

Tribhuvan University

Vision 2030

Action Steps and Implementation Plan



Higher Education Reform Project
Project Implementation Office
Tribhuvan University
Kathmandu
2019

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PREFACE

In order to ensure academic quality of the university as per the international educational standard, the meeting of the Tribhuvan University (TU) Executive Council, held on 2073/4/16, decided to prepare Tribhuvan University Vision 2030 under the leadership of the Vice Chancellor, Prof. Dr. Tirth Raj Khaniya. To translate this decision into action, Higher Education Reform Project Implementation Council commissioned a team to develop the Vision 2030 document with the aim of enhancing the quality of TU's academic programs and improving the university's ranking at the global level. The team consisted of Prof. Dr. Pushkar Bajracharya, Prof. Dr. Lalu Prasad Paudel, Prof. Dr. Santosh Rayamajhi, Associate Prof. Ganga Ram Gautam and Dr. Raj Kumar Bhattarai. After a series of consultations with TU stakeholders, action steps and implementation plans were developed by a team that included Prof. Dr. Pushkar Bajracharya, Prof. Dr. Lalu Prasad Paudel and Associate Prof. Ganga Ram Gautam.

The team organized a series of meetings with the TU authority, reviewed various documents and prepared a draft document. The draft was then shared with the key stakeholders. Interactions were held with them; their observations were noted; their feedback was received; and the final draft was prepared. It was then shared with the university authority. The final shape of the report was given incorporating their feedback.

The document has two parts: the first part provides the overall context of TU including the historical overview; significant milestones; students and faculty strength; existing size and structure; and key issues and challenges that TU is facing at the moment; the second part deals with the vision, mission, core values, SWOT analysis and suggested strategies and actions.

This "Vision 2030" document envisages a number of strategies with a focus on three specific areas: Firstly, it recommends the restructuring of the TU by making it a Central University with fully autonomous schools, central departments and constituent campuses so that they can develop programs as per the market needs and run the programs efficiently. Secondly, the document identifies key areas to be addressed to enhance quality in TU's academic programs. Thirdly, it suggests strategies to improve the university's ranking at a global level. A strong support mechanism has also been recommended, along with the specific actions, in order to implement the suggested activities.

The strategies and actions suggested in this document have been categorized as short term (to be completed by 2020), medium term (to be completed by 2025) and long term (to be completed by 2030) goals. As reform is an ongoing process, some strategies and actions envisioned in the document at times overlap.

On behalf of the team, I would like to extend my thanks to the Higher Education Reform Project (HERP) Implementation Office, Tribhuvan University (TU/PIO) for entrusting the team to prepare this document. Special thanks go to Prof. Shankar Prasad Bhandari, Coordinator, TU/PIO for facilitating the team and providing all kinds of support for completing the task. Our sincere thanks go to the Vice-chancellor Prof. Dr. Tirth Raj Khaniya, Rector Prof. Dr. Sudha Tripathi and Registrar Prof. Dilli Ram Upreti for their inputs and feedback throughout the process. We are equally grateful to Prof. Dr. Dev Raj Adhikari, Member Secretary of the University Grants Commission for his input. We extend our thanks to the representatives of World Bank Office Nepal, Prof. Dr. Rajendra Dhoj Joshi, Prof. Dr. Mohan Prasad Aryal and Mr. Bholanath Pokharel, for their contributions. We also value the contributions of the Deans of Institutes and Faculties, Directors of the Research Centers, Heads of Central Departments and Campus Chiefs of various autonomous and decentralized campuses.

This revised document includes the vision for restructuring and the implementation plan.

Prof. Pushkar Bajracharya, Ph. D.
Team Leader

TABLE OF CONTENTS

a)	<i>HISTORICAL OVERVIEW</i>	1
b)	<i>OBJECTIVES OF TRIBHUVAN UNIVERSITY</i>	2
c)	<i>ORGANIZATION OF THE UNIVERSITY</i>	2
d)	<i>KEY MILESTONES OF THE UNIVERSITY</i>	2
e)	<i>CURRENT STATUS OF THE UNIVERSITY</i>	4
	Higher Education Institutes in the Country.....	4
	Students-teacher Ratio across Universities.....	6
	Enrollment by Institutes and Faculties.....	7
	Graduates of Tribhuvan University	9
	Financing	11
f)	<i>KEY ISSUES AND CHALLENGES OF TRIBHUVAN UNIVERSITY</i>	12
g)	<i>OPERATIONAL CONTEXT OF THE UNIVERSITY</i>	15
h)	<i>SWOT Analysis</i>	16
	<i>Strengths</i>	16
	<i>Weaknesses</i>	16
	<i>Opportunities</i>	17
	<i>Threats</i>	17
i)	<i>VISION 2030</i>	18
	<i>Vision</i>	18
	<i>Mission</i>	18
	<i>Core Values</i>	18
j)	<i>POINTS OF DEPARTURE: STRUCTURE AND SIZE</i>	19
k)	<i>STRATEGIES AND ACTIONS</i>	21
l)	<i>IMPLEMENTATION STRATEGIES</i>	48
m)	<i>PRIORITIES FOR 2020, SUGGESTED STRATEGIES AND ACTIONS STEPS</i>	49
n)	<i>ACTION PLAN FOR 2020</i>	55
	REFERENCES	62

TRIBHUVAN UNIVERSITY VISION 2030

a) HISTORICAL OVERVIEW

Internalizing the importance and need for quality education, Tribhuvan University (TU) was established in 1959 as the first university of Nepal with the aims of propagating and creating knowledge, emphasizing research and strengthening Nepalese heritage. As an academic institution imparting advanced education in the country, the university has shouldered the responsibility of preparing youths with cutting edge knowledge and the insight required to meet the expectations and needs of the contemporary society. The university has, over the time, gathered a gargantuan shape and size with five institutes, four faculties, 40 central departments, four research centers, 61 constituent campuses, and 1085 affiliated colleges with over 300,000 students. In nearly six decades of its operation, the university has made a significant contribution to higher education in the country and its role has been ever expanding.

Since its establishment, TU has substantially grown without any interruption, especially, in terms of students aspiring to join it for higher education and campuses seeking affiliation. In the initial phase, the university had to address the growing need for higher education in the country as there were no other institutions of higher education. Before the introduction of the National Education System Plan (NESP) 1971-76, Tribhuvan University had a university college and a limited number of affiliated government and private colleges. In the university college, the total number of faculty members was 125 in the year 1968, but now it has crossed seven thousand altogether. In the year 1973, the integration of all the government and private colleges into the Tribhuvan University substantially increased its size. With this decision, all the faculty members and staff working in all the colleges—public as well as community—came under the jurisdiction of the university.

The university is operating under its own TU Act. The Head of the State, the then King, used to be its Chancellor until the year 2006. After the declaration of the country as a federal republic, the Prime Minister and the Minister for Education are entitled to assume the position of the Chancellor and the Pro-chancellor of the University respectively. The executive responsibilities rest upon the Vice-chancellor, Rector and Registrar who are appointed for a period of four years.

For about three decades since its establishment, Tribhuvan University was the only institution involved in higher education. During this period, the size of the university increased substantially, which later became one of the major obstacles in the university's smooth operation and quality assurance of higher education. The efforts to reduce its size at a national level could not work even after phasing out Proficiency Certificate Level (PCL) program from the university system and adopting the strategy of establishing multiple universities.

The University has been designated as an autonomous university since its inception. But, in view of its close linkage with the government on its policy and funding, it is widely perceived as a 'State' university garnering extremely high expectations from the people. The amendments of the Tribhuvan University Act in 1993 and Tribhuvan University Rules in 1994 have made improvement in the governance and structure of the University. Theoretically, the amendments have made it a statutory institution and the legal framework has granted it a fully autonomous status. However, the debate of it being 'autonomous' versus 'State-controlled' has still remained an issue in its operations.

Higher Education Reform Project (HERP) commenced in the University in 1994 with the view to enhance the infrastructures required for quality education. In its second phase in 2007, the focus was on decentralization and autonomy of the institutions. The current phase of the project began in 2015 focusing on quality, relevance, efficiency and empowerment of the university.

b) OBJECTIVES OF TRIBHUVAN UNIVERSITY

According to the Tribhuvan University Act 1993, the key objectives of the University are:

- To prepare capable human resources required for the overall development of Nepal
- To impart quality higher education to the students
- To carry out research in multiple sectors
- To protect and develop national culture and tradition
- To involve faculty members and students in extensive, empirical and timely research and creation of knowledge in the fields of arts, science, technology and vocation

Following these objectives, the institutes, faculties, research centers, departments and campuses of Tribhuvan University are primarily involved in teaching, training and research for extending higher education in the country. The university has maintained relations and carried out educational exchange programs with native and foreign universities and educational institutions. Similarly, it has been organizing and launching various academic, sports and welfare programs as activities integral to the university, and awarding scholarships, medals and prizes to deserving students and individuals as well.

c) ORGANIZATION OF THE UNIVERSITY

The University Senate, headed by the Chancellor and consisting of 50 members is the supreme body of the University. The Senate provides directions to the University and approves its policies, plans, programs and budgets. Decisions of the Senate are implemented by various executive bodies. The Academic Council, headed by the Vice-chancellor, is purely an academic body, which defines the norms, criteria, courses and makes major academic decisions. Similarly, the Executive Council, headed by the Vice-chancellor, is another major body, entrusted to undertake major executive decisions and carry out the functions thereof. The Research Coordination Council under the leadership of the Rector oversees the research activities, and the Planning Council, led by the Vice-chancellor, is instrumental in the overall planning of the university.

The university consists of five institutes viz. Institute of Engineering (IoE), Institute of Medicine (IoM), Institute of Forestry (IoF), Institute of Agriculture and Animal Sciences (IAAS) and Institute of Science and Technology (IoST) and four faculties viz Faculty of Law (FoL), Faculty of Humanities and Social Sciences (FoHSS), Faculty of Management (FoM) and Faculty of Education (FoE). These institutes and faculties run undergraduate and postgraduate programs through their 40 central departments, three schools, 61 constituents and 1085 affiliated campuses all over the country. The deans are the academic heads of the institutes and faculties. In addition to the institutes and faculties, there are four research centers—Center for Economic Development and Administration (CEDA), Center for Nepal and Asian Studies (CNAS), Research Center for Applied Science and Technology (RECAST) and Research Center for Educational Innovation and Development (CERID)—in order to address the research needs.

d) KEY MILESTONES OF THE UNIVERSITY

Tribhuvan University has initiated a series of change and development initiatives in the areas of infrastructure, human resources and policy and programs from the very beginning of its establishment.

