Nepal's higher education

History of Nepal's higher education started with the establishment of Tribhuvan-Chandra Intermediate College in 28th August, 1918 AD (12th Bhadra, 1975 BS) (Pageni, 2076). It is also regarded as the date for the formal commencement of Nepalese higher education at the institutional level. In this regard, for the first time, the Rana Prime Minister Chandra Shamsher wrote a letter to the British Resident Colonel H. Wylie, the British Minister (Known as Resident) at Kathmandu on 31st December, 1916 AD to initiate the process of getting the college to be established in Kathmandu for the study of Intermediate in Arts (I A) affiliated to the Calcutta University, India (Karki, 2075). The reason for Nepal to approach the Calcutta University for affiliation was that Durbar High School was already in affiliation with the Calcutta University for the Matriculation examination. Colonel Wylie had recommended to the Nepalese-side that it should coordinate with the Calcutta University for getting the proposed college affiliated by continuing the legacy of affiliation of Durbar High School to the Calcutta University. On the request of the Nepal Government, Colonel Wylie coordinated these issues with the Calcutta University and the British-India Government. After consultation with the authorities concerned, Colonel Wylie recommended the Calcutta University to affiliate the proposed college (Gautam, 2075). On 4th April, 1917 AD, after

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consultation with the British-India Government and the Calcutta University, the Resident Colonel Wylie wrote back to Chandra Shamsheer by letting him know the processes to be involved and the conditions to be complied with for getting the college affiliated.

During the same time, the Patna University Act came into force on 1st October 1917 AD. The Indian University Act 1904 AD had prescribed territorial limits of each university in India. According to the Act, the Calcutta University could affiliate colleges only in Bengal, Burma and Assam. For whatever reason, from the territorial jurisdiction of the Calcutta University, Nepal was considered to be far away. That was the end of the process of getting the proposed College affiliated from the Calcutta University. Even Durbar High School which was already affiliated to the Calcutta University under the special order of the Government of India was also supposed to look for another option after the promulgation of the Indian University Act, 1904 AD. Otherwise a special order of the Indian Government would have to be sought for it in order to continue as it was under the Calcutta University (Mishra et al, 2017).

There was a period of overlapping between the Nepal Government approaching Calcutta University for affiliation and the establishment of Patna University on 1st October, 1917 AD. The proposed college approached the Calcutta University for affiliation but ended with Patna University for getting it affiliated. This is how Tribhuvan Chandra Intermediate College was affiliated to Patna University immediately after Patna University was established. It should be noted that the time when Nepal approached Calcutta University for affiliation of a college to be established, it was just before the establishment of Patna University. Nepal had already established a close relation with the Calcutta University during the time when the SLC students from Nepal used to take the Matriculation exam under it. For a long time, Nepal depended on India, mainly the neighbouring Indian states like West Bengal, Bihar and Uttar Pradesh for higher education. During that time, there was also a suggestion from the Indian side that the proposed college along with Durbar High School should approach Patna University for affiliation. Because Durbar High School was already in affiliation to the Calcutta University and some written communication between the Nepal Government and British-India Government had already been in place with the Calcutta University, Nepal first approached the Calcutta University for affiliation but ended with Patna University which involved interesting communication between Nepal and India (Mishra et al, 2017, Khaniya, 2024).

Under the provision made by the Indian University Act 1904 AD, and after the establishment of Patna University which was very close to the Nepal border, Nepalese authorities initiated communication with the Indian authority for the

affiliation of the proposed college from Patna University. On the request of the Nepal Government, Colonel Wylie recommended to Patna University through the Government of British-India to grant affiliation to the proposed college. Resident Wylie communicated this message to Chandra Shamsheer in December 1917 AD. In January 1918 AD, Chandra Shamsheer appreciated Resident Wylie for recommending to the Indian Government for granting the affiliation, and allowing the Nepalese students to take examinations in Nepali language (Parbatia Bhasa) as non-collegiate students.

In this regard, the Vice-Chancellor of the Patna University wrote to Nepal:

"Under Section II of the Patna University Act, the other Universities were precluded from affiliating any educational institution situated in Bihar and Orissa. The territorial jurisdiction of the University was confined to Bihar and Orissa. Therefore this University would not be able to affiliate the school or college of Nepal without the orders of the Government of India. Nepal Darbar (sic) might move the Government of India in this regard" (Mishra et al, 2017:22).

Despite this response, the Nepal government through Colonel Wylie and the Government of India kept insisting on Patna University, for being the nearest University for Nepal, for affiliation and liberty on using the Nepali language for teaching and examinations. Bihar and Orissa Government forwarded this concern to the Syndicate of Patna University. On 25th February, 1918 AD, the meeting of the Syndicate of Patna University accepted the proposal of Nepal that the students of the Durbar High School should be allowed to participate as private candidates and students of the proposed college be allowed as non-collegiate students. The Syndicate also recommended to the University to allow the students to sit in the examinations in Nepali language. However, the Syndicate set a condition that the State officials should submit annual reports on the performance of the Nepalese schools and the colleges (Mishra et al, 2017).

After obtaining the consent from the Government of India and Patna University, the process of establishing the college began by naming it 'Tribhuvan-Chandra' after the name of the then King Tribhuvan and the then Rana Prime Minister Chandra Shamsheer. The college proposed to start teaching Intermediate in Arts (I A) in six subjects- English Language and Literature, Sanskrit, History, Economics, Mathematics and Logics (Sharma, 2068). Hence the name of the college was Tribhuvan Chandra Intermediate College. Tribhuvan Chandra Intermediate College had to follow the policy, by-laws, and curriculum of Patna University.

Chandra Shamsheer agreed to follow the rules and conditions set by the Government of India and the Patna University. Chandra Shamsheer informed



Resident Wylie that Nepal would follow the necessary rules. To communicate this message to the Government of India, Chandra Shamsher sent a letter to the Government of India through Resident Wylie. Finally on 1st August, 1918 AD, Resident Wylie informed Chandra Shamsher that Nepal's proposal was accepted by the Government of India. That was how Tribhuvan Chandra Intermediate College was affiliated to Patna University.

King Tribhuvan inaugurated Tribhuvan Chandra Intermediate College on 28th August, 1918 AD (12th Bhadra, 1975 BS) (Dhungel, 2075) on the request of Chandra Shamsher. The College started teaching Intermediate level in Arts in Durbar High School. It was communicated to Patna University and Resident Wylie. In 1976 BS, after getting approval from Patna University it started teaching Science. In 1924 AD, (1981 BS), Tribhuvan Chandra Intermediate College was upgraded from Intermediate level to Bachelor level by approving its Bachelor in Arts (BA) program. After Tribhuvan Chandra Intermediate College started the Bachelor level, it was renamed Tri-Chandra College.

Nepal's efforts for establishing a university

The concept of a university involves both universality and uniqueness; it is universal in the sense that it holds universal values, recognition, exchange, and acceptance, and it is unique in the sense that, out of about 25000 universities in the world, every university is unique in the sense that not any of these universities resembles any other university in terms of programs and look. Higher learning has a very long history starting from Nalanda and Takshyashila learning centres in Asia in the 5th century AD and Bologna and Oxford in the 12th century in Europe. Compared to thousands of world-known universities at present, history of university establishment in Nepal is young.

At the beginning, Nepalese students studying in Trichandra College had to go to Patna University to attend the final exams administered by it. Later these exams were administered in Kathmandu under the supervision of Patna University. The college teachers, students studying the academic courses of Patna University, the Nepal government, and the parents realized that there was a need for establishing a university in Nepal.

After the change of the political system in 2007 BS, the Government constituted the 'Education Committee' in 2009 BS for the development of an organized system of education. After making an assessment of the existing situation of education in the country, the Education Committee recommended to His Majesty's the Government to form the 'National Education Planning Commission'. Based on the recommendation, His Majesty's Government constituted the 'National Education Planning Commission' in 2011 BS headed by Sardar Rudra Raj Pandey.

The Commission was the first high level education committee constituted with the involvement of highly reputed scholars after the political change of 2007 BS to work for the development of the national system of education. The Commission intended to address the issues like stopping a large number of students from going to India for higher education every year, producing leadership in different fields of work, catering to the need for trained human resources for the country in the areas of bureaucracy, Medical education, Engineering, Law, Arts, Sociology, Teaching, etc.

In this backdrop, the Commission recommended to His Majesty's Government to establish a national university full of national ideals to serve the country in the field of culture, scientific discovery, and industrial and economic development through research programs (Pageni, 2076). In terms of academic areas, the Commission recommended that a wide-range of academic disciplines such as Arts, Science, Law, Teacher Training, Agriculture, Medicine, Engineering, Forestry, Ayurved, and Dental should be covered.

Establishment of Tribhuvan University

King Tribhuvan was said to have been keenly observing all these efforts but his sudden death gave a shock to those who were heavily involved in the process of establishing a university in Nepal. People had the feeling that the death of Tribhuvan was a setback to the process of the establishment of a university. When Tribhuvan died before the establishment of the university, the two mother queens- Kanti Rajya Laxmi Devi Shah and Ishwari Rajya Laxmi Devi Shah- could have felt obliged to pay a sincere tribute to him by completing the process of establishing the university he envisaged. Keeping these views in consideration, the two mother queens constituted the 'Tribhuvan University Commission' 2012 BS with a task of the establishment of the university. They took the positions of Chair and Vice-Chair of the Commission. Other members, to mention some of them, were Princes Himalaya Bir Bikram Shadedev, Basundhara Bir Bikram Shadedev, Hansaman Singh, Sharada Prasad Upadhyaya, Khadga Narshing Rana, Bhairab Bahadur Pradhan, Poet Laxmi Prasad Devkota, etc. Parasar Narayan Suwal was appointed as Member Secretary (Pageni, 2076). Perhaps the two queens could have found the time appropriate for proposing the university after the name of their husband- the late King Tribhuvan.

The mother queens were prepared to bear the initial cost to be incurred in the whole process of the establishment of the university. Since then, the relevant agencies of the government were mobilized for facilitating the process of establishment of the university. Thus, the university after the name of Tribhuvan was finally proposed. The Commission made its best efforts to settle down issues such as acquiring the land for the university in Kirtipur, drafting



the Tribhuvan University Act and submitting it to the Ministry of Education for further processing, developing curriculum and academic subjects to be taught, developing examination system, and several other issues necessary for the formal commencement of the university. The land in Lubhu given by the mother queens was not found appropriate for the proposed university. In 11th Ashar 2015, the mother queens laid the foundation of the Central Office of Tribhuvan University in Kirtipur. It is important to bring it in the notice that the great poet Laxmi Prasad Devkota has also made a significant contribution in establishing the university by involving as Education Minister, although he served that position for a short period of time in the cabinet of Dr. K. I. Singh and member of the commission.

Nepal formally established Tribhuvan University (TU) in 1959 AD after the Tribhuvan University Act 2016 BS was passed by the Parliament when BP Koirala was the Prime Minister. In 30th Ashad 2016, Tribhuvan University (TU) was formally inaugurated in Kirtipur. Altogether there were 19 colleges in Nepal including Tri-Chandra College which were teaching academic courses under Patna University before the establishment of Tribhuvan University. All the students studying Intermediate level that time in Nepal were allowed to sit in the final exam under the supervision of Patna University. Within 9 months of the establishment of Tribhuvan University, all the 19 colleges were brought under it. In coordination with Patna University, the students studying under these colleges were transferred to Tribhuvan University.

After the establishment of the University, the University College in Kirtipur was the first college established in 2019 BS to be headed by the Principal. It became the Central Campus of Tribhuvan University. There were 11 Departments such as Nepali, Hindi, English, Sanskrit, Culture, History, Economics, Mathematics, Geography, Political Science, and Commerce. Tribhuvan University played a very important role in the development of Nepalese higher education. Then the University started the Masters level. The process of establishing new colleges under Tribhuvan University- both constituent and affiliated- continued. That was how higher education in Nepal got expanded nationwide making Tribhuvan University have its affiliated colleges all over the country. The result is that now it has 62 constituent colleges and 1144 affiliated colleges (Community and Private) spread all over the country (University Grants Commission, 2023). At present, Tribhuvan University in Nepal is not only an institution of higher education; it is the system of higher education in Nepal.

Remarkable achievements- Will they sustain?

Tribhuvan University (TU) is a young university. However, it has gained universal recognition and is unique as well. The graduates of Tribhuvan University have access to any university in the world. Similarly, the university



has several recognized features that make it a very interesting university. Tribhuvan University has passed through different stages of development such as expansion phase, consolidation phase through nationalization, involvement of non-government sector, internationalization, etc. It is credited for institutionalizing the development of Nepal's higher education by producing competent human resources needed for the country as well as for providing insights and guidelines for new universities for their development and serving the country. At present, Tribhuvan University is one of the largest universities (In-person) within 5 in the world with 454065 students, and 62 constituent campuses and 1144 affiliated campuses covering the whole country (University Grants Commission, 2022). This situation makes Tribhuvan University an interesting and unusual institution of higher learning in a country which has a general population of 29 millions. This is a remarkable achievement of TU. Another remarkable achievement was that Tribhuvan University was, for the first time in its history, declared a world-ranked university within 801-1000 by Times Higher Education (THE, World University Rankings, 2019) in 2019 AD. It is rare to find a university (Face to Face) being both- largest in student population and world-ranked in overall quality- which TU remarkably achieved. In addition, it has been serving the country by producing competent human resources needed for the country's bureaucracy, parliament, national politics, schools and universities, industries, businesses, diplomacy, and technical fields like medicine, agriculture, engineering, etc. Studying the criteria of THE involved in the process of evaluating universities for world-ranking, TU was highly potential for appearing within top 500 world-ranked universities if it could have international students and faculty, and greatly increase the number of impact research studies. However, the present situation of TU has changed; for the last 2-3 years, its world-ranked position has been declining. The last position is around 1500. If it continues the way it is functioning, it may witness further decline in its world university ranking.