Construction of buildings, establishment of library and laboratory, amendments of the Acts, Rules and Regulations, training and development of faculty members and administrative staff, and introduction of new programs are some major initiatives. Important milestones in these areas since the establishment of the university include:

Year (AD)	Actions and achievements
1959	In the month of July 1959, Tribhuvan University Act, 2016 (BS) came into its effect with the establishment of the university under the Chancellorship of the King
1961	Postgraduate programs offered in addition to the undergraduate programs
1962	The Central Library at Lal Durbar merged with the University library Master's level programs introduced in Education
1965	Central Department of Chemistry founded
1966	Master's level programs introduced in Physics, Chemistry, Biology and Zoology
1969	Central Department of Physics established
1970	Master's program in Sanskrit established
1971	Tribhuvan University Act 1959 amended
1972	National Education System Plan (NESP) implemented
1972	Institute of Medicine, Institute of Agriculture and Animal Sciences, Institute of Engineering and Institute of Science and Technology established
1973	All government as well as private colleges integrated into the folds of the University under NESP
1974	Institute of Law; Institute of Education; Institute of Humanities and Social Sciences and Institutes of Business Administration, Commerce and Public Administration established
1977	The university library renamed as Tribhuvan University Central Library
1979	Affiliation restarted – offering affiliation to colleges
1981	Institute of Business Administration, Commerce and Public Administration Management converted into Faculty of Management
1982	Institute of Education converted into Faculty of Education
1985	Institute of Humanities and Social Sciences converted into Faculty of Humanities and Social Sciences
1986	Sanskrit campuses transferred to Mahendra Sanskrit University
1989	Higher Secondary Education System envisioned phasing-out of Proficiency Certificate Level program from the University
1993	New Tribhuvan University Act 1993 enacted
1993	TU Organization and Academic Administration Rules 1993 (2050 B. S.), TU Staff Service Rules 1993 (2050 B.S.) and TU Financial Management and Procurement Rules 1993 (2050 B. S.) came into effect
1998	Tribhuvan University Decentralization Rule, 1998 (2055 B. S.) issued
2000	TU Vision 2020 developed
2005	Tribhuvan University Autonomy Rule 2005 (2062 B. S.) issued
2007	The university came under the Chancellorship of Prime Minister of Nepal
2013	Nepal government decides to promote TU as the Central University (२०६९ पुष २४ गतेको मन्त्रीपरिषद्को निर्णय)
2014	Five-year Strategic Plan (2014-19) developed
2014	Reintroduction of semester system at Master's level
2015	Open and Distance Education Center (ODEC) established
2018	Vision 2030 developed with a plan for 2018 – 2030

e) CURRENT STATUS OF THE UNIVERSITY

Despite the emergence of multiple universities in the country, Tribhuvan University still becomes the destination of most students with undiminished craze for its academic credentials. The section below outlines the status of the higher education landscape.

Higher Education Institutes in the Country

A rapid growth of higher educational institutions has been noticed in the last couple of decades in the country.

Table 1: Higher education institutes

Universities	Colleges FY 2015/16			Number of students								
	Total	Constituent	Affiliated	FY 2014/15			FY 2015/16			FY 2016/17		
				Constituent	Affiliated	Total	Constituent	Affiliated	Total	Constituent	Affiliated	Total
Tribhuvan University	1146	60+1	1085	110194	223710	333904	102085	182368	284453	100705	188861	289566
Kathmandu University	21	6	15	5958	9695	15653	6801	9857	16658	7108	9972	17080
Purbanchal University	131	5	126	950	22589	23539	406	7449	24511	1425	25068	27265
Nepal Sanskrit University	18	14	4	2936	476	3412	2175	1020	2945	1108	193	1301
Pokhara University	62	4	58	1936	23596	25532	1881	241531	26032	1990	24905	26895
Lumbini Baudha University	6	1	5	129	110	241	77	119	196	64	172	236
Agriculture and Forestry University	1	1	-	1565	-	1565	1583	-	1583	1723	-	1723
Far-Western University	1	1	-	1829	-	1829	2211	-	2211	2099	-	2099
Mid-Western University	1	1	-	2522	-	2522	3046	-	3046	2778	-	2778
BP Koirala Institute of Health Sciences	1	1	-	1419	-	1419	1448	-	1448	1448	-	1448
Karnali Academy of Health Sciences	1	1	-	100	-	100	170	-	170	-	-	-
National Academy of Medical Sciences	1	1	-	546	-	546	576	-	576	544	-	544
Patan Academy of Health Sciences	1	1	-	295	-	295	415	-	415	249	-	249

Source: Economic Survey 2016/17.; EMIS 2016/17, UGC, Nepal.; TU, Planning Council.

Students enrollment

Tribhuvan University still bears a substantially bigger load of about 80% of all students every year even after the establishment and operation of more than a dozen universities in the country. The total number of students in 2017/18 reached 367,427, further enforcing that TU has had to cater to a substantial proportion of the students in the country. The flow of students is yet to be diverted to the newly established universities.

Table 2: Student enrollment

Year	Enrolment (PCL included)													
	TU '59	NSU '86	KU '91	Pur '94	Pok '97	LBU '05	MWU '10	FWU '10	AFU '10	BPKIHS '93	NAMS'02	PAHS'09	KAHS'13	All
2007/08	282,711	3,339	6,126	14,878	7,638					1,070	203			315,965
2008/09	317,039	3,261	7,795	14,872	7,538					1,192	203			351,900
2009/10	374,706	3,624	9,282	18,490	13,171					1,192	203	60		420,728
2010/11	353,718	1,798	9,658	24,726	16,666	33				1,072	203	60		407,934
2011/12	382,927	1,925	11,310	26,967	20,229	226				1,155	200	55		444,994
2012/13	500,717	1,691	12,954	25,796	24,380	302	2,472	787	140	251	115	60		569,665
2013/14	384,499	3,862	14,550	24,441	25,254	241	1,944	2,461	446	443	245	235		458,621
2014/15	333,904	3,412	15,653	23,539	25,532	241	2,522	1,829	1,565	1,419	546	295	100	410,557
2015/16	284,453	2,945	16,658	24,511	26,032	196	3,046	2,211	1,583	1,448	576	415	170	364,244
2016/17	289,566	1,301	17,080	27,265	26,895	236	2,778	2,099	1,723	1,448	544	249	0	371,184

Source: EMIS Reports (2007/8 to 2016/17), UGC, Nepal

Students-teacher Ratio across Universities

Students-teacher ratios across the universities vary substantially within a range of below 1 to 35.

Table 3: Student-teacher ratio across universities

Year	Students : teacher ratio											
	TU	KU	PokU	PurU	NSU	LBU	MWU	FWU	AFU	BPKIHS	NAMS	PAHS
2007/08	18.40	16.50	8.52	11.87	4.90					5.85	1.43	
2008/09	21.70	10.00	8.50	13.80	5.00					8.40	1.10	
2009/10	23.00	10.00	16.00	15.00	6.00					7.00	1.00	1.00
2010/11	22.00	11.00	10.00	18.00	3.00					7.00	1.00	1.00
2011/12	25.00	13.00	24.00	19.00	2.00					6.00	2.00	1.00
2012/13	24.72	24.39	14.68	14.00	1.93		24.72	11.08	1.73	1.53	0.52	0.53
2013/14	15.89	28.08	11.42			1.72	12.46	31.15		2.13	1.20	1.85
2014/15	16.06	17.67	12.35			1.72	16.17	23.15		6.82	1.82	2.32
2015/16	17.42	34.88				1.18	19.53	22.11		6.96	0.44	2.52
2016/17	12.48	36.45	18.43			0.98	17.81	20.99		6.96	2.65	1.20

Source: EMIS (2007/08 to 2016/17), UGC, Nepal

Campuses under Tribhuvan University

Tribhuvan University runs its academic programs through three types of campuses: constituent campuses, community campuses and private campuses. Out of its total students, constituent campuses account for about 36%, community campuses 39% and private campuses 25%.

Table 4: Campuses under Tribhuvan University

Particulars	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total campus	676	792	886	921	1041	1123	1123	1161	1161
Constituent campus	60	60	60	60	60	60	60	60	60
Community campus	218	294	530	336	422	424	425	524	524
Private campus	398	438	296	525	559	639	638	577	577
Total enrollment	317,039	374,706	375,007	361,825	500,717	384,499	333,904	284,453	289,566
Constituent campus	172,594	196,126	159,394	156,104	196,985	126,590	110,194	102,025	100,705
Community campus	95,795	126,174	140,323	128,186	171,191	149,044	127,971	110,013	104,804
Private campus	48,650	51,706	75,290	77,535	132,541	108,865	95,739	72,355	84,057
Teacher	7950	7950	7207	7950	7966	7966	7966	7976	8065
Student-teacher ratio	22:1	25:1	22:1	20:1	25:1	16:1	14:1	13:1	12:1

Source: EMIS, Reports (2007/08 to 2016/17), UGC, Nepal

Enrollment by Institutes and Faculties

TU offers a wide range of programs and confers Doctoral, M. Phil, Master's and Bachelor's degrees under its institutes and faculties. The enrolment trend over the last eight years shows substantial increase in Management, Science and Technology and decrease in Education and Humanities.

Table 5: Enrollment by Institutes and Faculties

Year	Agriculture	Education	Engineering	Forestry	Humanities	Law	Management	Medicine	Science and Technology	Others	Total
2008/09	860	91,923	5,666	311	60,611	2,355	75,965	2,012	12,779	64,557	317,039
2009/10	1,181	147,457	5,601	333	68,013	2,592	94,189	2,007	12,310	41,023	374,706
2010/11	1,101	151,114	5,929	365	67,129	4,042	109,606	2,084	12,348		353,718
2011/12	942	144,914	12,190	734	86,212	3,898	111,888	7,564	14,585		382,927
2012/13	1,334	219,355	3,002	1,092	81,153	3,404	167,599	7,129	16,649		500,717
2013/14	1,305	150,863	8,458	506	54,404	3,046	141,840	3,811	20,266		384,499
2014/15		122,454	8,444		43,100	4,072	133,828	5,417	16,589		333,904
2015/16		82,805	7,322		35,541	5,286	124,568	1,582	27,349		284,453
2016/17	1,669	77,511	12,880		45,977	65	118,999	5,160	27,305		289,566

Source: EMIS, UGC Reports (2007/08 to 2016/17), Nepal

Academic Programs

Tribhuvan University offers about 300 programs under its institutes and faculties. The programs range from bachelor to doctoral degrees.

Table 6: Academic programs

Institutes/Faculties	Bachelor's	Master's	Others	Total
IoST	6	13	-	19
FoHSS	27	29	-	56
IoM	9	33	1	43
IoE	15	9	-	24
IAAS	9	5	-	14
IoF	1	5	-	6
FoE	13	15	-	28
FoM	7	7	1	15
FoL	2	2	-	4
Total	89	118	2	209

Note: Table does not include the number of M. Phil. and PhD programs.