In the same vein, TU's gigantic size in terms of student population in the past has also now turned out to be a problem. Several colleges were established all over the country to accommodate the growing number of students for higher studies, but at present the exodus of students for study abroad after getting 'No Objection Certificate' (NOC) from the Ministry of Education has led several of those colleges to shut down. It has been some years since Nepalese colleges have been undergoing a shortage of students seeking admission at them. Institute of Engineering and Faculty of Management which have been very popular for the last several years have also started encountering a shortage of applicants for their popular programs let alone the case of other general programs. Even some Central Departments of the University Campus in Kirtipur are about to



shut down due to lack of students. Foreign University Affiliated Colleges have been active in trading higher education and alluring students for exodus under WTO provision. Ministry of Education has been taking advantage of it by holding them under its jurisdiction. Nothing has been initiated to address such a very serious problem as if the authorities concerned do not have a clue of it. They have been alluring students with various academic and non-academic incentives which are directly under the surveillance of Ministry of Education. The UGC and Ministry of Education which are responsible for policy intervention have not been doing anything to encourage them to stay in the country. Instead, Ministry of Education is inclined towards further easing the NOC process no matter who leads the Ministry. It is mysterious what is keeping the Ministry always favor those colleges against the MOE's *Niredeshika* 2059 BS and National Education Policy 2076 BS at the cost of the national system of higher education. It should be noted that the *Niredeshika* requires a Foreign University to be within 1000 world-ranked universities in order to obtain permission for affiliating a college in Nepal. The Ministry of Education and UGC have never been serious about such issues; they have been serving someone else at the cost of the national system of higher education. It is mysterious what is keeping them spellbound.

In 2019 AD, TU brought out TU Vision 2030 AD for restructuring it by following the Californian Model of institutional autonomy of higher education institutions (Tribhuvan University, 2019). As a matter of fact, the idea involved both- restructuring TU as well as restructuring Nepal's higher education by giving institutional autonomy to them. TU leadership did not continue seriously taking much interest in pursuing the idea as if it had difficulty in understanding the crux of the matter. There is a growing realization that restructuring of TU with a purpose of establishing autonomous higher education institution all over the country is essential for offering quality higher education to the young students in the context of global higher education.

International universities seem diverting their attention from TU to other universities (e.g. Kathmandu University) for international collaborations, conferences, and research which have also caused TU to lose international reputation. The university has not been able to invite the Nepal government and its Ministries to give a high priority to TU for research and collaboration for national development. If the situation is not repaired, TU may witness further decline in its international ranking which will be unfortunate for the Nepalese students and the country. There is urgency for the TU Alumni, as the permanent ally of the university and the organization having representatives in every institution and organization in Nepal to work with the university authority and the Ministries concerned for a creative and constructive improvement in the situation so that TU maintains its world recognition.

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Higher Education in Nepal: Development, Scenario and Challenges

 **Prof. Pushkar Bajracharya, PhD**

Context

Human aspirations and desires to develop and progress manifested in the development and growth of higher education. Education, as a source of knowledge and skill, is increasingly considered as an indicator of development. With the continued development of science, technology, and increasing complexity, humanity is entering an era of complex challenges. The need for enhancing the capability of human beings has long been felt making higher education embodiment of ability and competence. Of course, it may be mentioned that the penchant for knowledge and development is an ancient phenomenon with the pockets of higher education getting wide scale popularity even in ancient times. The Renaissance and the subsequent industrial revolution made higher education pertinent leading to its fast growth. Of course, at the beginning, access was highly limited opening the door mainly to elite thus encouraging further divide in the societies. Universalizing education slowly gained ground though, even today, access to higher education is reported to be limited, uneven and more importantly bereft of equity.

The development of higher education in Nepal has a belated beginning in Nepal not surprisingly as the formal education system itself started very late in the context of the socio-political milieu that was prevalent at the time, which was hardly encouraging for the development of higher education, nay for the general education in the country. During the early period of the Shah rulers and the Rana regime, the education basically remained neglected one. Education in Nepal is the result of the influence and advice of Britishers probably reflecting our thought process and the development approach almost all being influenced from others with limited indigenous efforts. The visit of Jung Bahadur, the first rana premier, resulted in the establishment of the first formal school in the country in the year 1853 AD that too within the premises of the prime minister getting its name therefrom only for educating children from the ruling class embodying the limited access to education as well as signifying the restriction to education in the country. The school was transferred to its present location by the third premier, Bir Shamsheer, and was finally opened people by Dev Shamsheer in the year 1901 AD. In the era, when higher education is considered as an indicator

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of development, it is not difficult to reason why Nepal lagged behind in socio-economic development still in the category of least developed countries in the twenty first century too. Access to higher education is estimated to have crossed over 50% of the age cohort in the developed countries compared to 20-30% in developing countries and 5-12% in the least developed countries.

Education is the foundation stone for development and higher education in particular plays a key role reflecting the human endeavor for more civilized existence. The importance of education is particularly high, not because it helps to contribute to faster economic growth, but because it contributes to the overall development of the humanity and the society itself by making oneself capable of having critical faculty to better one's as well as the entire world's existence leading towards a more humane, peaceful and fulfilling lives for all living beings. In the modern era of knowledge and information, it is inevitable and therefore the need has gone way beyond what was envisaged just a few decades or centuries ago. The faster growth of many countries, particularly in Southeast Asia and Asia, is attributed not so much as to their policies and governance but more to their sustained efforts and emphasis to develop human resources through education and training for example The vision of Lee Kwan Yu, the first prime Minister of Singapore, completely focused on educating people and the result is everybody to see with the country being ranked at the apex group in terms of per capita income well above that of the USA in just 58 year .

Development

The beginning of higher education in Nepal is only 106 years old and dates to 1918 AD when Tribhuvan-Chandra College was established in affiliation to Calcutta University by the most conservative Rana premier, Chandra Shamsher probably with reluctance but being influenced by Britishers once again that explains partly the hiatus in higher education today. The college was established with the financial support from war remittances by Chandra Shamsher, one of the erudite Rana premiers of the country having passed entrance examination, who himself was not satisfied and sternly cautioned against giving any opportunity to people to educate or be aware of. However, it may not be appropriate to allege like that and it is the educators, managers of education and the policy and the governance framework that will have to take the responsibility for its current state of affairs. The basic objective for the establishment of the college was to provide access to higher education within the country itself. Before it, any person wishing to learn, must go to India and obviously the opportunities higher education, thus, was virtually nonexistent at the time. In 1923 AD, the college was affiliated to Patna University probably due to its proximity and the name of the college was also shortened to Tri-Chandra College. It may not be out of place to cite it here that

the foundation of technical education was laid by Bir Shamsheer, who sent eight persons, four from rana family and four from people including his son Gehendra Shamsheer, to Japan to train in various technical skills realizing the need for it (Bajracharya, et.al., 2019). It may be recalled here that Sundarimal Barudkhana, which in reality may be considered not only as the arms and ammunition depot but as the first manufacturing entity in the country as it produced arms and ammunition as well though the initiative of Gehendra Shamsheer.

In 1948 AD, Mohan Shamsheer established Nepal Sanskrit Mahavidyalaya, a Sanskrit college of higher education offering Uttar Madhyama and Shastri levels in order to provide access to higher education in Sanskrit discipline within the country. During the period, only two institutions of higher learning existed. Mohan Shamsheer, during his accession speech in 1948 AD, announced to establish a university to enable Nepalese populace to get higher education in the country itself. To translate the idea, a conference was held at Saraswati Sadan under the chairmanship of the Director General of Public instruction to organize at University (Shakya, 1983:5). The main agendas discussed were,

- Type of university
- Subjects
- Medium of instruction and examination
- Coeducation
- Organization for resources

Residential universities were suggested and along with six committees were formed to investigate different aspects of the university. In April 1949 AD, a university commission was constituted, and the convener was appointed. These efforts indicate the seriousness for establishing the university to improve access but could not be materialized as the very concept of university was new to society or the necessary will power did not exist.

The college, modeled after a typical Indian college following British education system, offered liberal arts subjects at the beginning and gradually offered science subjects too at intermediate and bachelor levels. In view of the paucity of local human resources, most of the teaching faculty was brought from India. An attempt was made to sustain the quality of education at par with the Indian universities. The curriculum was, accordingly, adopted from Patna University and the examination was also held by Patna University.

With the dawn of democracy in 1950 AD, a new era began in Nepal and the need for higher education was felt more persistently to give opportunities for Nepalese populace to improve their ability and quality and provide access to quality higher education for all including people from downtrodden and backward communities.



With the new vigour and purpose, the task of establishing a university was taken up. A national education board was established, which took the task of establishing the university further by asking the ministry of education to request the United States Operations Mission (USOM) to provide technical and financial support in developing a program of education for Nepal. To take the activities further, Nepal National Education Planning Committee (NNEPC) was established and inaugurated on 22th March, 1954 AD. In the meanwhile, a number of colleges were established in Kathmandu and the other cities mainly in Terai affiliating to Patna University grabbing the opportunities extended by the on-setting era of freedom resulting from the establishment of democracy. By 1954 AD, 14 colleges were established, and the student population reached 1320 indicating the improvement in access to higher education. The need for establishing a university was felt with greater penchant as the number of students going abroad for study expanded at a fast pace in the free atmosphere reaching an estimated 2000 in 1954 AD.

The major recommendations of NNEPC included establishing a teaching university, all post-secondary education to be administered by the university, creating adequate facilities for research, including students in public service in the form of national development, clustering all existing colleges to avoid duplication. It suggested merging major colleges while continuing the law college. It also recommended to establish teacher training college, a poly-technique institute, a college of agriculture and forestry, a home science college, a medical college, and nursing college under the aegis of the university system. It further recommended Ministry of Education to appoint an advisory body to the university and suggested structures and staffing for the university. On 21st March, 1956 AD, senior queen mother declared the establishment of the university on the first death anniversary of King Tribhuvan to fulfill his desires. In the process of establishing the university, the University Commission decided to acquire 2556 Ropanis of land at Tyanglatar, Kirtipur in 1957 AD. It may be pertinent to note here that the deliberations around 1954 AD to 1956 AD argued for establishing a research cum residential university but it appears discussions to have filtered down during 1956-58 AD to establish a teaching cum affiliating university as recommended by NNEPC as the colleges which were running at the time argued should they have to be affiliated with Patna University even after the establishment of a university in the country itself. Despite the sound envisioning at the beginning, it could not be translated to action further explaining the higher education in the country.

The University Charter was drafted and approved by the commission in 1957 AD and circulated for comments. The Act proved the purpose, structure and processes it would follow. The foundation stone was laid in 1958 AD.



The king's seal was affixed in 1959 AD. Accordingly, TU was born in 1959 AD and higher education in the country was formally institutionalized. However, all the provisions of the Act were implemented only in 1961 AD by the first amendment of the TU Act. Thus, a university system was established in the country and all the erstwhile colleges affiliated to Patna University were made the affiliated colleges of Tribhuvan University and access to higher education was formally formalized in the nation. TU made government colleges and university college at Kirtipur as its constituent units. It provided affiliation to 19 colleges at the time of establishment which gradually increased in course of time.

The university, at the beginning, followed Patna university curriculum and in 1960 AD, appointed a syllabus committee to draft its own curriculum. It requested other Indian universities to recognize its degrees. It decided to undertake its first examination from 1960 AD and it was decided to request Patna university to conduct exams on behalf of TU. TU conducted its first convocation in 1960 AD. TU, on its own, took the first exams in 1962 AD without the assistance of Patna university probably being a full-fledged university for the first time.

Review of the policies indicates that Tribhuvan university followed British/Indian system of higher education. In order to sustain quality and develop human resources, significant efforts were made resulting in the development of a cadre of well exposed human resources, who could shoulder the system not only to meet the present requirements but capable enough to design and shape the future course of action in higher education. The examination standards and output too were maintained at a relatively satisfactory level though the failure rates, particularly at undergraduate levels, tended to be higher. One of the major comments was in respect to the relevance of the curriculum as it was copied from Patna university and then marginally improved leading to the observation that many of the curricula and the pedagogy used may not have been suitable to obtain desired results. There was further, to this day, no mechanism to train teachers not only teaching learning processes but also in the areas of examination, use of appropriate pedagogy, and in linking with the practicalities and real-life situations for those who take up the jobs of teaching at the university. It may be noted a here that Kathmandu University has started a programme focusing in developing faculties for higher education and UGC under Nurturing Excellence in higher education project has launched initiatives to train faculties in these dimensions (NEHEP). But the university system was largely successful in meeting growing human resource needs of the country in terms of quality and relevance.

TU became a synonym of higher education as also emphasis envisaged in the charter. The ministry basically looked after lower level of education and the higher education division was created much later, though the Department of Public

Instruction basically looked after higher education (colleges) at the beginning, meaning that TU decisions became decisions on higher education in academic affairs. With the introduction of Panchayat policy in 1961 AD, in which the helm of the power was held by the king, the autonomy of the university system eroded. In respect to financing, the government undertook total responsibility of financing the university system. In the process, it also made attempts to mobilize technical and financial support from donor agencies.

In July 1954 AD, an agreement was reached with the United States Operations Mission (USOM) to provide technical and financial assistance for the establishment of the university. It was also agreed that University of Oregon was to assist in implementing the agreement. Though the commission decided to make it a joint venture of Government of Nepal and U.S. Government, the commission allocated education, agriculture, and home science to be built by USOM, engineering to Indian Aid and ask UK books and other materials in 1957 AD.

In order to mobilize resources for the university, a high-level conference was organized in December 1957, for potential foreign aid sponsors. In the same month, a coordinating committee for higher education was established.

The financing of the university system was done both by the government budget as well as obtaining assistance from donors. The initial construction of the University College was accomplished with the assistance of USOM and Indian Aid. USOM contributed to the construction of College of Education, College of Agriculture, Forestry college, and the central library while the arts and the science facilities were constructed with Indian Aid. Materials and equipment supported were obtained from a number of other sources. The operating and other expenses were met through government budgetary allocations

The government of Nepal introduced National Education System Plan (NESP) in 1971 AD, since 1973 AD in higher education, to bring metamorphosis in the education system to make it more job oriented and relevant, enhance the quality of education and conduct teaching learning processes in more congenial manner leading to the overall development of human resource. Thus, NESP aimed to bring a total change in the education system to make it more useful, relevant, universal, affordable, and pertinent to produce quality human resources. A new Tribhuvan University Act was enacted in 1972 AD making it a teaching university only. It was a major turning point in the annals of higher education in the country.

To improve access to science and technological courses, great emphasis was placed by NESP, and literally engineering and medical courses were started in the country with the implementation of NESP. It also brought all affiliated campuses as constituent campuses of the university system according to Tribhuvan



University Act, 1972 AD to enhance access to quality education. Many campuses scattered around the country were capacitated to admit more students in diverse courses. It was estimated that 19% of secondary level students will get access to higher education with these efforts. The NESP brought a total metamorphosis in the education system in the country. It extended great emphasis to make the education system really relevant and skill and job oriented. The development of the technical education system in the country can solely be attributed to NESP. It also tried to encourage teachers and their motivation by standardizing and enhancing emoluments. More importantly, all the scattered colleges opened with private or public initiative became the responsibility of the government to ensure parity in quality. It also specified various policies to improve the quality, maintain calendar, develop reading materials and evaluation processes, improving examination system, strengthening library, and teaching materials, improving the quality of teachers, mobilizing resources, encouraging people's participation and promoting recognition of higher education. The government's undertaking of full control of higher education on the one hand ensured financing but at the cost of autonomy. In an informal meeting called by Narayan Prasad Shrestha, the Principal secretary of the King, a question was raised whether such a policy will sustainable or not to which the principal secretary of the king rebuked the person arguing where there has been dearth of resources in activities initiated by the king. Looking back, in view of the inability to finance higher education, the questioner appeared to be more visionary. The NESP has had to go numerous changes and ultimately discarded as a consequence of the students' movement of 1979 AD, that resulted in the referendum.

Despite these efforts, both quality and relevance continue to be areas of serious questioning. A number of programs, colleges and universities, to some extent, have been able to sustain quality and improve their relevance but the complaint for the larger sector is lack of adequate relevance dogged by poor quality. The major development during the period was departure in the area of governance from a single university system to multi-university system though not envisaged plans meaning proper visioning lacked in the area and the dichotomy persisted. Mahendra Sanskrit University was established in 1986 AD segregating from TU, but it did not really open the door for multi university system as it was done to establish the university system under king's name, Mahendra as is the case with Tribhuvan University. In this regard, the establishment of Kathmandu University in 1991 AD by the Kathmandu University Act, 1991 AD finally opening door for multi-university system in the country and it also opened avenues for institutes of higher education (University systems) in the non-government sector. It may be recalled here that a group of academicians and well wishers led by Suresh Raj Sharma, who has established Valley Science Campus in affiliation to Tribhuvan

University, went to the Prime Minister and the Chancellor of Tribhuvan University, Krishna Prasad Bhattarai demanding more autonomy for the campus. It was Krishna Prasad Bhattarai who said why do you demand only for autonomy, I will grant you a university itself and thus, the foundation for multi-university was laid in the country.

The establishment of Purbanchal and Pokhara Universities indicated lack of patience of the people in the region as well as lack of co-ordination between policies and efforts. The first higher education project envisaged promoting two of the leading campuses as lead campuses with a cluster ultimately developing into deemed universities and finally a full-fledged university and worked on it but the establishment of these universities made the process redundant and the skewed distribution of student population and inability to address the human resource needs of the country may be explained by it. Further Gandaki, Madhesh and Lumbini Provinces have established regional universities without any vision of substance as is resulted by their performance. It has raised serious issues on whether we have been able to lay a proper foundation for learning and the development castle built on that foundation has been chaotic with mediocre results. Quality improvements and islands of excellence did exist, but they were few and far between. A larger segment has grown in mediocrity or less than that reflecting the status of higher education in country.

Policy Trends

The overall policy trend in higher education reveals lack of consistency with the significant shifts in paradigms. The recent trends are towards multiple university systems, semester system, continuing evaluation, and introduction of new and dynamic courses commensurate to their development in the world higher education arena.

However, there are enough evidences indicating that all is not well with the higher education system in the country. The concentration of students with Tribhuvan University remains unabated and the multi university system appears to have failed to address this undesirable concentration. The quality improvement measures at Tribhuvan University, at best, have remained non-responsive. Entrance examinations that generally are expected to ensure access to appropriate levels of students only have been withdrawn from most disciplines raising the serious issue of quality. The cost recovery situation, which are shown improving trend in the late 90s and early part of the present millenium has deteriorated seriously in recent times. Policy non-compatibilities are also apparent in the role of private sector in higher education mainly due to lack of clarity in policies. In terms of financing too, on the one hand the government does not seem to have been able to allocate adequate resources in the sector

and on the other new commitments are being made in terms of establishing new universities and constituent campuses repeating the mistake that we did in NESP meaning that we never learn from mistakes. Improvements are occurring in terms of the inclusive nature of higher education both in terms of gender and other disadvantaged communities. The improvements, however, are still far from satisfactory and more sincere efforts are warranted in this respect to make higher education more inclusive. Attention will also be required to make our higher education system compatible with the universal trends and upgrade and improve to enable to prepare world class human resources. Some of the improvements required will be ensuring proper quality, inculcating dynamism in higher education, creating a better environment for public private partnership, and balancing equity and inclusiveness with quality and relevance.

Status and Challenges of Higher Education in Nepal

The status of higher education exactly is not in the right shape as is manifested not only by the general disenchantment of the people but proved by evidences, hard data and indicators.

1. The universities in the country are highly skewed, uneven and confused as is indicated by their inability to take them forward. Multi-university system that actually started with the establishment of Kathmandu University (KU) as the establishment of Mahendra Sanskrit University (MSU) during the panchayat polity is mainly to establish a university after King Mahendra than anything else meaning the visualization of multi-university system did not take place as argued earlier. Despite the establishment of 18 universities including provincial and deemed universities (currently the number has reached 22 including 6 provincial universities and one additional national university in the offing), the student population has concentrated at TU meaning the very purpose of promoting multi-university system in the country has simply failed to realize thus far. In the total student population of 579,448 in 2022 AD, TU accounts for 78.4% and only six universities, Kathmandu (KU), Purbanchal (PU), Pokhara (POKU), Far West (FWU) and Mid West (MWU) have more than 10,000 students and all others have less than 5,000 students (UGC, 2023). It must be clarified here that student number reached above 10,000 in MWU and FWU due to 'forced' alignment of community campuses affiliated erstwhile to TU. Despite this inability, there looks like a competition to establish more universities. True, educational expansion is essential if we really aspire Nepal to develop and only a few institutes of higher learning cannot address the issue. However, there should be logical distribution, development of programmes, and credibility of the institutes. Many experts in Nepal justify the growth of universities in the country by comparing with countries of similar size and population for example

Sri Lanka, which has almost similar population, with 47 universities, but the fact they fail to notice is two, the student distribution is in the range of 15,000 to 20,000 and the secondary enrolment in Sri Lanka has reached 99%, one of the very best in the world. TU, in its vision plans (TU, 2002) and (TU, 2019), has clearly emphasized to break it into many viable units but the strategy could never be implemented resulting in the present hiatus in higher education. The rush to establish more institutes given a minor glimpse of hope without actually evaluating the market both in the present as well as that of future appears to be deeply rooted in the psyche of Nepali populace that sarcastically may be termed as 'Nepali entrepreneurship', which tends to imitate with the assumption that if one can succeed why not me until the very activity becomes unviable as has happened in many sectors viz carpet, garment, pashmina etc. and now it is happening in the education sector from pre-primary to higher education. The situation in the education and health sector, which will be viable for-ever, should have been different but it looks like they will face the same destiny as all others. This is true in respect to campuses too promoted and established without an iota of analysis resulting in that 555 campuses (38.1%) have less than 100 students and 825 (56.7%) have less than 200 students. It means TU must be scaled down and new universities must be established with thorough justification, vision and strategies not to waste the meagre resources of the nation state and other institutes too must be established with verifiable feasibility..

2. The access to higher education, however, is still limited in the country averaging around 15-17% during the last decade, At the end of the last century and at the beginning of the current century, the enrolment ratio of the age group in higher education has reached a commendable 23% but steadily declined thereafter mainly explained by the exodus of Nepalese for higher education abroad. The figure for 2021/22 AD looks attractive and improved at 19.3% but it is a gloated number misleading the situation and hiding the real reason. Actually, there has been no increase in the student number, it swelled because of the late publication of results for 120,000 students by TU thus forcing to count them as students in the next year too. If we really aspire to develop the nation state, efforts must be initiated to take the higher education enrolment ratio to 30% by 2035 AD and 50% by 2055 AD.

3. Declining quality is probably the biggest concern as is widely advocated by all and attributed as the main reason for migration of Nepalese youth in seeking higher education abroad. General comments like that may not be palatable. While seeking the answer, three questions first of all must be answered first viz, Is the quality of education sound in all segments/disciplines, how could

we develop islands of excellence albeit in limited areas and what really are the reasons responsible for the inability to sustain/raise the quality of education. Previously the quality is fairly good due to borrowed curriculum and generally the best performers got entry into teaching faculties and politicization is not mainly welcome at educational institutes. But the processing is mediocre with limited or almost no innovations or applications in processing i.e. pedagogy and the in creating the educating facilities and the environment and mainly students with commitment to pursue to studies got admission and the result is fairly satisfactory. The islands of excellence existed or could be developed due to the ability to attract better faculties, develop innovative curriculum commensurate to global developments, admission of right students without compromising and positing generally with limited politicization. The decline in quality, therefore, may explained as inputs in all dimensions have sacrificed meritocracy viz. most of the teachers barring a few got entry after they failed to get entry in other jobs explained by declining incentives or status/positions, student admission in the name of right to education completely ignoring even the minimum needs and total compromise in the process i.e. pedagogy, teaching-learning environment and resources meaning if both inputs and processing are poor how can one expect better outputs. On top of that complete politicization by all stakeholders and in all areas leave no leaf unturned to destroy quality. It should be mentioned here that political activism of the stakeholders before 1990 AD may be partially justified due to absence of opportunity to raise voice against the autocratic regime elsewhere but it should have been stopped in 1990 AD or at most in 2006 AD but the political parties as well as the political system despite restoration of democracy culminating to proclaiming federal republic failed to envision it meaning the country may have been condemned to mediocracy for- ever. Here, it may not be out of place to mention that there has been production of varying levels of outputs because of the participation of the private sector. The private sector has definitely contributed in enhancing quality at least in some segments through their continuous efforts that must be appreciated and obviously they have weaknesses that must be condemned for example exorbitant fees, exploiting teaching-learning environment and other inducements including tendency to compromise in admission to fill up the class. The gap in outputs must be mitigated not by reducing the quality of higher end but improving the quality of the lower end. It is also ironic that University Grants commission (UGC) has started the accreditation process and the numbers of accredited institutes are increasing but neither there is any evidence of improvement in quality in general nor it seems to have been successful in arresting the decline. Only by inculcating total meritocracy without any compromise and it will be possible only if adequate incentives

can be provided in the milieu of the socio-economic context of the nation and arresting completely the politicization process in higher education could pave way for the turnaround in quality. Similarly, the qualification framework encompassing all dimensions must be implemented including for students both to improve the inputs and the processing if we really want to develop human resources who can become the foundation of development providing requisite skills and knowledge. We do not seem to realise that everybody cannot pursue higher education. In the developed countries, it is restricted by high cost for studying and apprehension of missing out in the career opportunities that automatically filter the process. Higher education in Nepal is still cheap despite manifold rise in the costs particularly in private institutes and lack of opportunities in job market mean they can linger on in higher education. They are only procrastinating in the name of studies. Politicisation, however, if it is to mean defining right policies, allocating adequate resources, reviewing and monitoring for arresting decay and promoting and sustaining quality and relevance of education must be appreciated and geared to get the ultimate results.

4. Another emerging challenge is the growing migration of students to pursue studies abroad that is expected to sustain for a long time if redressal measures do not come quickly and the prospect appear to be bleak as the very process of diagnosis of the problem is faulty. Simply harping on the issue is not going to be adequate. There must be genuine efforts to address the issue as it has potential to weaken the very foundation of the nation state. Students receiving No Objection Letter (NOC) reached a staggering 123,000 in 2023 against the output of 376,826 students from class 12 in 2022 AD, which comes at 32.6% or almost one third of the students. If they have gone out to develop human resources to build the nation state it is not only desirable but also must be encouraged at. But the reality is far different positing it as a looming disaster for the country. The reasons for pursuing abroad as per my study and observation in order of importance and priority are: i) Lack of jobs in the country ii) Gap in salary level i.e. between the expectation and what actually the market gives iii) The continued hazy political environment nay the overall ecosystem of the country that completely fails to instill faith and hope in the system/nation state and iv) Mediocre quality and time taken to complete the courses. Hence, the primary agencies responsible for the exodus of students are the government and the university systems. The government has failed in three areas, creating jobs, inability to sustain growth to improve salary scales, which is not helped by the pursuit for equity resulting in sharp decline in salary differences, which is estimated at around 2.5 times between the highest and the lowest positions at TU, and inability to instill hope among

the people particularly the youth forcing them to migrate both for jobs as well as education. The university systems are responsible as the inefficiency in examination systems mean completion of a particular level far exceeds the designated period instilling the feeling of wastage of precious time. They are on the one hand harping on migration of students but on the other does not seem to be ready to improve the scenario. The examination results must come out within the prescribed period of the study, within two years if it is a two-year course and within three years if it is a three-year course. In this respect particularly TU suffers though quite a few other universities despite being small have not exactly been successful to deliver in this respect. There is, however, no dearth of systems or demonstrations. TU published the result of Intermediate of Commerce, the subject with the largest number of students in 28 days in 1988/89 AD. But, so much of deterioration happened that it took more than 17 months to publish the results. Maintenance of calendar, improving exam systems and publishing results in time should alone significantly aid to mitigate the exodus of students. Additionally, Nepal government while revising the NOL policy proposed to restrict giving NOL in non-degree programmes, which, however, disappeared in the final policy meaning the government itself is encouraging the students to pursue education abroad. Even during the crunch of foreign exchange in the mid and late 2022 AD, the government did nothing in this respect. A large number of academicians also are of the opinion that no restriction should be put in the educating process. True, but the question is why should Nepal, a least developed country, finance for meeting the human resource requirements of the most advanced countries in the world as the main destinations of Nepalese students are USA, Australia, UK, Canada and Japan. My informal inquiry in more than two dozen countries during the last decade indicated that 98% of these students do not like to return back home. So, a more cautious policy, however, including providing support by the government if necessary for meeting national needs should be followed to mitigate the growing apprehension among the educational institutes as well as sustain human resources within the country. Equally, if not more important, efforts will be continuous focusing on job creation through requisite investment and creating conducive investment environment.