Human Resource at Tribhuvan University

The number of employees at Tribhuvan University in the year 2018/19 has reached 16,062 that include 7,938 teaching faculty and 8,124 non-teaching staff. The number of administrative staff has surpassed the teaching faculty indicating the burden the university system has had to shoulder. The positions of human resources for the year 2017/18 are given in the following tables.

Table 7: Academic personnel details (2017/2018)

Level	Position	Tenure			Total
		Permanent	Temporary	Contract	
1A	Professor	666			666
2A	Reader	1,990			1,990
3A	Lecturer	4,255		44	4,299
3A	Senior Instructor	49			49
4A	Assistant Lecturer	94			94
4A	Instructor	140		5	145
4A	Teaching Assistant			582	582
4B	Joint Instructor	90		24	114
5	Assistant Instructor	65	16	45	126
	Total	7,349	16	700	8,065

Source: Tribhuvan University, Central Office

The ratio of administrative staff and faculty members is almost equal in the University.

Table 8: Administrative Personnel Details (2017/2018)

Level	Position	Tenure				Total
		Permanent	Temporary	Contract	Daily wages	
	Vice-chancellor	1				1
	Chairman (TUSC)	1				1
	Rector	1				1
	Registrar	1				1
	Member (TUSC)	1				1
	Dean	9				9
	Executive Director	10				10
	Controller	1				1
	Total	25				25
1B	Administrator or equivalent	12				12
2B	Co-administrator or equivalent	99				99
3B	Joint-administrator or equivalent	301				301

Level	Position	Tenure				Total
		Permanent	Temporary	Contract	Daily wages	
4B	Asst. administrator or equivalent	563				563
6B	Head Assistant or equivalent	779			43	822
7B	Assistant or equivalent	303	13	52	167	535
	Total	2,057	13	52	210	2,332
1A	Librarian	1				1
2A	Co-librarian or equivalent	19				19
3A	Joint-librarian or equivalent	70				70
4A	Asst. Librarian or equivalent	239				239
5	Asst. Instructor or equivalent	432		10	11	453
6A	Lab Assistant or equivalent	379				379
7A	A. Na. Mi. or equivalent	899		6	7	912
	Total	2,039		16	18	2,073
	Driver or equivalent	209			4	213
	Priest or equivalent	5				5
	Cook or equivalent	4				4
	Peon or equivalent	2,240		200	200	2,640
	Total	2,458		200	204	2,862
	Grand total	6,576	13	268	432	7,292

Graduates of Tribhuvan University

Tribhuvan University substantially contributes to the national workforce of the country by producing graduates in different disciplines. However, compared to the enrollment figure, the number of graduates passing out is significantly low.

Table 9: Graduates of Tribhuvan University

Area	Degree	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Engineering	Certificate	2638	3850	463	624	554	650	-	-
	Bachelor	5208	8832	1053	1022	1089	1655	1924	2036
	Master	179	357	119	130	113	181	160	172
	Ph.D.	-	-	-	-	-	4	4	-
	Total	8025	13039	1635	1776	1756	2490	2088	2208
Agriculture and Animal Sciences	Diploma	124	125	128	172	292	144	183	226
	Master	57	71	81	81	97	116	81	26
	PhD	-	-	-	2	2	3	5	6
	Total	181	196	209	255	391	263	269	258

Area	Degree	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Medicine	Certificate	289	598	303	303	263	289	286	-
	Bachelor	182	175	481	400	920	890	846	1174
	Master	109	170		164	128	153	188	270
	M. Phil	0	1	1	-		-	3	3
	Total	580	985	916	867	1311	1332	1323	1447
Forestry	Certificate	74	82	79	87	-	51	-	-
	Bachelor	59	82	85	56	96	84	122	217
	Master	12	22	24	29	26	41	10	-
	PhD	-	-	-	2	2	-	1	-
	Total	145	186	188	174	124	176	133	217
Science and Technology	Certificate	1759	1971	1674	1781	929	-	-	-
	Bachelor	1305	1971	2337	2532	2947	2429	3869	2534
	Master	377	575	692	764	993	1183	1206	1343
	PhD	6	7	10	4	-	3	11	18
	Total	3447	4524	4713	5081	4869	3615	5086	3895
Law	Certificate	0	25	29	-	-	-	-	-
	Bachelor	329	255	215	223	477	445	523	797
	Master	41	32	30	23	47	35	46	47
	PhD	2	1	1	-	-	3	1	3
	Total	372	313	246	246	524	483	570	847
Management	Certificate	3415	3739	1703	1386	1504	-	-	-
	Bachelor	6187	9326	8652	14276	14976	11576	13369	23620
	Master	1110	2360	2676	1288	4004	2875	2601	3603
	M.Phil	21	30	23	16	28	52	10	46
	PhD	4	7	6	4	7	5	5	7
	Total	10737	15462	13060	16970	20519	14508	15985	27276
Education	Certificate	3155	3249	2859	3793	2798	-	-	-
	Bachelor	5455	12193	13089	22427	21073	16708	20941	24750
	Master	422	1151	1477	1931	5272	3529	3699	6644
	M.Phil	7	9	9	11	12	24	9	10
	PhD	4	2	3	4	2	2	6	5
	Total	9043	16604	17437	28166	29157	20263	24655	31409
Humanities and Social Sciences	Certificate	5919	6239	4654	5697	4654	-	-	-
	Bachelor	5891	7160	6515	9605	8491	6547	7558	10089
	Master	1909	3620	3283	2361	6471	4337	4162	5636
	M.Phil.	0	10	-	-	-	91	64	103
	PhD	37	32	40	32	-	45	43	43
	Total	15677	17714	14492	17695	19616	11052	12073	15871
Grand Total		48207	69023	52896	71230	78267	54182	62182	83428

Source: Economic Survey, 2016/17

Financing

The investment of the government in higher education per student by university widely differs. The amount ranges from Rs. 3,468 to Rs. 255,102.

Table 10: Government's Investment in Higher Education per Student by University

University	2015/16
Tribhuvan University	17,753
Kathmandu University	4,502
Purbanchal University	3,468
Nepal Sanskrit University	134,126
Pokhara University	3,841
Lumbini Buddha University	255,102
Agriculture and Forestry University	116,867
Far-Western University	59,349
Mid-Western University	45,962

Source: EMIS (2016/17), UGC, Nepal. Calculation based on the amount released in the year by the UGC to the universities and number of students' enrollment in the year.

Tribhuvan University basically depends on government financing for its operations. However, internal resource mobilization from full-fee programs appears to be growing in recent years. The income from full-fee programs, affiliation and miscellaneous sources contribute substantially to the increasing expenditure of the university. However, contributions from affiliations and full-fee programs do not have uniformity across the institutes, faculties, central departments and constituent campuses.

Table 11: Income and expenditure

Year	Asset	Liability ¹	Income ²	Expenditure ³
2011/12	9,236,774,142	8,749,139,366	5,967,301,600	5,479,666,823
2012/13	10,077,891,954	9,955,999,403	5,782,650,104	5,660,757,553
2013/14	10,997,847,068	10,118,269,267	7,535,928,245	6,656,350,445
2014/15	12,540,726,554	10,712,689,678	8,747,572,755	6,919,535,879
2015/16	13,678,861,879	11,491,235,286	9,296,630,554	7,109,003,962

Source: Tribhuvan University. ¹Liability exclude central office advances and cash deposits. ²Income includes grant income and other consolidated incomes. ³Expenditure excludes advances.

The University has two sources of income: grant income and other incomes. The government of Nepal is the principal source of grant income whereas additional income comes from fee and other sources. The proportion of other income is increasing and has reached 36% in the year **2015/16**.

Table 12: Sources of income

Year	Grant income (Rs.)	Other income (Rs.)	Total (Rs.)	Percentage of other income of total income
2011/12	4,090,629,567	1,876,672,033	5,967,301,600	31%
2012/13	3,570,432,143	2,212,217,961	5,782,650,104	38%
2013/14	4,241,058,603	3,294,869,642	7,535,928,245	44%
2014/15	5,425,819,401	3,321,753,354	8,747,572,755	38%
2015/16	5,911,620,845	3,385,009,709	9,296,630,554	36%

Source: Tribhuvan University

f) KEY ISSUES AND CHALLENGES OF TRIBHUVAN UNIVERSITY

There is a growing concern among the TU stakeholders about its role, functioning and ability to contribute in the fast changing environment due to the volatility of the situation and complexity of the issues gelled together in its operation and management. A blame is often placed on the TU authority and employees that they have been using the glorious past of the university to project themselves in the market, but they are not very serious about quality education, innovation and research. Tribhuvan University, however, currently confronts multiple issues requiring holistic improvement.

Quality Assurance in Mass Education

Quality assurance in higher education in Nepal is becoming a primary concern for TU stakeholders. Each and every segment of society—individuals and institutions, singly or jointly—has realized the significance of quality education and the university itself has acknowledged the primacy of *quality higher education* in the development process of society. However, the quality enhancement endeavor undertaken by the university faces some challenges like the lack of individual and institutional needs assessment, program development, pedagogic intervention, execution of academic calendar, quality standards setting, performance monitoring, and the compulsion of bearing the load of about 300,000 students and their unions.

Organizational Complexity

The effectiveness of a university is associated with the organizational structure, governance and compliance practices. Delegation and decentralization of authority, and the practice of granting autonomy are essential elements of the university as it has developed into a complex institution over the time. The university itself has developed and enforced several rules and regulations in the course of its operation. The acts, rules and regulations, and structure of the university are changing over time. The changes entrust power and roles regarding governance and decision-making authority, and such practices are likely to impact the process of designing and implementing strategies for the management and operation of the university. As Tribhuvan University consists of a large number of constituent and affiliated campuses throughout the country, management of these campuses from the center has been rather challenging. Besides the organizational and management complexities, coordination, monitoring and maintaining quality in such a mega structure have been major issues.

Program Relevance

The University offers both undergraduate (Bachelor) and graduate (Master, M. Phil. and Ph. D) programs. It offers about 3,500 courses in nearly 300 programs. Sustaining these programs, making them market-relevant and simultaneously diversifying the programs to address emerging areas and disciplines

at the same time may not be possible. Challenges are posed by the failure in the diversification of the programs according to the real needs of contemporary society and the atomization of jobs due to the advancement of technology and artificial intelligence. A few institutions and faculties have diversified a few programs addressing the current needs and expectations. But there is no tradition of needs assessment and human resource planning at a national level or university level. As a result, there is a heavy exodus of students to pursue higher education abroad and it has posed colossal pressure on the foreign exchange reserves of the country.