5. Last but not the least, the paucity of investment in education and resource available (including for teaching learning facilities and engaging activities) in educating is another serious flaw noted in Nepal. Before arguing about the adequacy, it must be agreed evidences are available to prove that the meagre but hard-earned resources are misused and wasted. Hence, the first argument is we must improve the use and productivity of every single rupee and this argument holds true across the board. Secondly, illustrations from countries

exist that by totally focusing on human resource development countries have been able to metamorphosise like Singapore but we, despite increasing allocation to the education that gets the highest budgetary allocation, have remained confused both in priority and efforts. In 2023/24 AD, Government of Nepal allocated 10.8% of the budget in the education sector and counting the resources spent by provincial and local governments it will still be around 12% only meaning that we have significantly lagged behind in putting the education in true priority. It is well below the level we reached at 17% in 2010/11. One thing must be clarified, however. Nepal, being a developing nation, still has to spend a lot in basic infrastructure and activities and therefore lower volume is not the issue but the declining ratio is definitely a concern. Similarly, the share of allocation in higher education is coming down at an alarming rate from around 30% of education budget in 1973 AD to 8.1% in 2023/24 AD.

Before jumping to conclusions, however, two things must be clarified. First, a large segment of school education was just being brought under government financing under NESP at the time and secondly most of the higher education institutes at the time were operated by government undertakings resulting in the budget flow. The scenario has changed with the school education getting the primary focus of the country and higher education has been shadowed. Additionally, there is no rationality in undertaking total responsibility in some cases while leaving at their own destiny in many. True, globally it is evident from studies that education explains growth, reduction in poverty and improvement in quality of life but the human resources required to govern, manage and operate the nation state can be provided only by able human resources developed by higher education system and hence any lack of focus therein may result in weakening the very foundation. The government is spending less than Rs 3,300 per student per annum in higher education, which by all reckoning must be termed meagre. In this age of globalization with ever increasing expectation, to produce competitive and able human resources, at least the critical minimum will have to be spent. Higher education is not cheap and hence adequate resources must be spent, and if it is to be shared the right formula and approach must be developed rather than arguing that the government must shoulder all responsibility resulting in churning out of mediocre outputs. So, we may have to be selective in size, segment and sharing but there cannot be any compromise in allocating and creating right resources to produce capable human resources to create a foundation for equitable, growing and a prosperous nation state.

Conclusion

Higher education, thus, is at the crossroads in Nepal. The ecosystem as well as the landscape of higher education is far from encouraging. The concentration

of students at TU has continued and financing is increasingly becoming difficult despite enhanced allocation of budgetary resources. Utter confusion has led to indecisiveness and any delay in proper reforms will only lead to total disarray. The existence of multiple Acts and policies has added to the complexity. Access to higher education is still limited estimated to be around 15-17% of the age cohort and it has stagnated despite substantial growth in the number of higher education institutes partly explained by growing migration of students. Quality continues to be a suspect and mass migration seeking higher education in other countries spending colossal resources speaks volumes about the inability of the national system to cater to the needs of the market and expectations of the people. High level of politicization in education has abetted to rot it further. If the sorry plight continues, it will not be long that the nation state will be governed, managed and operated by rejected brains if it already has not. There is also an apprehension that within a decade or two a few dozen world class institutes of higher learning may overwhelm the sector all over the world and we must right from now onwards be ready to act proactively to address the scenario. Hence, there is a need for improving policies and put on committed and timely efforts to make higher education more pertinent, contributing and need oriented while making it relevant, efficient as well as effective.

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How We Got: Tribhuvan University Alumni Association Nepal

 Prof. Ridish K. Pokharel, PhD

Abstract

Opening a university alumnus is a growing interest globally with an intention to maintain a connection between the university and its former students. With this interest, TU formed its alumni association in 2019 and classified its membership into four categories. There are altogether 27 members in its executive committee including five officials: chairperson, vice chairperson, general secretary, secretary, treasurer and 22 members. So far, a total of 607 members are in TU alumni association. Some performed activities of TU Alumni Association have facilitated to bring its visibility in national and international arena. This paper intends to share the experience of the process of forming the association and its performed activities.

Context

The idea of opening Tribhuvan University Alumni Association came during the 1990s, but it took 25 years to materialize it. Tribhuvan University (TU), a pioneer institution of Nepal's higher education, sees its graduates working in different sectors such as political, governmental, and non-governmental, and academic sector in the country and abroad as strength and realizes to capitalize them in developing TU through forming its Alumni Association. We define alumni as former students or graduates of a university. In this case, TU alumni are former students of TU or individuals who graduated from TU. TU as one of the largest universities in the world in terms of student number and national coverage, has a potentiality to connect the globe and to take a leadership in developing educational hub in Nepal. The university offers over 300 academic programs in 11 broad areas: science and technology, medicine, engineering, forestry, agriculture and animal science, management, education, law, sanskrit, ayurveda, and humanities and social sciences. It provides education across the country covering 76 districts out of 77 through its constituent and affiliated colleges and produces on average 70,000 graduates annually in different disciplines. TU is the first choice of students and accommodates over three quarters (78.2%) of students of Nepal's higher education (MOE, 2080). In this context, forming an alumni association would help to bring former students together and maintain a connection with the university and the graduates for the welfare and development of TU. Alumni can provide several supports to the university. Financial sponsorship, offering internships, giving guest lectures, and participation in advisory boards are some examples of alumni support (Ebert et al., 2015; More and Kuol, 2007). Some countries

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such as United States consider that alumni giving is essential to the funding of public higher education institutions because of decreasing governmental financial support (Lambert and Miller, 2014; Newman and Petrosko, 2011).

The importance of alumni has long been recognized (Newman and Petrosko, 2011) as they form an interesting and important group for a university (Iskhakova et al., 2017). In US-based universities, it is a common practice to automatically become alumni association members when s/he graduates, and such practice is not common in Nepal. There is an increasing interest in developing university alumni globally. This paper aims to increase our knowledge by understanding how we initiate in establishing Tribhuvan University Alumni Association Nepal (TUAAN) and its formation process. Moreover, it describes TUAAN structures, eligibility criteria for membership, and its future programs.

Formation of TU Alumni

An initiation of forming TU Alumni Association was taken by inviting people from different sectors such as academics, journalism, bureaucracy, and private enterprises. A total of 50 people including TU authorities such as vice chancellor, rector and registrar were gathered in TU smriti bhavan on 5th October, 2016 to discuss forming the association. A concept note about it and its need was presented in the meeting seeking views from the participants. The participants agreed unanimously in favor of forming TU Alumni Association approving that it would help to connect its graduates and foster the spirit of loyalty for promoting the general welfare of TU. Similarly, it would also facilitate in supporting TU goal and strengthening the ties between the university and alumni. Alumni loyalty is a key factor for higher education institutions' survival and success (Schlesinger et al., 2016). The meeting decided to form an ad hoc committee consisting of 14 people (Table 1) representing different disciplines and sectors with the mandate of preparing a TU Alumni Association Constitution and formalizing it.

Table 1

| Name of ad committee members | | | |
|------------------------------|---------------------------------|-----|-----------------------------|
| S.N | Name | S.N | Name |
| 1. | Prof. Dr. Krishana Manandhar | 8. | Prof. Dr. Santosh Rayamajhi |
| 2. | Prof. Dr. Sudharshan Raj Tiwari | 9. | Prof. Guna Nidhi Neupane |
| 3. | Prof. Dr. Bidhya Nath Koirala | 10. | Dr. Krishna Kafle |
| 4. | Prof. Dr. Tirtha Mishra | 11. | Mr. Ganga Bahadur Thapa |
| 5. | Prof. Dr. Sunity Shrestha Hada | 12. | Mr. Arjun Kanta Mainali |
| 6. | Prof. Dr. Ridish K. Pokharel | 13. | Mr. Mahendra Bista |
| 7. | Prof. Dr. Rameshwor Pokharel | 14. | Mr. Ayush Serchan |

Additionally, the participants strongly felt that the ad hoc committee needs some sort of support initially from TU to facilitate the process. Respecting the



feeling, TU authorities assigned TU Planning Directorate temporarily to serve as secretariat for TU alumni association and nominated Prof. Ridish Pokharel, chief of Planning Directorate as member secretary of the committee. Moreover, the position of the convener was unfilled, allowing the committee to fill it.

What to Write: TU Alumni Association Constitution or TU Alumni Association Directives

An increasing interest among the graduates and TU authorities resulted in the formation of TU Alumni ad hoc committee. The committee held its first meeting on 23rd December, 2016 AD and nominated Prof. Dr. Krishna Manandhar as convener. A sub-committee was also formed to draft the constitution. The sub-committee consisted of Prof. Sunity Hada as convener and Prof. Bidhya Nath Koirala, Prof. Guna Nidhi Neupane and Mr. Ayush Serchan as members. The committee discussed the possible structure and type of memberships for TU Alumni Association. In the meantime, we heard the sad news about the untimely demise of Prof. Krishna Manandhar. With great loss of the convener, a meeting was organized and invited everyone to join the moment of silence for one minute at his passing. Also, a visit was made to Prof. Manandhar's house to express our condolences. On 17th October, Prof. Sunity Hada was chosen as convener of the committee.

The constitution committee submitted the draft report which was discussed thoroughly in the committee and finalized it accordingly. During the meeting, it was also discussed whether to write constitution or directives in the title of the report. The constitution requires fulfilling a few steps. For example, it requires TU Alumni to register in the District Administrative Office (DAO) and to submit annual progress report along with updated activities for renewal whereas the directives do not require these steps. It was learned that TU Alumni Association can be a part of TU like Tribhuvan University Teachers' Association and can operate under its directives. TU, as an autonomous institution, has the rights and authority to issue directives for its wings. To avoid these hassles, the committee chose directives unanimously and wrote title of the report as 'Tribhuvan University Alumni Association Nepal (TUAAN) Directives'. The committee forwarded TUAAN directives to TU Executive Council (TUEC) for approval. The council sent it to the Office of the Legal Advisor for review and approved it on 28th November, 2017 AD (12th Mangsir 2074). With the approval from the council, TUAAN is legalized formally and established as a part of TU which operates under its own directives. The TUAAN directives has clearly mentioned its vision, mission, goal, and objectives. The vision says, 'helping to enhance lifetime relationship of all alumni with TU and work together for the benefit of each other'. Similarly, the mission is 'to work for the welfare of alumni and TU' with the main goal 'to promote

the welfare and effectiveness of TU through the optimum utilization of alumni resources for the sustainable development and empowerment of TU' (TU, 2019). The specific objectives are:

- Provide a forum for members of TU alumni throughout the world to interact and sustain a sense of belonging through mutually beneficial contacts,
- Provide avenues for drawing upon the knowledge and expertise of the alumni for furthering the TU as a Center for Excellence,
- Recognize academic, professional and other achievements of alumni and the students, and to provide institute suitable opportunity for them, and
- Create awareness about important social issues and help develop a sense of national/social responsibility amongst alumni, students and society through various activities and means.

Structure of TUAAN

TUAAN follows its 'Directives' approved by TUEC. According to the directives, TUAAN will have altogether 27 members in the executive committee constituting of five officials: chairperson, vice chairperson, general secretary, secretary, and the treasurer and 22 members and will have tenures for four years. The first election for the executive committee was held on 5th January, 2019 AD and elected 27 members for the period of four years (2019-2023 AD) (Table 2).

Table 2

| Name of first elected members in the executive committee | | | | | |
|--|--------------------------------|----------------|-----|-----------------------------|--------|
| S.N. | Name | Position | | | |
| 1. | Prof. Dr. Sunity Shrestha Hada | President | 14. | Prof. Dr. Ram Kailash Yadav | Member |
| 2. | Prof. Sudarshan R. Tiwari | Vice President | 15. | Prof. Dr. Tara Prd Sapkota | Member |
| 3. | Prof. Dr. Ridish K. Pokharel | G. Secretary | 16. | Dr. Arun Kumar Thakur | Member |
| 4. | Mr. Arjun Kanta Mainali | Secretary | 17. | Mr. Nandha Kishor Kumar | Member |
| 5. | Dr. Kusmila Acharya | Treasurer | 18. | Dr. Sita Siwakoti Oli | Member |
| 6. | Prof. Dr. Chandar Lal Shrestha | Member | 19. | Dr. Bijaya Lal Pradhan | Member |
| 7. | Prof. Dr. Tirtha P. Mishra | Member | 20. | Dr. Dhiraj Pradhananga | Member |
| 8. | Prof. Dr. Ram Prd Khatiwada | Member | 21. | Mr. Gajat Krishna Pokharel | Member |
| 9. | Prof. Dr. Santosh Rayamajhi | Member | 22. | Mr. Ganga Bdr Thapa | Member |
| 10. | Prof. Dr. Shankar P. Khanal | Member | 23. | Mr. Purushottam Upadhyaya | Member |
| 11. | Prof. Dr. Krishna R. Tiwari | Member | 24. | Mr. Kamal Ghimire | Member |
| 12. | Prof. Dr. Mahan P. Panthi | Member | 25. | Ms Nirja Pokharel | Member |
| 13. | Prof. Guna Nidhi Neupane | Member | 26. | Mr. Surya Bdr Adhikari | Member |
| | | | 27. | Mr. Ravi Chandra Parajuli | Member |

The second election was held on 5th January 2023 AD. Table 3 shows the results of the second election for the executive members (2023-2027 AD).