Adaptive Pedagogy

Usually in higher education, students are expected to equip themselves with the required knowledge, abilities and skills to perform with excellence in their areas. Therefore, students are expected to get mastery over the body of knowledge. Thus, participatory and interactive learning methodologies need to be used in classroom delivery. It is expected that university education adopts a range of learning methods such as lectures, case studies, individual and group exercises, simulations, assignments, role play, games, project works, guided and free reading, presentations and so forth. Students have to get involved in these activities during the process of learning; and all of the activities demand adaptive pedagogy. The current pedagogic practices in TU are mostly confined to the traditional methods focusing on lower order thinking skills and mostly based on teacher's inputs. Consequently, it is generally reported that our graduates lack critical thinking skills and innovative approaches at their work places.

Library and Laboratory

The university, faculty members and students are expected to constantly use the library facilities. However, the use of library and laboratory facilities for the purpose of teaching-learning appears to be low as they are not fully integrated with classroom activities.

The use of modern technologies and ICT such as computer system, internet and multi-media in the learning process is limited. Teachers and students are not linked through a network. No system has so far been developed to share teachers' resources with the students, to submit assignments, and to make inquiries and complaints etc. among the teachers and students through the web-based technology. Even the faculty members and students, in most of the cases, have not been able to use the university ID in their emails and internet use.

The equipment and lab facilities have become old and they are incompatible with the technological advancements. The lab facilities in the central departments, campuses and research centers are inadequate to meet the growing demand of the students and faculty members. There are no professors who have their own laboratory at the university setting. Moreover, academic programs have been greatly affected due to the ineffectiveness in periodic maintenance, upgrading, replacement, and utilization of the laboratories and their equipment for the utmost benefits of all concerned.

Assessment and Examination

Examination management in TU has remained one of the crucial areas of concern not only for TU authorities and officials, but also for students and parents. At present, TU adopts dual system for student evaluation— an annual examination system and a semester evaluation system. The annual system of examinations is executed by the Office of the Controller of Examinations. The Controller of Examinations is engaged in managing and conducting examinations round the year using the classrooms as exam halls, which is adversely affecting teaching learning activities as well. The annual system of examinations hardly follows the academic calendar. In the annual system, the commencement and completion of the academic session, the operation of examinations and publication of results have been generally

delayed. The violation of approved academic calendar is rampant, and result publication takes a long time, sometime even a year. It has, however, come down to about four to five months.

Personnel Recruitment and Development

The University is facing multiple problems in recruitment, training, development and promotion of faculty members and staff. The recruitment process is lengthy, and it takes a long time (around 1-2 years). Sometimes, the vacancy announcement is made due to an external pressure, but not in requirement. Furthermore, the current provisions for teachers' recruitment are not adequate in attracting and retaining better human resources. Training facility for both teaching and non-teaching staff is almost non-existent. Opportunities for exposure visits and overseas programs are extremely limited. The current promotion criteria do not necessarily acknowledge the ability of the candidates and the promotion announcement is delayed by years.

Physical and Financial Resource Mobilization

Tribhuvan University has a total holding of 1478.88 hectares of land across the country (त्रि.वि. सम्पत्ति संकलन, संरक्षण तथा व्यवस्थापन एकाइ समिति, २०७४). It possesses buildings, halls, and rooms for its academic purposes. However, questions are raised against the quality of infrastructures and their adequate use. Departments of Science and Technology lack emerging state-of-the-art technology. Financial crunch is yet another problem that TU is facing. The programs are run on a very subsidized fee and the government funding simply covers the salary of faculty members and staff. The university lacks adequate funding for educational expenses, faculty development and research.

Institution Building

Another major concern of the university is institution building. It has to do with rules and regulations, attitudes, beliefs, values, behavior, working environment, interactions with outsiders, experiences and expectations of the stakeholders. These are the attributes of organizational culture. They are unique in every organization and difficult to build and change. Revisiting the existing organizational culture of the Tribhuvan university is a daunting task.

Coordination and Monitoring

The information and communication system of the university is inadequately organized. It is not compatible with the programs required for coordination and monitoring. As a result, the university is weak in the domains of monitoring and quality assurance.

Inbreeding and Immunity to Change

The production of the university has largely occupied the university in administrative and academic fronts. Almost all faculty members and officials entering the university are its own graduates. Eventually, excessive inbreeding in administration and academic sector has made the entire administrative and teaching-learning process immune to change. Personal interest of all kinds, the provisions and conditions set to appoint higher-level officials, the absence of succession planning, the dearth of needs assessment for the program among others have encouraged two set of issues and challenges: inbreeding and immunity to change. Inbreeding exists from personnel appointment to program designing to delivering the entire program in the institutes and faculties. For instance, the organization structure and appointment procedure of the officials, poor authority-responsibility-accountability relationships, political influence and unionism in decisions and actions and stagnant and inflexible curriculums are fueling and strengthening the immunity to change.

Wastage Reduction

High wastage rate—mainly in results and project/program implementation—is a serious issue at the university. The unqualified intake of students, poor quality of teaching-learning activities, centralized examination and ineffective monitoring system, inbreeding in every process, resistance to change for adaptive pedagogy and current teaching-learning technology and materials are the causes of poor results of around 28 percent. With such a huge wastage rate, the university is producing mediocre human resources, passing out after a series of ‘back papers or re-examinations’ in many cases. Other dimensions of wastages at TU include the lengthy program cycles and under-utilization of resources.

g) OPERATIONAL CONTEXT OF THE UNIVERSITY

The Constitution of Nepal 2015 AD has assigned central universities, central level academies, central libraries, university standards and regulations under federal authority (Schedule-5.15), and state universities, higher education, libraries and museums, protection and use of languages, scripts, cultures, fine arts and religions under state authority (Schedule-6.18). The state policies aim to prepare competent, competitive, ethical human resource devoted to national interests by making education scientific, technical, vocational, empirical, employment and people-oriented, to regulate and manage private sector investment in education to make it service-oriented and to enhance state investment in the education sector to make higher education easy, qualitative, accessible, and free gradually (Part-4.51.h.1,2 and 3).

In recent years, there have been a discussion making TU a central university in different forums. These discussions are in alignment with the provision of the recently promulgated constitution of Nepal. However, the role and position of TU as the Central University in the federal context has to be made clear at a policy level.

Tribhuvan University is still the first choice of many students and the highest enrolment figures reflect this tendency. However, the relevance of education imparted by it particularly in some areas and disciplines is increasingly questioned by the market. Similarly, there is also an issue of alignment of its products with national policies, priorities and requirements.

The university has made a series of attempts for change and taken various initiatives over the period of time. Strengthening leadership and administrative capabilities, enhancing quality in teaching and learning, advancing employee compensation and benefits and sharpening faculty-members’ competence are some of the areas the university has prioritized from the beginning of its establishment. However, the university has been struggling to acquire the means to create a congenial environment and move forward to achieve the desired ends. But due to the prevalence of over politicization and unionism among the stakeholders across the board, including appointments in key positions, these efforts have not been materialized in their true spirit. Similarly, financial dependence on the government has forced the university to design and deliver low-cost academic programs.

The practice of unionization at the university is not getting democratic momentum. Students’ unions, employees’ unions, and teachers’ unions do not rampantly influence the appointment of the university officials, but also their decisions and actions. Conflicting interests of the unions are reflected in the patterns of their influences. Eventually, operational activities of the university largely depend on the fulfillment of conflicting claims of the unions and their fellow members. Due to these reasons, the focus of the university is found to be derailing in the past few decades.

Efforts have been made to improve the situation by addressing the identified problems. Initiatives have been taken to transform the higher education process by mobilizing resources and executing higher

education reforms through World Bank's assistance. The current initiative is being carried out under the third phase of higher education project. The major focus is on improving infrastructures, enhancing the efficiency of the teaching learning processes through decentralization and autonomy, strengthening potential campuses, improving the examination system, and installing EMIS. Tribhuvan University Vision 2020 was prepared in 2000 to provide the direction for improvement. Similarly, strategies were defined for 2014-19 taking into account the changing perspectives. There were, however, some complaints about the intensity and efficiency of implementing and translating these visions, strategies and actions.

The SWOT analysis is carried out to assess its opportunities and threats and strengths and weaknesses.

SWOT Analysis

Strengths

- Sufficient land, buildings, halls, classrooms, and space for physical infrastructure development.
- Adequate resource pool for mentoring, coaching and facilitating other universities, professional institutions and development partners.
- An established brand in higher education and excellence in deliveries.
- Access to higher education in affordable price to general population of Nepal. Students from any socio-economic background can attend its programs either at the constituent or affiliated colleges.
- Outreach networks all over the country with its constituent and affiliated campuses.
- Safety net for girls, disadvantaged and other marginalized groups.
- In-built systems, established practices, structured organization, proven management and authentic governance.
- Government funding through the University Grant Commission (UGC).
- International recognition and linkage.
- Coverage of multiple disciplines of higher education.

Weaknesses

- The land, buildings, halls and classrooms have not been well-developed and utilized.
- Libraries, e-libraries and laboratories are not well-developed and utilized.
- Absence of extensive utilization of human and physical resources.
- Lack of state-of-the-art technology in areas which have recently emerged mainly in the areas of science and technology, agriculture and veterinary sciences, engineering and medicine.
- Shortcoming of infrastructure for interactive pedagogy and research; unable to ensure an optimum utilization of the available facilities.
- No interface of the research centers and concerned institutions, faculties, central departments and campuses.
- Almost all the faculty members have been confined to classroom teaching; inadequate exposures for them to the outside world.
- Absence of proper coordination between and among the monitoring and quality assurance departments and place of program design and delivery.
- Faculty members and administrative staff have not been made fully accountable to the totality of the academic program.

- Excessive inbreeding in program design and delivery.
- Absence of terms of reference (job description, job specification and performance indicator) for both the faculty members and administrative staff.
- Absence of criteria-based leadership
- Inadequate need-assessment, curriculum update and linkage between the university and society.
- Absence of Educational Management Information System (EMIS) and Decision Support System (DSS) to support the policies and programs.

Opportunities

- The Government of Nepal, in principle, intends to make it the Central University.
- The government, academic institutions, and development partners are willing to join hands with the university for enhancing and strengthening both academic and research programs owing to its profile and credibility.
- The standing of the University as a leading higher educational institution in the country.
- Possibility of harmonizing international academic programs in the university.
- Abundant possibilities of high altitude and diversity-based research and experimentations.
- Nepalese people are deliberately willing to pay for their children's higher education.