Table 3

| Name of the members in the executive committee | | | | | |
|--|---------------------------------|-------------------|-----|---------------------------|--------|
| S.N. | Name | Position | | | |
| | | | 14. | Dr. Kishor Atreya | Member |
| 1. | Mr. Pradeep K. Shrestha | President | 15. | Dr. Bhola Nath Dhakal | Member |
| 2. | Prof. Dr. Ridish K. Pokharel | V. President | 16. | Mr. Narayan Joshi | Member |
| 3. | Dr. Dhiraj Pradhananga | General secretary | 17. | Ms Khuma Sharma Dhital | Member |
| 4. | Dr. Nanda Kishor Kumar | Secretary | 18. | Ms Gita Chhetri | Member |
| 5. | Dr. Kusmila Acharya | Treasurer | 19. | Dr. Loknath Dulal | Member |
| 6. | Prof. Dr. Santosh Rayamajhi | Member | 20. | Mr. Surya Bdr Adhikari | Member |
| 7. | Prof. Dr. Krishna R. Tiwari | Member | 21. | Mr. Shree Prd Ghimire | Member |
| 8. | Prof. Dr. Chandar L. Shrestha | Member | 22. | Mr. Hari Raj Atreya | Member |
| 9. | Prof. Dr. Narayan Prd Chapagain | Member | 23. | Mr. Indresh Thakur | Member |
| 10. | Prof. Dr. Ram Kailash Yadav | Member | 24. | Mr. Hikmat Bdr Raya | Member |
| 11. | Prof. Krishna P. Acharya | Member | 25. | Mr. Ravi Chandra Parajuli | Member |
| 12. | Dr. Thakur Silwal | Member | 26. | Ms Sita Kumari Khanal | Member |
| 13. | Dr. Ram C. Pokharel | Member | 27. | Mr. Rajesh K. Khanal | Member |

Eligibility for TUAAN Membership

An individual who has received the degree of D. Lit., Post Doc, PhD, M. Phil., Master, and Bachelor from TU is eligible for membership of TUAAN. In addition, the individual with the Proficiency Certificate degree before phase-out from the TU is also eligible for TUAAN membership. TUAAN offers four categories of membership to individuals: general member, life member, founder member, and honorary member. Individuals who have served on the executive committee during the period of establishment of TUAAN are awarded founder membership. Similarly, an individual who has contributed significantly to the field of any discipline can be awarded as honorary member. With the nominal change, TUAAN office shall provide membership identification card.

TUAAN Achievements

As per the directives' clause 12 (1), the ad hoc committee was renamed on 5th January, 2018 AD as ad hoc executive committee. The committee put notice publicly on 21st March, 2018 (see below the news in Kantipur) and invited the concerned individuals to become a member of TUAAN. TUAAN welcomes everyone to visit its office. The office of TUAAN is located at TU smriti bhavan in Kirtipur. Vice Chancellor as a patron of TUAAN, the committee awarded the first membership of TUAAN to sitting VC of TU, Prof. Tirth Raj Khaniya and then awarded the membership to others. As of 23rd February, 2024 AD, there are a total of 617 TUAAN members. The major source of funds of TUAAN is membership fee and other sources include grant assistance and donation. If someone is willing to contribute to TUAAN, they can deposit the amount directly to TUAAN



account 04500106501633000002 at Nepal Bank Limited Kirtipur branch. TUAAN has been initiating some activities to bring its visibility. TUAAN initiated its first activity by publishing a brief introduction of TUAAN in TU Today in 2019 AD and which has been published in TU Today since then. Similarly, it has developed its own website. It organized meetings with the former vice chancellor of TU and Non-Resident Nepali Association (NRNA) officials for possible future works and collaboration works, respectively. Besides, TUAAN has been engaged in different social and environmental activities. For instance, TUAAN carried out a plantation activity in TU premises on 60th TU Day and arranged a networking dinner. It has been organizing seminars and webinar series on contemporary issues. TUAAN has organized some activities in collaboration with a couple of organization such as The Small Earth Nepal, Fullbright Specialist Program, Asia-Pacific Network for Global Change Research, and University of Rhode Island, USA.

Future Programs

TUAAN dreams of having its own multi-purpose building with an international guest house and a conference center. To translate the dream into reality, TUAAN initiated the works by sending a request letter dated 6th September, 2021 AD to TU authority to acquire a piece of land in Kirtipur. With continuous efforts, TUAAN has succeeded in acquiring four ropani of land in TU premises, Kirtipur. On 14th October, 2023 AD, TU executive council had decided to allocate four ropani of land to TUAAN. It is an ambition of TUAAN to collect financial support for the construction of its own building from TU alumni throughout the world. TUAAN also plans to open US-chapter or North America chapter and state wise units for alumni outside Nepal. Similarly, there is a proposal for organizing national and international conferences in different thematic areas. TUAAN considers research and publication as one of prime activities and put efforts into it. Such efforts have resulted in publishing online TUAAN Digest.

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त्रिवि एलुम्नाई एसोसिएशन नेपालको सञ्जाल विस्तार अभियान



त्रिवि एलुम्नाई एसोसिएशन नेपालले सदस्यता वितरणका लागि सञ्जाल विस्तार अभियान सञ्चालन गरेको छ । त्रिवि विज्ञान प्रविधि अध्ययन संस्थान डीनको कार्यालयले कीर्तिपुरमा यहि असोज २२ र २३ गते आयोजना गरेको पिएच.डी. फेस्टिवल कार्यक्रममा उपस्थित सहभागीहरुमाभू एलुम्नाई एसोसिएसनको सूचना डेस्क स्थापना गरी सदस्यता एवं सञ्जाल विस्तार अभियान गरेको हो ।

सोही अभियानमा त्रिविका पूर्व रजिष्ट्रार प्रा.डा. चन्द्रमणी पौडेल, विश्वविद्यालय क्याम्पसका प्राचार्य प्रा.डा. ध्यानेन्द्रबहादुर राई र सहायक प्राचार्य राजेन्द्रप्रसाद कोइराला, विज्ञान तथा प्रविधि अध्ययन संस्थानका डीन प्रा.डा. विनिल अर्याल, सेडाका निर्देशक प्रा.डा. अर्जुनप्रसाद बराल लगायत एक सयभन्दा बढी महानुभावहरुले आजीवन सदस्यता लिनुभएको थियो । संस्थाको बारेमा विभिन्न क्षेत्रबाट आउनुहुने दुई सयभन्दा बढी सहभागीहरुले जिज्ञासा राख्नुभएको थियो भने सय जनाभन्दा बढी महानुभावहरुले स्वतःस्फुर्त संस्थाको आजीवन सदस्यता लिनुभएको थियो । सदस्यता प्राप्त गर्ने महानुभावहरुलाई संस्थाका उपाध्यक्ष, उप समिति संयोजक एवं सदस्यहरुले सदस्यता प्रमाण-पत्र र संस्थाको लोगो प्रदान गर्नुभएको थियो । सञ्जाल

विस्तार अभियान दुई दिनसम्म नै सञ्चालन भएको थियो ।

कार्यक्रममा विज्ञान प्रविधि अध्ययन संस्थान डीनको कार्यालय अन्तरगत पिएच.डी. उपाधि प्राप्त गरिसकेका र उपाधिका लागि अध्ययनरत विद्यार्थी एवम् शोधार्थीहरुले सम्बन्धित विभागहरु अगाडि खुल्ला स्थानमा आ-आफ्नो कार्य प्रगतिको पोस्टर प्रदर्शनी गरेका थिए । प्रदर्शनीको सुपरभाइजर नियुक्त गरी आयोजकले मुल्यांकन गरेर उत्कृष्ट प्रस्तुती दिने पाँच स्कोलरहरु पुरस्कृत भएको डीन प्रा.डा. विनिल अर्यालले बताउनु भयो । यस प्रकारको बौद्धिक शैक्षिक कार्यक्रम विश्वविद्यालयमा पहिलो पटक आयोजना भएको पनि डीन अर्यालले जानकारी दिनुभयो ।

कार्यक्रममा संस्थाका उपाध्यक्ष प्रा.डा. ऋदिशकुमार पोखरेल, संस्थाको सदस्यता वितरण उपसमिति संयोजक प्रा.डा. नारायणप्रसाद चापागाई, संस्थाका सदस्यहरु डा. भोलानाथ ढकाल, नारायण जोशी, श्रीप्रसाद घिमिरे, इन्द्रेश ठाकुर, सीताकुमारी खनाल, राजेश खनाल र सचिवालय प्रतिनिधि नोदनाथ त्रिताल तथा आजीवन सदस्यहरु टड्क प्रसाद ढुंगाना, विष्णुकुमार कार्की र विकास ढकाल लगायतको सहभागिता रहेको थियो ।

पूर्व उपकुलपतिलाई धन्यवाद ज्ञापन



त्रिवि एलुम्नाई एसोसिएसन नेपालको टोलीले त्रिविका उपकुलपति एवं संस्थाका संरक्षक प्रा. डा. धर्मकान्त बास्कोटालाई २०८० कात्तिक १४ गते उहाँको कार्यकालमा संस्थालाई गर्नुभएको सहयोगप्रति कार्यकक्षमा धन्यवाद ज्ञापन गरेको छ ।

भेटको अवसरमा संस्थाका अध्यक्ष प्रदिपकुमार श्रेष्ठले उपकुलपतिलाई संस्थाको लोगो र टोकन अफ एप्रिशाएशन हस्तान्तरण गर्नुभएको थियो । साथै संस्थाका सदस्य नारायण जोशीले धन्यवाद पत्र पढेर सुनाउनु भएको थियो । उपकुलपतिले भेटको क्रममा संस्थाको सचिवालय त्रिवि परिसरमा निर्माण गर्न चार रोपनी जग्गा उपलब्ध गराउने कार्यकारी परिषद्बाट निर्णय गरिएको जानकारी दिनुहुँदै एलुम्नाईहरूमाभ

त्रिविप्रति सकारात्मक भावना पैदा गर्न निरन्तर क्रियाशिल हुन र राष्ट्रिय तथा अन्तर्राष्ट्रियस्तरमा ज्ञान आदान-प्रदानमा सहकार्य गर्न सुभावा दिनुभएको थियो ।

सो अवसरमा संस्थाका अध्यक्ष श्रेष्ठले त्रिविका रजिष्ट्रार प्रा. डा. पेशल दाहाल र विश्वविद्यालय क्याम्पसका प्रिन्सिपल प्रा. डा. ध्यानेन्द्र बहादुर राईलाई समेत त्रिवि एलुम्नाईको लोगो प्रदान गर्नुभएको थियो । उक्त भेटघाट कार्यक्रममा संस्थाका महासचिव डा. धीरज प्रधानाङ्ग, सदस्यहरु प्रा. डा. नारायण चापागाई, नारायण जोशी, भोलानाथ ढकाल, सीता कुमारी खनाल र नोदनाथ त्रिताल लगायतको उपस्थिति रहेको थियो ।



एलुम्नाई दिवसमा सञ्जाल विस्तार



त्रिभुवन विश्वविद्यालय एलुम्नाई एसोसिएसन नेपालको छैटौं वार्षिकोत्सव २०८० मङ्सिर १२ गते खुला सञ्जाल निर्माण कार्यक्रम आयोजना गरी सम्पन्न भएको छ ।

त्रिवि कार्यकारी परिषदले २०७४ मंसिर १२ गते एलुम्नाई एसोसिएसन निर्देशिका जारी गरेपछि संस्थाको स्थापना भएको थियो । हरेक वर्ष उक्त दिनलाई संस्थाले त्रिविको एलुम्नाई दिवसको रूपमा मनाउन शुरुवात गरेको हो ।

त्रिवि विश्वविद्यालय क्याम्पस, कीर्तिपुरको घडी भवन परिसरमा आयोजित कार्यक्रममा त्रिविका पूर्व उपकुलपति प्रा. डा. तीर्थराज खनियाँले कुनै पनि संस्था स्थापना भएपछि त्यसले उद्देश्य प्राप्तमा अविच्छिन्न रूपमा निरन्तरता पाउनुपर्ने धारणा व्यक्त गर्नुभयो । आफु अध्ययन गरेको विश्वविद्यालयको सर्वाङ्गीण पक्षमा विश्वभर नै अपनत्व कायम गर्दै एलुम्नाईहरूले योगदान गर्दै आएको बताउनुहुँदा उहाँले त्रिभुवन विश्वविद्यालयमा पनि देश विदेशमा रहनु हुने एलुम्नाईहरूले आवश्यकता पहिचान गरी योगदान गर्न सक्नुपर्ने बताउनु भयो । एलुम्नाईहरूको तर्फबाट विश्वविद्यालयमा संस्थागत

योगदान गर्न सकियोस् भनेर एलुम्नाई संस्थाको स्थापना भएको बताउनु हुँदा उहाँले संस्थाको माध्यमबाट त्रिविलाई भौतिक, आर्थिक, शैक्षिक एवं पूर्वाधारको क्षेत्रमा योगदान गर्न सकिने धारणा व्यक्त गर्नुभयो । सो अवसरमा एक दर्जन बढी महानुभावहरूले आजीवन सदस्यता लिनुभएको थियो ।

कार्यक्रममा संस्थाका कार्य समिति सदस्यहरू प्रा. डा. चन्द्रलाल श्रेष्ठ, डा. भोलानाथ ढकाल, खुमा धिताल, नारायण जोशी, इन्द्रेश ठाकुर, आजीवन सदस्यहरू विष्णुबहादुर के.सी., विष्णुकुमार कार्की, विकास ढकाल, मन माया तामाङ, नोदनाथ त्रिताल लगायतको उपस्थिति रहेको थियो । सो कार्यक्रममा उपस्थित भई सदस्यता प्राप्त गर्न इच्छुक पूर्व विद्यार्थीहरूलाई संस्थाको आजीवन सदस्यता वितरण गरिएको थियो ।

सो अवसरमा संस्थाका अध्यक्ष प्रदिपकुमार श्रेष्ठ र महासचिव डा. धिरज प्रधानाङ्गले सम्पूर्ण आजीवन सदस्यहरूलाई शुभकामना सन्देश जारी गर्दै संस्थागत योगदानका लागि सञ्जालमा आबद्ध भई सहयोग र सहकार्य गर्न अपिल गर्नुभएको छ ।

त्रिविको विकासमा एलुम्नाईहरूबीच सहकार्य गर्ने प्रतिबद्धता



त्रिभुवन विश्वविद्यालय एलुम्नाइ एसोसिएसन नेपालको चौथो राष्ट्रिय सम्मेलनबाट कार्यसमिति निर्वाचित भएको एक वर्ष पूरा भएको अवसरमा एसोसिएसनले २०८० पुस २१ गते आयोजना गरेको नेटवर्किङ्ग डिनर कार्यक्रममा बोल्ने वक्ताहरूले एसोसिएसनलाई सबैले सहयोग गरी त्रिविको संस्थागत विकासमा सहकार्य गर्ने प्रतिबद्धता व्यक्त गर्नुभएको थियो ।

त्रिविका पूर्व उपकुलपति केदारभक्त माथेमाले अहिले त्रिविको संस्थागत विकासमा सरकार, विश्वविद्यालय र एलुम्नाईहरूले सहकार्य गर्नुपर्ने अवस्था आएको बताउनु भयो । त्रिविको सर्वाङ्गीण विकासका लागि सबै पक्षको सहकार्य हुन जरुरी रहेको औल्याउँदै एलुम्नाई एसोसिएसन स्थापना भइसकेकोले यो सञ्जालमार्फत् सहयोग र सहकार्य गर्ने प्रतिबद्धता व्यक्त गर्नुभयो । यसैगरी त्रिविका पूर्व उपकुलपति प्रा.डा. तीर्थराज खनियाँले त्रिविले उच्च शिक्षाको महत्त्वपूर्ण हिस्सा ओगटेर देशमा लाखौं एलुम्नाईहरू उत्पादन गरेको बताउनु हुँदै अब त्रिविको उन्नयनको लागि एलुम्नाईमार्फत् सहकार्य हुन जरुरी रहेको बताउनु भयो । यसैगरी कार्यक्रममा पूर्व राज्यमन्त्री उमेश श्रेष्ठले त्रिविको विकासमा संस्थागत सहकार्य जरुरी रहेको औल्याउँदै त्रिविको विकास सिंगो देशको उच्च शिक्षाको विकाससँग जोडिएकोले यसमा एलुम्नाई एसोसिएसनमार्फत् संस्थागत सहकार्य गर्न तयार रहेको प्रतिबद्धता व्यक्त गर्नुभयो ।

सोही कार्यक्रममा राष्ट्रिय सूचना आयोगका पूर्व प्रमुख

सूचना आयुक्त कृष्णहरी बास्कोटाले एलुम्नाईमार्फत् विश्वविद्यालयको चौतर्फी विकासमा योगदान गर्न सकिने हुँदा यस्तो सञ्जालीकरण कार्यक्रम एउटा महत्त्वपूर्ण शुरुवात भएको बताउनु भयो । साथै संस्थागत विकासमा एलुम्नाईको माध्यमबाट सहकार्य गर्ने प्रतिबद्धता समेत उहाँले व्यक्त गर्नुभयो ।

यस्तै अमेरिका बस्दै आउनु भएका एलुम्नाई प्रभात दिक्षितले अमेरिकामा रहँदा त्रिविको उत्पादन भएकोमा गर्व गर्ने गरेको बताउनु भयो । अमेरिकामा पनि काम गर्नेहरू त्रिविकै उत्पादन रहेको र उनीहरूले विदेशमा हुँदा पनि देशको उच्च शिक्षामा किन राजनीतिकरण भएको भनेर चिन्ता गर्दै त्रिविप्रति माया गर्ने गरेको बताउनु भयो । कार्यक्रममा उपस्थित विभिन्न क्षेत्र र व्यवसायमा संलग्न व्यक्तित्वहरूले संस्थागत सहकार्यको प्रतिबद्धता व्यक्त गर्दै आर्थिक सहयोग गर्ने घोषणा गर्नुभएको थियो ।

संस्थाका निवर्तमान अध्यक्ष प्रा. डा. सुनीति श्रेष्ठ हाडा, उपाध्यक्ष प्रा. डा. ऋदिशकुमार पोखरेल र कोषाध्यक्ष डा. कुशिमला आचार्यले अतिथिहरूलाई खादा र पीन लगाएर सम्मान गर्नुभएको थियो । कार्यक्रमको सञ्चालन संस्थाका महासचिव डा. धीरज प्रधानाङ्गले गर्नुभएको थियो भने कार्यक्रमको औचित्य र उद्देश्यमाथि प्रकाश पार्दै कार्यक्रमको सहजीकरण संस्थाका अध्यक्ष प्रदिपकुमार श्रेष्ठले गर्नुभएको थियो । कार्यक्रममा ५० जना सहभागी थिए ।

त्रिवि भनेको नेपालमा उच्च शिक्षाको धरोहर संस्था हो । देशको उच्च शिक्षामा ७५ प्रतिशत भार छ । त्रिविको संरचना सबै क्षेत्रमा फैलिएको छ । यो विश्वविद्यालयमा धेरै सुलभ तरिकाले पढ्न पाइन्छ । विदेशी मुलुकहरूमा एलुम्नाई बिनाको विश्वविद्यालयको कल्पना पनि हुँदैन । ठाउँ ठाउँको क्याम्पसहरूले जग्गाको सदुपयोग गरेर लिनमा जग्गाबाट पैसा उठाउनुहोस् भन्छु तर सरकारले दियो भने दियो, नत्र चुपचाप बस्यो भन्ने भावना हामीमा छ । आफैले कमाउनु पर्छ भन्ने भावना नै छैन । सबै राजनीतिक दलहरूले विगतमा १२ बुँदे सहमति गरेजस्तै विश्वविद्यालयमा हस्तक्षेप गर्दैनौं भनेर लिखित प्रतिबद्धता गर्न आग्रह गरेका छौं । विश्वमै उच्च शिक्षा गैर राजनीतिक बनाउने चलन छ तर हाम्रो देशमा अर्कै छ । हाम्रोमा धेरै नै राजनीतिक भयो, एउटा उपेटी नियुक्त गरेर हुँदैन । किनभने त्यहाँ तीन वटा दलबाट तीन जना नियुक्त गर्नुपर्छ । अहिले जनताको विचार पनि आइसक्यो कि विश्वविद्यालयहरूमा धेरै राजनीतिक भयो भनेर । तर त्रिवि भनेको हाम्रो धरोहर संस्था हो । यसको संरक्षण गर्नुपर्छ । हामीले प्रमोट गर्नुपर्छ । एउटा कुरा फण्डिङ पनि हो । सरकारले भनेजति पैसा नदिने, अनि त्रिविले पनि चाहेजति रिसोर्स मोबिलाइज गर्न नसकेको अवस्था छ । सानो-सानो प्रोजेक्टहरू पनि दिन सकिन्छ । विश्वमै उच्च शिक्षालाई गैरराजनीतिक बनाउने चलन रहेकोले नेपालमा पनि विश्वविद्यालयहरूलाई अब गैरराजनीतिक बनाएर लैजान सक्नुपर्छ । अहिले जनस्तरबाट उच्च शिक्षा संस्थाहरूमा अति राजनीतिक भएको कुरा उठ्न थालेको जसरी नागरिक समाज सरकारलाई खबरदारी गरेर काराई रहेको छ भने त्यसरी नै हामी पनि त्रिविलाई अगाडि बढाउन खबरदारी गरेर अगाडि बढ्न सक्छौं । सञ्जाल विस्तार गरी विदेशमा पनि नेटवर्क स्थापित गर्न र एलुम्नाइहरूको पहिचान गर्न सके मात्र यो एउटा राम्रो संस्था यो बन्न सक्छ । भविष्यमा त्रिविलाई सुधार गर्न यो संस्थाले पनि महत्वपूर्ण सहयोग गर्न सक्छ भन्ने लाग्छ ।



केदारभक्त माथेमा
पूर्व उपकुलपति



प्रा. डा. तीर्थराज खनियाँ
पूर्व उपकुलपति

खासमा केदारभक्त माथेमा सरले उहाँको पालामा एलुम्नाई एञ्जोसिएन गठन गर्न खोज्नु भएको हो तर त्यसबेला यो काम पुरा नभएकोले मैले यसमा प्रयास गरें र यो अहिले यहाँसम्म आइपुगेको छ । यो संस्थामा हामी सबैको सहभागिताले एउटा रूप लिएको छ । त्रिविको उपकुलपति लगायत पदाधिकारी एवम् सबै प्राध्यापकहरूलाई यति उपयोगी छ यो संस्था तर प्रयोग गर्न सकिरहेका छैनन् । उपयोग गर्नुपर्ने संस्थालाई त्रिविमा उपयोग नगरेर पनि हुँदो रहेछ, त्यो चैं अचम्मको कुरा छ । हिजोका दिनमा त्रिविमाथि त्रिविकै आफूना अलुम्नाईले संसदमा बसेर त्रिवि विरुद्ध निर्णय गर्दा समेत संस्थाले बोल्न सकेको सकेको अवस्था छैन । संसदमा त्रिविकै अलुम्नाईहरू ७० प्रतिशत छन् तर विरुद्धमा निर्णय गर्दा पनि त्रिविले गएर कराउन सक्दैन । एलुम्नाइको सम्भावना यति धेरै छ, तर घर घरमा कोल्याप्स हुन लागेको हल्ला चलेको छ कि त्रिविले खण्डन गर्न सकिरहेको छैन । यस्तोमा एलुम्नाईमार्फत केहि गर्न सकिन्छ । सबैले मिलेर धेरै कुरा गर्न सक्छौं । मानव जीवनको प्रमुख ठाउँ विश्वविद्यालय नै हो । बुद्धि सिर्जना गर्ने संस्था नै विश्वमै विश्वविद्यालय हो । त्रिविको दुलो समस्या भनेको त्रिविको संरचना हो । विश्वका प्रमुख विश्वविद्यालयहरूमा अस्सफोर्ड, हार्वर्डहरूमा १६ हजार र २४ हजार हुँदा हुने, त्रिविमा ४ लाख किन चाहिने? यसको जवाफ कोसँग छ? हामी सबै मिलेर त्रिविको गुणस्तर सुधार गर्दै जानुपर्ने अवस्था छ ।



उमेश श्रेष्ठ
सांसद, प्रतिनिधि सभा

प्रजातन्त्र आइसकेपछि दुर्भाग्य भन्ने पछि धेरै राजनीतिक यहाँ हुन्छ । विश्वविद्यालय क्षेत्रमा धेरै नै दुर्दशा छ । यो वर्ष मात्र एक लाख पचास हजार भन्दा बढी विद्यार्थी उच्च शिक्षा पढ्न विदेशिएका छन् । बजारमा पाँच लाख रोजगारी माग छ तर आपूर्ति पचास हजार छैन । निराशा चरम भइसकेको छ । स्कूलदेखि नै परिवर्तन नगरी नहुने अवस्था छ । त्रिविको पाँच लाख विद्यार्थी हुँदा स्रोत सदुपयोग गर्न सकिरहेको छैन । त्रिविको ६५ वर्षको इतिहासमा एलुम्नाइलाई प्रयोग गर्न सकेको भए हुन्थ्यो । एलुम्नाइले पैसा दिन्छ तर विश्वविद्यालयले पनि राम्रो गर्नु पर्छ । धेरै कुरा परिवर्तन गर्न जरुरी छ । यो संस्थालाई बचाउने भनेको एलुम्नाइले हो भन्ने बुझ्नु पर्छ । संसारमै जति पुरानो भयो त्यति नै एलुम्नाइले माया गर्ने रैछ । यो त्रिवि भनेको एउटा इतिहास हो । हामीले जोगाउनु पर्छ । गिभिड कल्चर नै नेपालमा भएको छैन । यसलाई झुल्कात मानेर जगाऔं । शिक्षालाई ट्रष्ट फाउण्डेसन मार्फत चलाउनु पर्छ । विश्वविद्यालय जर्जर भएको छ राजनीतिले । नयाँ सोच, मोडबाट विश्वविद्यालय बचाउनु पर्छ । तलब खाएर मात्र विश्वविद्यालय चल्दैन, नयाँ सोच र तरिकाबाट लैजानु पर्छ । नयाँ ऐन बन्दैछ, ऐन कानून नियम बनाएर अगाडि बढ्ने हो । भोलि गएर सारा विश्वविद्यालय बन्द हुने अवस्था छ । यस परिस्थितिबाट सचेत हुँदै आफ्नो सम्पत्ती संरक्षण गरौं, विश्वविद्यालय संरक्षण गरौं ।