Threats

- Challenge to compete with already established universities in Nepal and incoming universities from abroad in the context of globalization.
- Unclear and unpredictable status of the university under the federal system.
- Volatile political environment and extreme unionization in university affairs.
- Increasing number of outgoing youths in search of quality education, extensive brain-drain to outside world, very low enrollment of students under the science and technology related subject areas.

At present, Tribhuvan University has become extremely large, highly dependent on the government for financial resources, severely influenced by politics and involved in running mediocre programs for mediocre outputs in many cases. To overcome this situation, soft options and simplistic strategies and actions will not help to position the university in the global arena. Complete transformation of the university structure and system is essential to address the problems.

TRIBHUVAN UNIVERSITY

VISION - 2030

i) VISION 2030

Vision

As a credible central university ranking high at a global level, Tribhuvan University will be recognized for quality education reinforced by research, innovation, knowledge creation, transformative teaching-learning at an affordable cost, and for ensuring access and entertaining diversity through effective and efficient utilization of human and physical resources.

Mission

- a) Creating, disseminating and promoting a transformative learning culture
- b) Inculcating diversity, not only among the students but also among the faculties and the programs at national and global level
- c) Producing competent human capital with high ability, morale and sensitivity to values to address the emerging challenges and needs of the nation
- d) Collaborating with the government agencies social institutions and industries for making education productive and relevant
- e) Making TU a regional education and research hub by improving its status in global university ranking
- f) Enhancing collaboration for policy and discourse, inputs and outputs deliberations
- g) Inculcating human capital through multi-disciplinary and interdisciplinary approaches
- h) Adoption of the state-of-the-art technology in diverse areas including Information and Communication Technology (ICT) for knowledge dissemination, accumulation and creation
- i) Exploring the possibility of resource generating potentials to become self-sustainable

Core Values

- a) Freedom of thought and expression
- b) Free from discrimination of any kind
- c) Widest possible students' access to the University
- d) Adoption and promotion of national languages, cultures, literature and arts
- e) Compliance with social responsibility and accountability
- f) Community outreach and global engagement
- g) Transparency in governance and operation

j) POINTS OF DEPARTURE: STRUCTURE AND SIZE

Regarding Tribhuvan University, there are some issues which are frequently debated: One is its largeness in terms of its number of campuses nationwide and their nature - constituent, affiliated-community and private, and autonomous and the other is the number of students it caters in terms of its size of population that a university possibly can handle. Given the geographical size and population of Nepal, one would certainly argue whether or not it is good to have Nepal a university like TU with about 400 thousand regular students whereas most of the world's top universities are found to have about 20-40 thousand students, and more than 11 hundred campuses with different nature in terms of management. It is also important to keep in mind that there is craze for Nepalese students to hold academic credentials named after Tribhuvan University. Even after establishing more than 10 Universities and transferring TU campuses to different universities at the regional level, there is a strong flow of students to TU for quality, credibility and superior recognition at national and international levels. Some politicians, people in the government and experts argue that, in order for TU to continue the quality it is offering, it needs restructuring allowing it to have a size that is manageable in every respect.

In order to address these issues and to initiate reform in its quality, an increasing concern of many, Tribhuvan University needs to make a point of departure. The starting point of departure in this regard would be to revisit to the current structure and size as in many articulations, it has been shown that the largeness in size, in which many attempted to take pride, actually is the root cause of the problems. Therefore, the answer has to be sought at the size and the structure itself. Discussions with the stakeholders also proved the point. In the context of TU as a possible central university and the federal political structure, it is now high time to restructure TU and reorganize its size in order to make it manageable, efficient and effective. Thus, there are two options that could be explored in this regard. A brief description of the options and comparative advantages are outlined below:

Option 1: Multiple Tribhuvan Universities

One of the options brought up in the discussion among the TU stakeholders which was overwhelmingly and unanimously welcomed is the adoption of the multiple Tribhuvan University concept. This model is also practiced in many other countries including the US. In this model, TU will be reorganized into 8 Tribhuvan Universities with at least one (TU) in each province. The current Kirtipur campus will be converted into a research university which will support the other seven universities in developing their human resources and strengthening quality of education and research activities.

The seven Tribhuvan Universities in the provinces will be autonomous in their operation and they could run the programs approved by Tribhuvan University and add more programs based on the local needs and market potential. Though all the TUs in the provinces will be encouraged to run programs of all the disciplines to serve the larger community, they will also be encouraged to create a brand image in certain disciplines based on local interest and market potential. This concept could be implemented in three different forms;

- a) TU Kirtipur + 1 TU in each Province: TU in Province One, TU in Province Two, TU in Province Three, TU in Gandaki Province, TU in Province Five, TU in Province Six and TU in Far Western Province. All these TUs will be central universities under the Federal government.
- b) TU Kirtipur + 1 in each province: The TU in Kirtipur will remain as the Central University and the TUs in the Provinces will be Provincial Tribhuvan Universities.
- c) TU Kirtipur + 1 in each Province: The TU in Kirtipur will be as a Central University and the TUs in the Provinces could have different names with some form of partnership with the TU.

By doing this, TU could continuously serve the people of the country as it has been doing and maintain the status of Central University through the TUs in all the provinces. TU will be sizable in its management and each TU in different provinces could develop their own tagline program in some specific subject areas so that they can attract students not only from the other provinces but also from the international communities. They can present their focused image in those subjects and can uniquely present themselves in their specialized disciplines. Due to the image and brand of TU, provincial and local governments will be interested to collaborate with the TUs.

However, the restructuring and resizing of TU is challenging. One of the biggest challenges in creating multiple TUs will be to build a consensus among the stakeholders both inside and outside on the issue of its structure. It requires a strategic planning and continued discussion in different levels of governments, political parties and the community at large. It will also be important to gather from what is happening elsewhere in similar cases. In addition to this, management of the existing human resources and their expected roles in the changed context of TU need to be worked out before implementing the restructuring plan to avoid the stakeholders' resilience in operationalizing the plan. Time taken in the process including designing suitable legal provisions get it passed by the parliament may make the process long drawn inviting more chaos and disturbances. Other issues may be distribution of resources particularly, as said earlier, human resources; need of strong leadership to lead the transformation process; and nurturing required for provincial TUs. Hence, there is a need of proper planning, strategizing, selling the idea to stakeholders and carefully implementing them and learning from elsewhere.

Option 2: Autonomous Schools and Campuses

Another option to manage the existing mega structure of TU would be to establish the autonomous schools and provide autonomy to the constituent and affiliated campuses. The schools could be established either by integrating the existing central departments, research centers or new schools based on market potential. These schools will run interdisciplinary and multidisciplinary courses to address the emerging needs of the job market. This structure could be applied in the existing structure or the suggestion options. The list of the possible schools and their operation details are illustrated in the strategies and actions in this document.

K) STRATEGIES AND ACTIONS

Time: S = Short term (within 2020)

M = Medium term (within 2025)

L = Long term (within 2030)

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
STATUS OF THE UNIVERSITY					
Central University	Seeking Recognition for TU as the Central University in the government's policy and legal documents	<ul style="list-style-type: none"> a) Propose Central University agenda in the TU Senate and approach the government for its enactment as per the constitution. b) Lobby with the government to pass the amendment bill from the Parliament. c) Enact laws to declare Tribhuvan University as the Central University. 	S	<ul style="list-style-type: none"> a) TU Senate requests the government to recognize TU as the Central University. b) Officially recognition of TU as the central university in its Act by the Parliament. 	<ul style="list-style-type: none"> Executive Council TU Senate
ORGANIZATION DESIGN AND ADMINISTRATION					
University Systems and Administration	Restructuring/reforming TU in the context of federal political structure	<ul style="list-style-type: none"> a. Form a committee to prepare a road-map and provide implementation guidelines for restructuring/reforming the university systems as envisioned by Vision 2030. b. Prepare operational plans based on the road-map. c. Develop mechanisms for e-governance and compliance in the entire university systems and administration. 	S	<ul style="list-style-type: none"> a) Preparation of road-map b) Preparation of operational plans c) Establish and operate e-governance systems and administration 	<ul style="list-style-type: none"> Executive Council Concerned entities
			S/M		
			M/L		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Structure and Size	Envisioning size and structure of the university	<p>a) Form a high level TU Restructuring and Resizing Commission in consultation with the government with detailed terms of reference (TOR).</p> <p>b) Initiate discussion among the TU stakeholders to make multiple Tribhuvan Universities: 1 TU in each province and 1 in Kirtipur as a research university.</p> <p>c) Initiate dialogues with the federal and provincial governments, including the mainstream political parties, to establish TUs in different provinces.</p> <p>d) Develop a detailed organization plan of the multiple TUs and coordinate with the government to materialize it in action.</p> <p>e) Negotiate with the government to implement the plan through the revision in the TU Act and other relevant policy documents.</p>	<p>S</p> <p>S</p> <p>M</p> <p>M</p>	<p>a) TU Restructuring Commission formed.</p> <p>b) Consensus built among the TU stakeholders, governments and mainstream political parties.</p> <p>c) Revision of the policy documents to implement the concept of multiple TUs</p> <p>d) Operationalization of the plan and establishment of the TUs as per the plan</p>	<p>Executive Council,</p> <p>TU Senate</p>
Councils, Committees and Boards	Making Councils, Committees and Boards efficient and effective	<p>a) Revisit and redefine the authority, scope of works, functions/tasks and responsibilities of each council, committee and board.</p> <p>b) Integrate, reshuffle, establish necessary councils/boards/committees.</p> <p>c) Conduct periodic management/performance audits of the councils, committees and boards.</p>	S/M/L	<p>a) Justification and logicity of the councils, boards and committees</p> <p>b) Optimization of the councils, boards and committees</p> <p>c) Efficiency and effectiveness in decision-making</p>	<p>Executive Council</p> <p>Heads of the respective councils, boards and committees</p>

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Institutes and Faculties	Strengthening the offices of the deans with more autonomy and resources for their effective delivery	<ul style="list-style-type: none"> a) Invite short term and long-term plans from institutes and faculties and provide support accordingly. b) Empower institutes and faculties to collaborate with the national and international organizations. 	<p>S</p> <p>S</p>	<ul style="list-style-type: none"> a) Development and submission of strategic plans to TU Central Office. b) Signing MOUs with national and international organizations 	Deans Deans and International Relations Center
Schools	Introduction of the school concept in order to address the emerging needs of the market and to adhere to the local and global call for interdisciplinarity and multi-disciplinarity in the academic programs. Some of the schools that could be established and/or strengthened by 2030. <i>Suggested new schools include:</i>	<ul style="list-style-type: none"> a) Change the existing autonomy rules to create space for schools with designated authority. b) Form a committee to prepare standardized rules to establish fully autonomous (academic, administrative and financial) schools with the authority to make decisions about the program design, structure, faculty recruitment and development. c) Establish the following schools in short-term: <ul style="list-style-type: none"> I) School of Fine Arts II) School of Pedagogical Sciences III) School of Earth and Environmental Sciences IV) School of Language, Literature and Linguistics V) School of Economic Policy and Development VI) School of Natural Resources Management <p><i>Some of these schools could integrate the existing central departments and/or research centers. Currently, four schools have already been established or are in process of being</i></p>	<p>S</p> <p>S</p> <p>S</p> <p>S</p> <p>S</p>	<ul style="list-style-type: none"> a) Development and approval of schools' operation guidelines by TU Council b) Appointment of School Directors c) Establishment and operation of autonomous schools d) Availability of quality human resources for each school e) Training, certification and license to faculty members f) Establishment and operation of On-line course registration system g) Enhancement of international faculty's mobility h) Full autonomy to already established schools 	Executive Council TU Senate Dean's Office School Directors Rector's Office Concerned Agencies