हामी त्यो अनुभव गर्छौं, हामी त्रिविको उत्पादन भएकोमा गर्व गर्छौं । अमेरिकामा पनि काम गर्नेहरू त्रिविकै उत्पादन हुन् । हामी विदेशमा हुँदा पनि देशको उच्च शिक्षामा किन राजनीतिकरण भएको भनेर चिन्ता गर्छौं र त्रिविप्रति माया गर्छौं । त्रिविको विद्यार्थी भनेपछि समकक्षता खोन्दैन, विदेशमा त्यो गरिमा ख्याती अभै छ । अमेरिकामा भएका प्रोफेसरहरू जति पनि छन् सबै त्रिविका उत्पादन हुन् र त्यहाँ सम्मानित तरिकाले स्थापित भएका छन् । त्रिविको ख्याती विदेशमा त्यतिकै राम्रो छ, यहाँ यथार्थतामा जे स्रोत्तुहुन्छ । दुनियाँमा जताततै राजनीति छ, नेपालको राजनीति अलिक फरक छ । हामीले अनुसन्धान गरेका छैनौं तर अनुसन्धान गर्ने हो भने योजना गर्न सकिन्छ । हामीसँग प्रज्ञप्त अवसर छ । मागेको छैन, नमागी कसैले दिँदैन । माग्न सक्नुपर्छ । सहयोग माग्दा ठीक ढँगले माग्नु पर्छ ।



प्रकाश दिक्षित
सहभागी प्रतिनिधि

एलुम्नाई एसोसिएसनको सूचना अधिकारीमा जोशी

त्रिवि एलुम्नाई एसोसिएसन नेपालको सूचना अधिकारीको जिम्मेवारी समितिका सदस्य नारायण जोशीलाई दिइएको छ । संस्थाको २०८० फागुन ३० गते बसेको कार्य समितिको बैठकले उहाँलाई सूचना अधिकारीको जिम्मेवारी दिएको हो ।

वर्तमान संविधानको धारा २७ मा सूचनाको हकलाई मौलिक हकको रूपमा व्यवस्था गरिएको छ । यसैगरी सूचनाको हकसम्बन्धी



ऐन संसदबाट पारित भई २०६४ साल भदौ ३ गतेदेखि लागु भएको हो । सूचनाको हकसम्बन्धी ऐनको दफा ६ बमोजिम हरेक सार्वजनिक निकायले सार्वजनिक सरोकारका सूचनाहरू प्रभाव गर्ने प्रयोजनको लागि एक जना सूचना अधिकारी तोक्नु पर्ने र हरेक ३/३ महिनामा संस्थागत विवरणहरू कानून बमोजिम स्वतः सूचना सार्वजनिक गर्नुपर्ने व्यवस्था गरेको छ ।

नव नियुक्त त्रिवि पदाधिकारीलाई बधाई ज्ञापन



त्रिवि एलुम्नाई एसोसिएसन नेपालको टोलीले नव नियुक्त उपकुलपति प्रा. डा. केशरजंग बराल, शिक्षाध्यक्ष प्रा. डा. खड्ग केसी र रजिष्ट्रार प्रा. डा. केदार रिजाललाई बधाई ज्ञापन गर्दै सफल कार्यकालको लागि शुभकामना व्यक्त गरेको छ ।

संस्थाका अध्यक्ष प्रदिपकुमार श्रेष्ठले सो अवसरमा उपकुलपति प्रा. डा. बराललाई बधाई एवं शुभकामना पत्र दिनुभई तीनै जना पदाधिकारीज्यूहरूलाई एलुम्नाई एसोसिएसनको स्मारिका र लोगो पिन प्रदान गर्नुभएको थियो । त्रिवि उपकुलपतिको कार्यालय, कीर्तिपुरमा भएको भेटघाट कार्यक्रममा संस्थाका अध्यक्ष श्रेष्ठले त्रिविको उन्नयन र विकासको लागि एलुम्नाईहरूको सहयोग जुटाउन प्रयत्न गरिने प्रतिबद्धता व्यक्त गर्नुभयो । उपकुलपति प्रा.डा. बरालले एलुम्नाई एसोसिएसन एउटा स्वतन्त्र संस्था भएकोले विश्वविद्यालयलाई गर्न सक्ने योगदानको कार्य योजना बनाई दीर्घकालीन रूपमा सहकार्य गर्न सकिने बताउनु भयो । एलुम्नाई एसोसिएसन, नेपालको निर्देशिकाको दफा-१७ बमोजिम त्रिवि उपकुलपतिज्यू संस्थाको संरक्षक रहने व्यवस्था रहेको छ ।

यसैगरी शिक्षाध्यक्ष प्रा. डा. केसीले विश्वविद्यालयभित्र गरिने अनुसन्धान र उद्यमशीलतासम्बन्धी कार्यक्रमलाई औद्योगिक क्षेत्रसँग जोडेर अगाडि बढ्ने त्रिविको योजना रहेको उल्लेख गर्नुहुँदै एलुम्नाईहरूसँगको सहकार्यले

मद्दत पुग्ने बताउनु भयो । यसैगरी रजिष्ट्रार प्रा. डा. रिजालले एलुम्नाईको महत्त्व हरेक विश्वविद्यालयमा रहने उल्लेख गर्नुहुँदै थुप्रै विषयमा विश्वविद्यालयले एलुम्नाईमार्फत् सहयोग प्राप्त गरी सहकार्य गर्न सक्ने सम्भावना रहेको बताउनु भयो ।

यसैगरी संस्थाका निवर्तमान अध्यक्ष प्रा. डा. सुनीति श्रेष्ठ हाडाले एलुम्नाईहरूको सहयोगबाट राष्ट्रिय एवं अन्तर्राष्ट्रियस्तरमा त्रिविको गरिमा अभिवृद्धि र संस्थागत छवि सुदृढीकरणमा थप सहयोग तथा योगदान पुऱ्याउन सहकार्य गर्न सकिने बताउनु भयो ।

उपकुलपति प्रा. डा. बराल गत फागुन १० गतेदेखि त्रिभुवन विश्वविद्यालयको उपकुलपति पदमा चार वर्षे कार्यकालको लागि नियुक्ति हुनुभएको हो भने शिक्षाध्यक्ष प्रा. डा. केसी र रजिष्ट्रार प्रा. डा. रिजाल यहि चैत्र ३० गतेदेखि नियुक्ति हुनुभएको हो ।

संस्थाका अध्यक्ष प्रदिपकुमार श्रेष्ठ नेतृत्वको टोलीमा निवर्तमान अध्यक्ष प्रा. डा. सुनीति श्रेष्ठ हाडा, उपाध्यक्ष प्रा. डा. ऋदिशकुमार पोखरेल, महासचिव डा. धिरज प्रधानाङ्ग, कोषाध्यक्ष डा. कुश्मिला आचार्य, सदस्यहरू प्रा. डा. नारायणप्रसाद चापागाईं, प्रा. डा. चन्द्रलाल श्रेष्ठ, डा. ठाकुर सिलवाल, डा. भोलानाथ ढकाल, डा. रामचन्द्र पोखरेल, नारायण जोशी, रविचन्द्र पराजुली, राजेशकुमार खनाल र नोदनाथ त्रिताल लगायतको उपस्थिति रहेको थियो ।

नेपाली महिलाको सशक्तिकरणमा जोड



बागमती प्रदेश सभा सदस्य माननीय मीना पराजुली पोखरेलले समतामुलक समाज निर्माणका लागि महिला सशक्तिकरणमा जोड दिनुपर्ने बताउनु भएको छ । त्रिवि एलुम्नाई एसोसिएसन नेपालले २०८० चैत ३ गते पद्मकन्या क्याम्पसको सभाहलमा आयोजना गरेको अन्तरक्रिया कार्यक्रममा प्रमुख अतिथिको आसनबाट बोल्नुहुँदै उहाले महिलाहरुलाई प्रभावकारी सहभागिताका लागि निर्वाचन प्रणालीमै सुधार गरेर अगाडि बढ्नुपर्ने बताउनु भयो । बजेट निर्माणमा राज्यले लैङ्गिक बजेट विनियोजनमा ध्यान दिनुपर्ने बताउनु हुँदै उहाँले महिलामैत्री कानून निर्माणमा आफ्नो तर्फबाट सक्दो पहल गर्ने प्रतिबद्धता समेत व्यक्त गर्नुभयो ।

उक्त कार्यक्रममा त्रिवि मानविकी तथा सामाजिक शास्त्र संकायका डीन प्रा. डा. कुशुम शाक्यले महिला शिक्षित नभई परिवार शिक्षित हुन नसक्ने धारणा राख्नु भएको थियो । लैङ्गिक समावेशीताको विषय महिलाको मात्र विषय नभएको बताउनु हुँदै डीन शाक्यले पुरुषहरुले पनि महिलाको भूमिका र समस्याबारे जानकार हुनुपर्ने बताउनु भयो । घरेलु हिंसाले ग्रसित समाजमा डिजिटल हिंसाको घटना बढ्न थालेको अवस्थामा राज्यले महिला अधिकारका लागि निर्माण गरेको कानूनी व्यवस्थाबारे व्यवहारिक रुपमा सबैलाई थाहा हुनुपर्ने पनि उहाँले बताउनु भयो ।

कार्यक्रममा 'अन्तर्राष्ट्रिय महिला दिवसको सन्दर्भ र नेपाली महिला' विषयमा विमला ज्ञवालीले कार्यपत्र प्रस्तुत गर्नुभएको थियो भने 'सामाजिक समावेशीकरण तथा महिला प्रेरणा' विषयमा डा. समिधा ढुङ्गेल पोखरेलले कार्यपत्र प्रस्तुत गर्नुभएको थियो ।

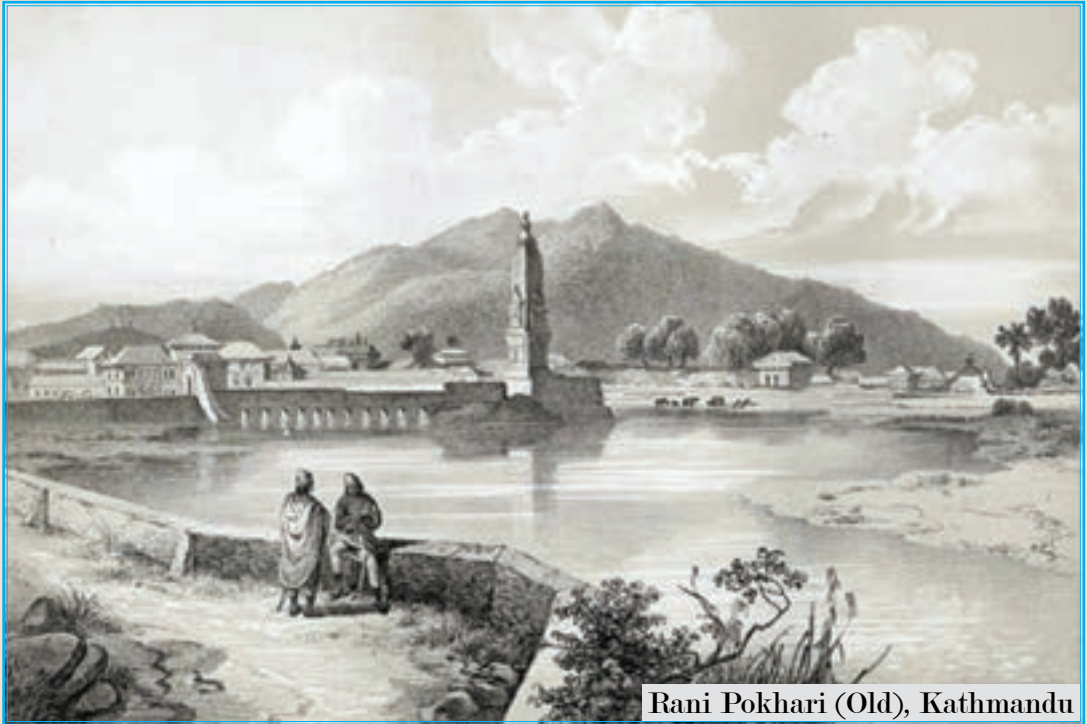
कार्यपत्रमाथि सहभागीहरुले टिप्पणी तथा प्रश्नहरु राख्नुभएको थियो ।

छलफल कार्यक्रममा अतिथि वक्ताको रुपमा कानून व्यवसायी सदपि खरेल, अन्तर्राष्ट्रिय पानी व्यवस्थापन संस्थाका डा. मनोहरा खड्का, नेपाल किसान परिषद्का पुष्पा भुषाल र गृह विज्ञान केन्द्रीय विभागकी विभागीय प्रमुख सन्तोष गिरी गुरुङले महिला अधिकारका विषयमा पर्याप्त कानूनी व्यवस्था रहेको भएता पनि प्रभावकारी कानून कार्यान्वयन हुन नसकेको औँल्याउनुहुँदै आरक्षण मात्रैले समता नआउने र क्षमताले पाउनु पर्ने जिम्मेवारीमा महिलालाई पनि क्षमताका आधारमा नै नेतृत्व दिनुपर्ने कुरामा जोड दिँदै आ-आफ्ना धारणाहरु राख्नु भएको थियो । संस्थाका उपाध्यक्ष प्रा.डा. ऋदिशकुमार पोखरेलको अध्यक्षतामा सम्पन्न कार्यक्रममा जेसी उप समितिका संयोजक खुमा शर्मा धितालले 'नेपालमा प्राकृतिक स्रोत र शैक्षिक क्षेत्रमा समावेशीकरण प्रवर्द्धनका अवसर र चुनौती' विषयमा प्यानल छलफलको सहजीकरण गर्नुभएको थियो ।

यसैगरी संस्थाका कार्यकारी सदस्य एवं सूचना अधिकारी नारायण जोशीले स्वागत मन्तव्य राख्नु भएको थियो । संस्थाका प्रकाशन उप समितिका संयोजक डा. भोलानाथ ढकालले धन्यवाद ज्ञापन गर्नुभएको थियो । कार्यक्रम सञ्चालन नोदनाथ त्रितालले गर्नुभएको थियो । अनुसन्धान र शिक्षाका लागि काठमाडौं केन्द्र, स्मल अर्थ नेपाल र पद्मकन्या क्याम्पसको सहयोगमा त्रिवि एलुम्नाई एसोसिएसन नेपालले ११४ औं अन्तर्राष्ट्रिय नारी दिवसको अवसर पारेर एक दिने अन्तरक्रिया कार्यक्रमको आयोजना गरेको हो ।



Pictures of Historical Buildings/monuments



Rani Pokhari (Old), Kathmandu



Tri-Chandra Campus, Ghantaghar, Kathmandu



Central Campus (New Building/Ghadighar), Kirtipur



Central Library (Old Building), Tribhuvan University



Tribhuvan University Central Office Building (Old)



Tribhuvan University Central Office Building (New)



PHOTOGRAPHS OF ACTIVITIES





Farewell ceremony to Prior Vice Chancellor Prof. Dr. Dharma Kanta Baskota.