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	<p>iv) School of Biological Sciences</p> <p>v) School of Medicine</p> <p>vi) School of Engineering</p> <p>vii) School of Laboratory Studies</p> <p>viii) School of Fine Arts</p> <p>ix) School of Language, Literature and Linguistics</p> <p>x) School of Pedagogical Sciences</p> <p>xi) School of Behavioral and Social Sciences</p> <p>xii) School of Economic Policy and Development</p> <p>xiii) School of Law</p> <p>xiv) School of Strategic Studies</p> <p><i>Already established schools:</i></p>	<p><i>established viz. School of Management, School of Mathematics, School of Education, and School of Forestry and Natural Resource Management that need to be adjusted with the proposed schools.</i></p> <p><i>Options may include:</i></p> <p><i>i. Merge related central departments and form schools.</i></p> <p><i>ii. Establish independent schools</i></p> <p><i>iii. Convert research centers into appropriate schools.</i></p> <p>d) Appoint the directors to facilitate school establishment process.</p> <p>e) Prepare human resources required for the schools: new recruitment and/or pulling from existing central departments/constituent campuses. In case of pulling, enable them to work at the schools while extending support to the CDEs/constituent campuses.</p> <p>f) Provide mandatory pedagogic training for the faculty members at their entry-level.</p> <p>g) Introduce central on-line course registration system for the students at all the schools. The students should be given the option of attending courses from different schools with the provision of minimum credit hours from the respective subjects in which they are awarded the degree.</p>	<p>S</p> <p>S/M/L</p> <p>S/M/L</p> <p>S</p>	<p>i) Establishment of schools and initiation of academic programs .</p>	

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	xv) School of Management xvi) School of Mathematical Sciences xvii) Graduate School of Education	<p>h) Prepare mechanisms for national and international faculty exchanges; and inviting/employing international faculties as required in the schools.</p> <p>i) Provide the same autonomy as provided to newly established schools to the already established schools.</p> <p>j) Establish other schools as specified in strategies.</p>	M/L S S		
Central Departments	<p>a) Restructuring and strengthening the roles and functions of central departments</p> <p>b) Making central departments fully autonomous—financially, academically and administratively; or</p> <p>c) Upgrading/merging central departments (selectively) to respective schools</p>	<p>a) Revisit autonomy policy and redefine its criteria with defined indicators.</p> <p>b) Enhance the capacity of the central departments by upgrading the physical and financial facilities, quality of faculty members through professional development, training and exposure.</p> <p>c) Stop opening central departments; and initiate activities to consolidate/strengthen or merge the departments to be developed as schools.</p> <p>d) Revisit the present structure and functioning of central departments (within and outside Kirtipur campuses) putting them on equal footing.</p>	S S/M M/L M/L	<p>a. Revision and approval of autonomy policy</p> <p>b. Enhancement of capacity of the central departments of central departments as schools</p> <p>c. Autonomy and operation of central departments as schools</p>	Executive Council, Deans and Heads of central departments

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Constituent Campuses	a) Redefining, revisiting and restructuring the roles and functions of constituent campuses	a) Revisit autonomy policy and redefine its criteria with defined indicators.	S	a. Autonomy policy revised and approved by Executive Council	Executive Council, Rector's Office,
	b) Making constituent campuses autonomous; academically, administratively and financially; upgrading the campuses (selectively) to schools	b) Empower the constituent campuses to embrace autonomy and move towards the status of schools; encourage them to run programs based on market needs; encourage the campuses to run programs in Science and Technology subjects; and facilitate curriculum design, program implementation, examinations, and accreditation. c) Support the campuses to organize seminars, workshops, discussion and interaction programs; facilitate quality enhancement and accreditation.	S/M	b. Autonomous Constituent campuses/schools running programs based on market needs including Science and Technology programs c. Decentralization of campuses	Registrar's Office, Dean's Office, Campus Chiefs
	c) Decentralization of non-autonomous campuses	d) Develop criteria and indicators to run the programs in terms of the number of students and locations; merge the programs with lower number of students from different campuses and rearrange the faculty members.	S/M	d. Enhancement of programs sustainability	
	d) Integration of similar programs of different campuses with few students		S/M		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Research Centers	Revisiting the roles and responsibilities of the research centers (CEDA, CNAS, CERID and RECAST)	<ul style="list-style-type: none"> a) Initiate collaborative research between the research centers and central departments/schools. b) Encourage each school to have a strong research link of their programs with the centers. c) Strengthen the research centers: (i) increase the capacity including HR (ii) create an endowment fund (iii) activate to mobilize domestic and international research activities; or d) Convert the centers to appropriate schools (suggested options CEDA: School of economics and Development; CNAS: School of Strategic Studies; CERID: School of Pedagogic Sciences; and RECAST: School of Laboratory Studies). 	S	<ul style="list-style-type: none"> a) Initiation of collaborative research projects b) Integration of research as a core academic component by central departments and initiation of research projects with the collaborating partners c) Development and approval of criteria; Restructuring and conversion of research centers into schools. 	Executive Directors of Research Centers Heads of Central Departments School Directors Dean's office Respective Schools Research Centers Executive Council
Office of the Examinations	Revisiting the roles and responsibilities of the Office of the Controller of Examinations (OCE)	<ul style="list-style-type: none"> a) Establish an office of examinations in each school/department/autonomous campus and enable them to evaluate, scrutinize, process and publish the results at the offices/centers. b) Authorize OCE to maintain the calendar of examinations. c) Develop and fully digitize OCE as students' complete records center. d) Establish network between OCE and exam offices of the schools, central departments and autonomous campuses. 	S/M/L	<ul style="list-style-type: none"> a) Establishment of examination offices in schools, central departments and campuses b) Development and observance of exam calendar c) Development of an integrated database of students d) Effective and efficient certification process 	Executive Council Controller of Examinations Schools Central Departments Autonomous Campuses

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Central Library	Developing Central Library as a reference library	a) Expedite the process of digitization.	S	upgrading and updating of library facilities	Executive Council, Planning Council, Librarian
		b) Upgrade physical and digital (e-library) infrastructure.	S/M		
		c) Increase subscriptions of library and e-library materials.	S/M		
Curriculum Development Center (CDC)	Making Curriculum Development Center as curriculum needs assessor, information generator and disseminator	a) Review the existing program/curriculum of national and international universities.	M	CDC operates in a constructive modality	Rector's Office Executive Council CDC Director
		b) Initiate need assessment for new program/curriculum design and delivery.	M		
		c) Measure the effectiveness of existing programs/curriculum through research/studies seminars and discourses.	M		
		d) Develop standards for academic programs/institutes/courses/programs and facilitate to enforce them with accreditation/recognition/validation and verification.	M		
		e) Make comparison and prepare corrective measures.	M		
Reference Laboratory and Innovation Center	a. Establishing a world-class autonomous and self-sustained reference laboratory and innovation center b. Determining tests and verifying standards and benchmarks through research, innovation, experimentation and incubation c. Encouraging patenting	a. Prepare rules for establishing and operating a world-class autonomous and self-sustained reference laboratory and innovation center.	S	a. Establishment and operation of World-class reference laboratory and innovation center b. Registration of patents and designs	Executive Council Head of the innovation center
		b. Establish the center (RECAST may be integrated with this center).	S/M/L		
		c. Install required systems and devices. d. Allocate funds for research, studies, experimentations and investigations to generate patents and designs.	M/L		
			S/M/L		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Hostels, Dormitories and Cafeterias	<p>a. Providing accommodation for international students and faculty-members</p> <p>b. Availing dormitories and cafeteria facilities at schools/campuses</p>	<p>a. Initiate procurement/construction process for hostel facilities of international standards for international students and faculty members.</p> <p>b. Begin to construct new dormitories/halls and cafeteria and renovate the existing ones.</p> <p>c. Avail hostels, dormitories and cafeteria facilities in schools and campuses including in technical and vocational subjects (Ensure the quality, quantity, and price of the food and beverage items available at hostels and cafeterias/canteens; monitor the use and misuse of the university's tangible and intangible properties).</p>	<p>S</p> <p>S</p> <p>S</p>	<p>a) Availing accommodation facilities for international students and faculty members</p> <p>b) Construction of Dormitories and cafeterias</p> <p>c) Ensuring availability of and cafeteria facilities</p>	<p>Schools Directors Campus Chiefs</p>
Affiliated Colleges	<p>a. Integrating the affiliated campuses through merger plan</p>	<p>a) Define incentives to motivate the merger of the affiliated campuses.</p> <p>b) Integrate the affiliated campuses if the number of students is low and the campuses are located in the same geographical areas.</p> <p>c) De-affiliate the affiliated campuses which do not have students in their programs.</p>	<p>S</p> <p>S/M</p> <p>M/L</p>	<p>a) Development of merger criteria</p> <p>b) Merger of a certain number of affiliated campuses</p> <p>c) De-affiliation of campuses which do not have students in their programs</p>	<p>Executive Council and Respective Deans</p>

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Infrastructure, Physical and Digital facilities	a) Ensuring compatible classrooms/halls	a) Make the halls' and classrooms' design and layout compatible and effective for the course requirement and number of students.	S/M	a) Compatible halls and classrooms	Department Heads, School
	b) Availing digital classroom and library facilities	b) Construct a seminar hall of international standards capable of accommodating of about 1000 delegates.	M	b) Construction of International seminar hall	Directors and Campus Chiefs
	c) Enriching library and laboratory facilities	c) Develop physical and digital classrooms and library facilities in each department, campus/college and subscribe library materials/recourses as required.	S/M	c) Well-developed libraries	
		d) Develop departments/campuses laboratories and ensure the space, equipment, materials and methods as demanded by the programs/courses.	S/M	d) Well-developed laboratories	
PROGRAMS AND CURRICULUM					
Semester-based Program	a) Strengthening the semester-based program	a) Revise the semester-based curriculum.	S	a) Implementation of Semester system study and recommendation committee's recommendations	Dean's Office and Subject committees
	b) Gradual expansion of semester-based education in all the programs at Bachelor levels of general and professional education	b) Follow the recommendations of the Semester System Study and Recommendation Committee 2017.	S	b) Faculty members receive enough resources for teaching and learning	Dean's Offices Registrar's Office
		c) Provide resources to upgrade the quality of education in the semester-based programs.	S	c) Semester-based programs at all undergraduate programs	
		d) Expand semester-based program in all undergraduate programs of general and professional education.	M/L		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	c) Expansion of the Open and Distance Learning program to reach wider mass of students	<ul style="list-style-type: none"> a) Stop private examination system and ask students to enroll private students in the open and distance education center. b) Facilitate the Open and Distance Learning Center (ODEC) to develop a short-term and long term strategic plan to run the TU programs for open and distance learning. c) Equip ODEC with the resources (physical and human) to run the TU programs. d) Expand the TU's academic programs through Open and Distance Education Center for those students who cannot come to attend face-to-face study. e) Provide scholarships to the students from marginalized and remote communities to attend the ODEC programs. 	S S S S S/M	<ul style="list-style-type: none"> a) Stopping private exam system by the decision of the TU authority. b) Development and submission of strategic plan c) Development of necessary infrastructure at the ODEC to run the programs d) Open and distance programs run for students e) Students receive scholarship for the ODEC program 	Executive Council ODEC
Curriculum	Consolidating and updating existing curriculum	<ul style="list-style-type: none"> a) Design and develop criteria and indicators to define quality education. b) Assess the rationale and validity of the programs currently running under the TU umbrella. c) Revise and update the existing curriculum of undergraduate and graduate programs with a focus on quality dimensions of future graduates. d) Make a mandatory provision to analyze the normative needs and consumer needs on a regular basis (in every three years) both at national and international levels. e) Collaborate with government agencies and institutions while designing the curriculum to make higher education meaningful and relevant to the needs of the country. 	S S S/M M/L M/L	<ul style="list-style-type: none"> a) Development and dissemination of quality parameters to the TU stakeholders b) Establishment of validity and rationale of the TU programs c) Revision and approval of undergraduate courses d) Planning the execution of needs analysis in every three and five years e) Development and implementation of collaborative framework in curriculum design 	Faculty Boards Academic Council School Directors Deans Subject Committees

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	<p>a) Introduction of the integrated curriculum to address the emerging market needs.</p> <p>a) Introduction of new programs to attract foreign students and faculty members</p> <p>b) Provision of credit transfer and credit accumulation (domestic and foreign)</p>	<p>Encourage schools and central departments to incorporate interdisciplinarity and multidisciplinary in their curriculum.</p> <p>Design new educational programs through the respective schools/departments in areas of language, culture, bio-diversity, high altitude/ Himalayan studies, mountaineering and so on.</p> <p>Introduce credit transfer and credit accumulation system for the students who attend universities in Nepal and abroad.</p>	<p>S/M</p> <p>S/M</p> <p>S</p>	<p>Schools and central departments collaborate and run integrated programs.</p> <p>Curriculum developed in certain new programs</p> <p>Development and approval of credit transfer and credit accumulation criteria by the Executive Council</p>	<p>School Directors Heads of Central Departments</p> <p>School Directors Heads of Central Departments</p> <p>Rector's Office</p>
ADMISSION					
In-house Learning Programs	<p>a) Merit-based enrolment through rigorous entrance examinations</p> <p>b) Defining the number of students in all academic programs</p>	<p>a) Empower departments, schools and campuses to develop rigorous criteria for students' intake. This might entail organizing workshop and training for the faculty members.</p> <p>b) Enforce the selection criteria developed by the Dean's Office</p> <p>c) Decide the number of students for all subjects and programs based on the interest of the students and the market needs.</p> <p>d) Continue the existing reservations for the students from marginalized and excluded community.</p> <p>e) Attract international students to the academic programs.</p>	<p>S</p> <p>S</p> <p>S</p> <p>M</p> <p>M</p>	<p>a) Development and approval of criteria by the Executive Council</p> <p>b) Enrolment of the students according the criteria</p> <p>c) Enrolment of international students in the academic programs</p>	<p>School Directors Heads of Central Departments Dean's Offices</p>

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	c) Attracting students in technical areas	a) Increase the scholarships for science and technology subjects. b) Make a provision of special scholarship programs for students of remote areas in science and technology subjects. c) Provide special incentive for girls in STEM (Science, Technology, Engineering and Mathematics) programs.	S S S	a) Development and approval of criteria by the Executive Council b) Allocation of funds for the scholarship	Executive Council
PERSONNEL ADMINISTRATION					
Faculty Members	a) Availing quality faculty right from the entry/intake level	a) Revisit the entry/promotion criteria to reflect the actual performance (including scholarly contributions, winning awards and appreciation) of the faculty members in their work b) Make pedagogic training mandatory for newly recruited faculty members. c) Attach new entrants with senior faculty members in apprenticeship/mentorship/co-teaching practices for certain time. d) Offer comprehensive compensation packages to attract and retain world class faculty.	S S/M S M	a) Entry/promotion criteria optimized b) Faculty members are attached to the mentorship program c) Development and operation of apprenticeship or mentorship program d) Development and approval of compensation package	Executive Council TU Service Commission Deans School Directors Heads of Central Departments Campus Chief Executive Council

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	<ul style="list-style-type: none"> b) Continuous professional development (CPD) and upgrading opportunities of the faculty members c) Global engagement of the faculty members 	<ul style="list-style-type: none"> a) Strictly enforce performance-based criteria in faculty promotion: more value in classroom teaching, research and innovations. b) Allocate budget for periodic professional development and exposure opportunities for the faculty members. 	<p>S</p> <p>S/M</p>	<ul style="list-style-type: none"> a) Revision and approval of promotion criteria b) Certain number of faculty members receive professional development and exposure opportunities annually. 	TU Service Commission Executive Council
	<ul style="list-style-type: none"> a) Encourage faculty members for guest lectures, collaborative research and fellowship in foreign universities. b) Allocate budget for international mobility of faculty members in certain subjects on a priority basis. c) Facilitate the process to bring international faculty in collaborative research and teaching. 	<ul style="list-style-type: none"> a) Faculties initiate collaborative programs with foreign universities b) Growth in international mobility among faculties c) Facilitating Visa processes 	<p>S/M</p> <p>S</p> <p>S/M</p>	<ul style="list-style-type: none"> a) Faculties initiate collaborative programs with foreign universities b) Growth in international mobility among faculties c) Facilitating Visa processes 	School Directors Heads of Central Departments Executive Council International Relations Center
Administrative and Support Staff	<ul style="list-style-type: none"> a) Reassessing administrative and support staff requirement b) Redesigning the jobs of the administrative and support staff c) Optimizing the size of the staff d) Sharpening personnel's competency 	<ul style="list-style-type: none"> a) Determine the size of administrative and support staff. b) Prepare job description, job specification and performance standards of each administrative and support staff/unit. c) Outsource lower-level service workers as far as practicable. d) Provide training and development opportunities and equip them as necessary. 	<p>S/M/L</p> <p>S/M/L</p> <p>S/M</p> <p>S/M/L</p>	<ul style="list-style-type: none"> a) Maintaining required size of the staff b) specification of roles, authority and responsibility c) No or very limited lower-level service workers d) Enhancement of staff capability 	Executive Council, Office of the Registrar and concern agencies of the University

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
EXAMINATIONS AND GRADING					
Students' Assessment	a) Criterion-based on-going and terminal evaluation	a) Develop criteria, component and specifications of on-going and terminal evaluation.	S	a) Development, approval and enhancement of internal assessment criteria in TU's academic programs	Dean's Office School Directors Heads of Central Departments
	b) Focusing on the assessment of higher order thinking skills.	b) Orient faculty members on the specifications and enhance their capacity to effectively implement them.	S	b) Training faculty members in alternative assessment system	
	c) Introducing the alternative assessment (to the paper pencil test)	c) Enforce the criteria and strictly monitor their implementation.	S		
	d) Empowering and strengthening of schools, departments and campuses to gradually take over the responsibility of students' assessment and examination.	d) Build the capacity of faculty members in designing and implementing the alternative assessment system.	S/M		
	e) Strengthening the Dean's offices (Exam Affairs) in managing and administering students' assessment	a) Organize periodic workshop for the faculty members to enhance their capacity to assess the higher order thinking skills. b) Gradually empower schools, central departments and autonomous campuses to take the responsibility of students' assessment and examination in coordination with the Dean's Offices.	S	a) Conduct workshop for the faculty members b) Schools, central departments and autonomous campus conduct examinations on their own	School Directors Heads of Central Departments Campus Chiefs
		Enhance the capacity of the Dean's Office (Exam) to manage and administer the exam by providing them adequate human and other resources.	S	Equip the Exam Offices of the Dean's Offices both with human and physical resources	Executive Council Dean's Offices

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE	
QUALITY CONTROL AND ACCREDITATION						
Monitoring and Evaluation	a) Improving university governance and compliance system and effective co-ordination among the different divisions, directorates and divisions	a) Develop frameworks for management audit, governance and compliance including criteria and indicators with reference to the real needs and requirements. b) Develop indicators to measure the input, process and output of the program administration and results. c) Strictly enforce the frameworks by organizing annual review meeting among the different wings of the university.	S/M S/M S/M	a) Development, approval and implementation of management, governance and compliance criteria b) Development of indicators	Executive Council Directorate of Monitoring	
	b) On-going evaluation and monitoring of the effectiveness of the academic programs	a) Introduce periodic evaluation and monitoring system to assess the effectiveness of the programs of different faculties and institutes addressing the quality dimensions. d) Conduct periodic assessment of performance and competencies of personnel and link it with their promotion and career path.	S	Periodic evaluation conducted	Executive Council	
	c) Regular assessment of the utilization of the human and physical resources and stocktaking thereof.		S/M			
	Accreditation	Encouraging national and international accreditation of the university, institutes, faculties, schools, CDs, Campuses/colleges	a. Create awareness particularly among the institutes, faculties, schools, CDs and constituent campuses for accreditation. b. Maintain and sustain the accreditation through regular review and monitoring. c. Encourage accreditation from international agencies.	S/M M/L L	Accreditation of the university, Institutes, Faculties, Schools, CDs, Campuses/Colleges	Executive Council Directorate of QAA, TU Central Departments Campuses