President Pradeep Kumar Shrestha honored Prior Vice Chancellor Prof. Dr. Dharma Kanta Baskota with Alumni logo PIN



President Pradeep Kumar Shrestha honored Prior Registrar Prof. Dr. Peshal Dahal with Alumni logo PIN



President Pradeep Kumar Shrestha honored Principle Prof. Dr. Dhyan Bahadur Rai with Alumni logo PIN



President Pradeep Kumar Shrestha welcomed new appointed Vice Chancellor Prof. Dr. Keshar Jung Baral, Rector Prof. Dr. Khadga K C and Registrar prof. Dr. Kedar Rijal.



Participants on interaction programme on the occasion of International Women's Day 2024.

Membership Distribution and Networking Campaign, in PhD Festival-2080





TUAAN logo/pin to TU Authorities





त्रिवि एलुम्नाई एसोसिएसन नेपालको अनुरोध

त्रिवि एलुम्नाई एसोसिएसन नेपालको आजीवन सदस्य बन्न इच्छुक महानुभावहरूले संस्थाको वेबसाइट www.alumni.tu.edu.np मा रहेको अनलाइन फारममा क्लिक गरी आफ्नो विवरण भरी पठाएर सदस्यता प्राप्त गर्न सक्नु हुनेछ । साथै संस्थाको निम्न बैंक खाताहरूमा सदस्यता शुल्क जम्मा गरी संस्थाको इमेल ठेगाना tuaan@tu.edu.np मा रकम जम्मा भएको बैंक भौचर वा अनलाइन पेमेन्टको स्क्रिनसट फोटो इमेल गरी जानकारी गराउनुहुन हार्दिक अनुरोध गर्दछौ ।

संस्थाको खाता विवरण

खाता नम्बर : ०४५००१०६५०१६३३०००००२

खाताको नाम : त्रि.वि. एलुम्नाई एसोसिएसन नेपाल
(TU Alumni Association Nepal)

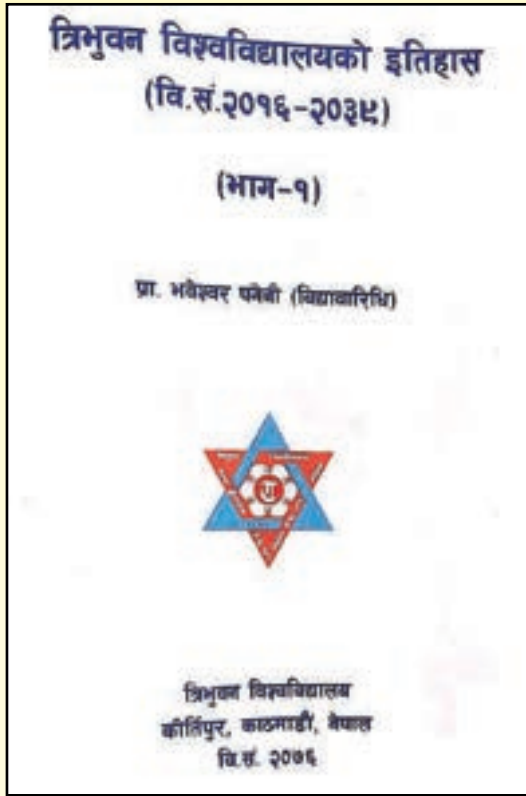
बैंकको नाम: नेपाल बैंक लिमिटेड, कीर्तिपुर शाखा

खाता नम्बर : ००५०१०१०००६६२०

खाताको नाम : त्रिभुवन विश्वविद्यालय एलुम्नाई
एसोसिएसन नेपाल

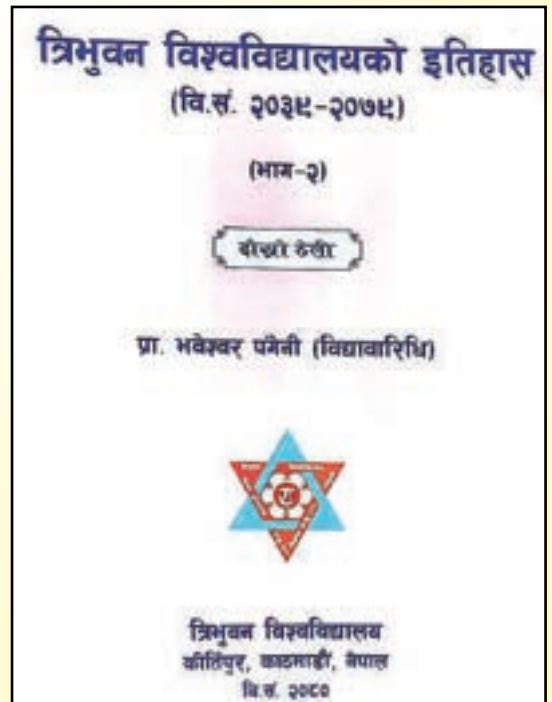
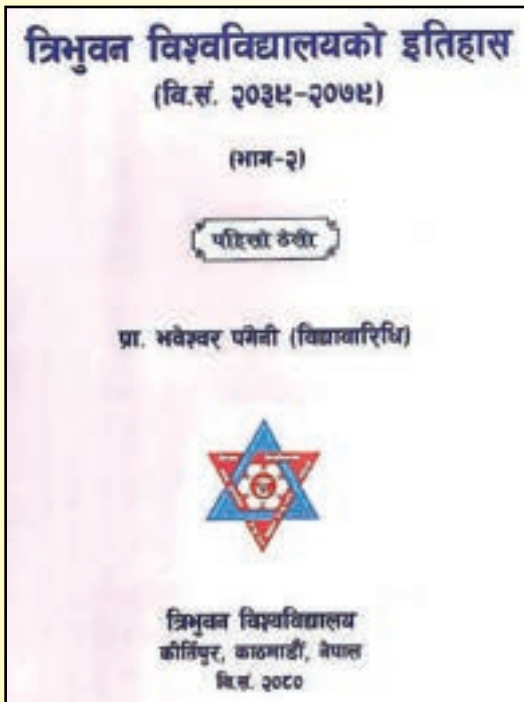
(Tribhuvan University Alumni Association Nepal)

बैंकको नाम : ग्लोबल आईएमई बैंक लिमिटेड,
कीर्तिपुर शाखा



त्रिभुवन विश्वविद्यालयको
इतिहास भाग १ र भाग
२ को सम्पूर्ण पुस्तकहरू
त्रिवि रजिष्ट्रारको
कार्यालय, सामान्य
प्रशासन महाशाखा,
कीर्तिपुरबाट खरिद गर्न
सकिन्छ ।

साथै त्रिवि केन्द्रीय
कार्यालयको वेबसाईट
www.tu.edu.np
बाट समेत डाउनलोड
गर्न सकिन्छ ।





त्रिभुवन विश्वविद्यालय एलुम्नाई एसोसिएशन नेपाल

Tribhuvan University Alumni Association Nepal (TUAAN)

एलुम्नाई दिवस (ALUMNI DAY) को हार्दिक शुभकामना

यो संस्था वि.सं. २०७४ साल मंसिर १२ गते (२८ नोभेम्बर २०१७) स्थापना भएको हो । हरेक वर्ष उक्त दिनलाई एलुम्नाई दिवस (ALUMNI DAY) को रूपमा मनाउँदै आएको हुँदा यहि मंसिर १२ गते (नोभेम्बर २८ तारिख) का दिन संस्था स्थापनाको छैटौं वार्षिकोत्सवको अवसरमा यस संस्थामा आवद्ध सम्पूर्ण आजीवन सदस्यज्यूहरू तथा त्रिविका सम्पूर्ण एलुम्नाईलाई हार्दिक शुभकामना व्यक्त गर्दछौं । संस्थागत उद्देश्य प्राप्तिका लागि यहाँहरूको निरन्तर सल्लाह, सुझाव र सहयोगको अपेक्षा गर्दछौं ।

धिरज प्रधानाङ्ग
महासचिव

प्रदीपकुमार श्रेष्ठ
अध्यक्ष

tualumni@tribhuvan-university.edu.np | www.tuaan.edu.np

80°0'0"E

82°30'0"E

85°0'0"E

87°30'0"E

Spatial Distribution of Constituent Campuses by District under Tribhuvan University, Nepal



Central Office, Tribhuvan University
and
Tribhuvan University Alumni Association Nepal
(TUAAN)

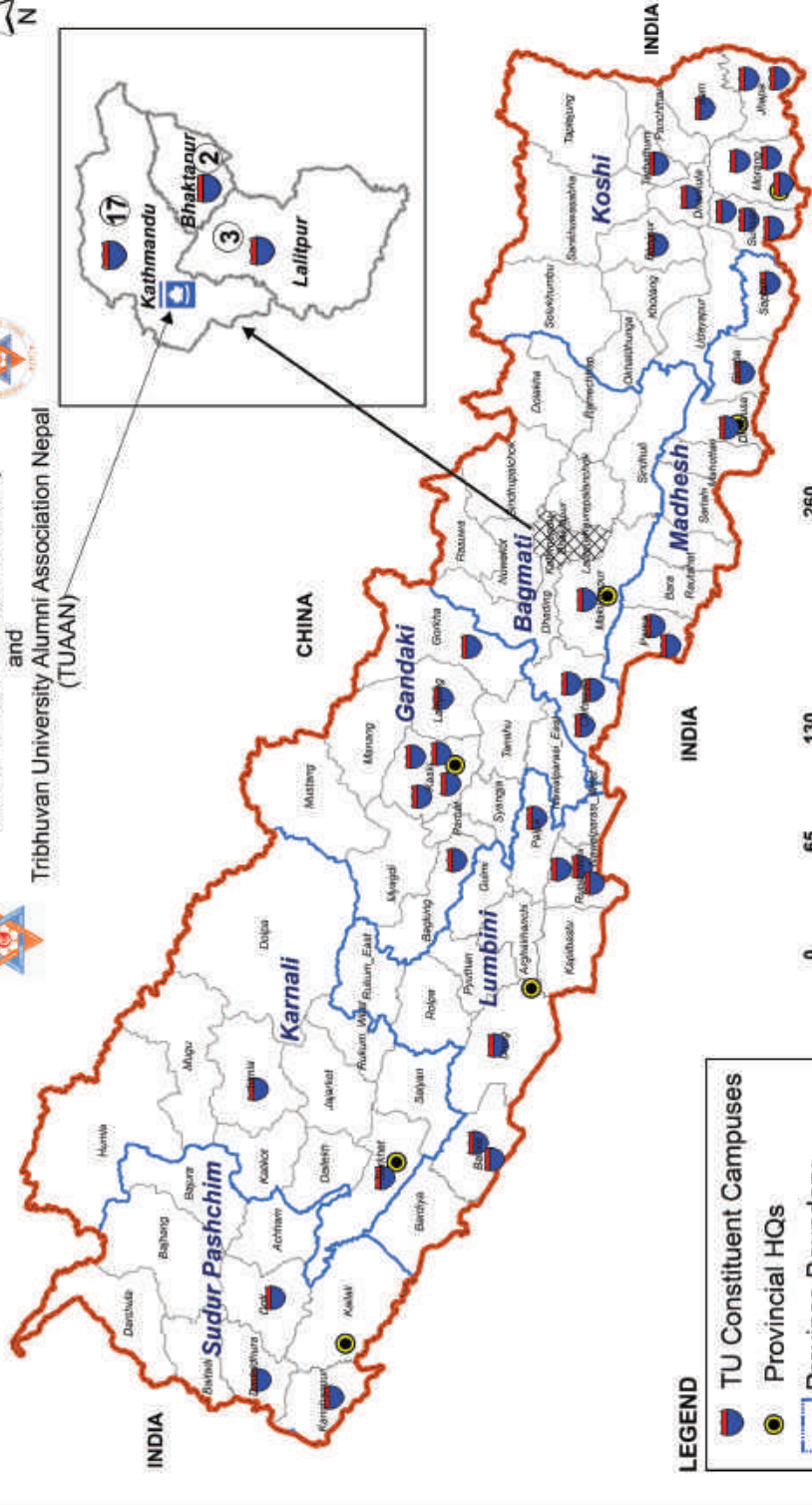


30°0'0"N

30°0'0"N

30°0'0"N

30°0'0"N



LEGEND

- TU Constituent Campuses
- Provincial HQs
- Province Boundary
- International Boundary

Source: Department of Survey, Government of Nepal and Information Section, TU., 2081

Designed by: Bhola Nath Dhakal, PhD

80°0'0"E

82°30'0"E

85°0'0"E

87°30'0"E