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE	
RESEARCH AND DEVELOPMENT						
Research	<p>a) Making research a core component of the university's academic program</p> <p>b) Forging a link between research and pedagogy</p>	a) Define research priorities of the University on a periodic basis.	S	a) Research priorities are defined and disseminated	a & b) Rector's Office and Center for Research	
		b) Strengthen Center for Research, Rector's Office so as to build the research capacity of faculty members.	S	b) Capacity building events organized	b) Center for Research	
		c) Empower every school, central department and campus for research activities. Conduct research workshop in central departments and campuses.	S/M	c) Research integrated in the promotion criteria	c) Center for Research	
		d) Link research with promotion and career path.	S/M/L	d) Faculty members publish scholarly materials of international standards	d) Executive Council	
		e) Provide some incentive for faculty members for their scholarly contributions, achievements, and publications of international standards	S	e) Intellectual property safeguarded and utilized	e, f & g) Executive Council	
		f) Register and safeguard intellectual property of the university.	S	f) Software for controlling plagiarism introduced and operationalized in the TU's writing.		
		g) Introduce software for plagiarism checking and strictly implement it in all academic writing produced by students and faculty members.	S			
		c) In-house research publications	a) Define quality criteria and indicators for research journals for in-house publication.	S	a) Journal articles, books, book-chapters publishing criterial developed and approved	Rector's Office Research Centers
			b) Encourage blind peer reviewing of in-house publications.	S		
	c) Encourage and initiate the process for indexing in-house publications.		S/M/L	b) Impact factor increased		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	<p>d) Provision of research funds at various levels</p> <p>e) Attracting research funds from various sources.</p>	<p>a) Allocate fund for research activities at different levels i.e. schools, central departments, campuses and the university.</p> <p>b) Encourage schools, departments and campuses to attract research funds through international bidding, national bidding, donors, corporate collaboration, public private partnerships and so on.</p> <p>c) Develop prototypes and joint venture with corporate sector to commercialize innovations.</p>	<p>S</p> <p>S/M/L</p> <p>S/M/L</p>	<p>a) Provision of research funds in TU's regular budget made</p> <p>b) Departments signed research contract with the other organizations.</p> <p>c) Departments and campuses enter partnership with the corporate sector</p>	<p>Executive Council</p> <p>Heads of Central Departments</p> <p>Campus Chiefs</p> <p>Faculty members</p>
Development and Utilization	<p>a) Maintaining proper documentation of the research activities and research repository</p> <p>b) Developing a well-designed property management system</p>	<p>a) Maintain updated records of the research activities of all the schools, departments and campuses.</p> <p>b) Stock-taking: i) Prepare a detail profile of the TU properties mapping the entire physical resources using the GIS technology; ii) Prepare the inventory of physical and digital resources available for its academic programs carrying out a land use survey.</p>	<p>S</p> <p>S</p>	<p>a) Profiling of the research activities in TU established</p> <p>b) i. Detail profile of TU property developed and maintained; ii. Inventory updated</p>	<p>Research Centers</p> <p>Property Management Office</p> <p>Concerned bodies of the University</p>
LOGISTICS AND MAINTAINANCE					
Logistics Support, Lab, Library and Equipment	<p>a) Regular maintenance of the physical facilities and infrastructure</p> <p>b) Construction of the physical facilities, laboratories specifically skills laboratories for both existing and new programs</p>	<p>a) Allocate mandatory maintenance fund in the annual budget</p> <p>b) Review the inventory of the resources periodically.</p> <p>c) Allocate budget for new construction and infrastructure for new programs.</p>	<p>S</p> <p>S</p> <p>S/M/L</p>	<p>Maintenance budget provisioned, and resources reviewed on a regular basis</p>	<p>Registrar's Office</p> <p>Concerned bodies of the University</p>

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	c) Upgrading the library at Institutes, Faculties, CDs and Constituent Campuses	<p>a) Add materials and items books and references to the central library every year.</p> <p>b) Provide budget for the schools, departments and campuses to add resources in their libraries.</p> <p>c) Strengthen the libraries with on-line resources.</p> <p>d) Make TU premises, including the constituent campuses, free Wi-Fi zones.</p>	S S/M/L S/M/L S/M/L	<p>a) Recent reference materials and items added to the library</p> <p>b) Libraries of the central departments and campuses upgraded</p> <p>c) Students and faculty members have access to the online and digital resources</p> <p>d) Wi-Fi facility available in TU campuses</p>	Registrar's Office Institutes Faculties Central Departments Campuses
	d) Upgrading the laboratories at institutes, faculties, CDs and constituent campuses	<p>a) Allocate separate budget for the laboratories and skills laboratories.</p> <p>b) Establish laboratories (skills laboratories as well) in campus in coordination with the central departments and schools.</p>	S/M/L M	<p>a) Laboratories upgraded</p> <p>b) Regulatory framework for the central lab developed and approved</p> <p>c) Central lab established and operationalized</p>	Registrar's Office Institutes Faculties Central Departments Campuses
INFORMATION MANAGEMENT AND DECISION SUPPORT SYSTEM					
EMIS	a) Effective EMIS in place integrating the institutions, faculties, schools, departments and campuses capturing detailed information concerning the students, personnel, physical and digital facilities	<p>a) Strengthen the existing IT center in Kirtipur and constituent campuses</p> <p>b) Issue an integrated ID for students, teachers and staff members</p> <p>c) Maintain updated records of the students' profile with their enrolment, dropout, pass rate, etc.</p> <p>d) Develop skill inventory of the personnel including their workload and scholarly contributions and achievements</p> <p>e) Link the online registration with the EMIS.</p>	S S S S/M S/M/L	<p>a) IT center established</p> <p>b) Updated record established and maintained</p> <p>c) Evidence-based/data-based policy decisions made</p> <p>d) Updated and functional webpage of TU and its campuses</p>	Executive Council Head of the IT Center Executing Agencies of TU

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	b) Use of EMIS in planning, decision-making and implementation	f) Update the information regularly g) Use the EMIS in policy, planning and decision-making process. h) Maintain and update the TU's website regularly. i) Develop webpages of all the schools, departments and campuses and integrate them to the TU's main website.	M/L S S/M/L		
FINANCIAL MANAGEMENT					
Finance	a) Adoption of the multi-pronged approach to financing	a) Ensure specific funds from the government as a block grant through the University Grants Commission. b) Categorize the program as high, medium and low cost programs and determine the cost recovery at 25% (5 years), 50% (10 years) and 75% (10+ years) for high cost category programs; at 40% (5 years), 60% (10 years) and 80+ % (10+ years) for moderate cost category programs; and at 60% (5 years) and 100% (10 years)) for low cost category programs <i>(For more relevant and essential subjects cost recovery could be reduced or scholarships could be increased).</i> c) Adjust the tuition fee of the academic programs based on the cost per students and market inflation with a provision of different categories of subsidy for the students from low income band.	S M/L M/L	a) Government funding ensured through grants program b) Subsidy criteria developed for those students who cannot afford the tuition fee c) Criteria of the privately running programs revised and operationalized d) MOU signed with financial institutions e) Sponsorship programs in place f) Collaborative programs initiated g) Criteria to contribute to TU for working on other organizations revised and updated	Executive Council Schools Deans' Offices Heads of Central Departments

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
		<p>d) Run the academic programs on full fee basis with the subsidy for students based on their needs: tuition waiver, partial tuition waiver, partial scholarship and full scholarship.</p> <p>e) Collaborate with financial institutions to make a provision of student loan.</p> <p>f) Identify various sponsorship programs and integrate them into TU's academic programs.</p> <p>g) Explore collaborative research/programs to attract fund from international and national organizations.</p> <p>h) Make a mandatory provision to contribute certain percentage if TU faculty members work outside of TU system.</p> <p>i) Collect certain percentage from the campuses where programs are running on a private basis.</p> <p>j) Conduct certificate, diploma Executive Development Programs for the specific group of people.</p> <p>k) Explore how TU can generate fund through its physical resources that are not in use at present (may be leasing)</p> <p>l) Initiate for the establishment of Endowment Fund mobilizing the Alumni, current faculty members and retired faculty members.</p> <p>m) While granting autonomy, ensure that either the total pension liabilities should be transferred to these agencies or a requisite proportion of resources as per the standard formula should be retained by the central office to shoulder pension liabilities of the personnel.</p> <p>n) Review and rationalize affiliation charges for affiliating campuses</p>	<p>M/L</p> <p>S/M/L</p> <p>S</p> <p>S</p> <p>S/M/L</p> <p>M/L</p> <p>S/M/L</p> <p>M</p> <p>M</p> <p>M</p> <p>S</p>	<p>h) Short term programs developed and launched</p>	<p>Executive Council</p> <p>Schools</p> <p>Deans' Offices</p> <p>Heads of Central Departments</p>

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Affiliation	Rational and judicious decision in affiliation	<ul style="list-style-type: none"> a) For the moment, no affiliation should be given in general subjects. b) In professional and technical subjects, with defined criteria and strict monitoring, affiliation can still be considered. 	<p>S</p> <p>S/M</p>	<ul style="list-style-type: none"> a) Affiliation suspended in general subjects. b) Criteria based affiliation in place in technical subjects 	Executive Council
Leadership	<ul style="list-style-type: none"> a) Promoting criteria-based leadership b) Detailing terms of reference for all administrative positions 	<ul style="list-style-type: none"> a) Revisit the criteria to appoint the administrative positions at various levels and revise them with reference to the competencies required to perform their job for example appropriate allocation of priority that includes professional competence, seniority, administrative experience, research and publications, commitment to institution and ethical behavior. For the Heads of Departments and some other defined positions, voting from defined assembly could be made as a mechanism of selection. b) Strictly enforce merit-based criteria for the selection and appointment for leadership at all levels c) Prepare succession planning for higher-level positions d) Provide detailed terms of reference to all TU employees at all levels including the faculty members e) Monitor the performance of all employees based on the TOR and link it to their promotion and career path. f) Enforce reward and punishment system based on performance evaluation. 	<p>S</p> <p>S</p> <p>S</p> <p>S/M</p> <p>S/M</p>	<ul style="list-style-type: none"> a) Merit-based criterial developed and enforced b) Detailed TOR for all employees developed and enforced c) TOR given to all employees 	Executive Council

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
Calendar of Operation	Maintaining an academic calendar of operation in place	a) Prepare an academic calendar with the dates of the beginning and end of semesters.	S	a) A central academic calendar of operation developed and implemented	Rector's Office Dean's Offices Controller of Examinations
		b) Make sure that two semesters are completed (including the results of the exams) within a year.	S		
		c) Strictly implement the calendar in all its academic programs.	S	b) Recommendations of the semester system study task force 2017 implemented	
		d) Apply the recommendations of the semester system task force recommendations to manage the calendar on an interim basis.	S		
World Ranking and Internationalization	a) Maintaining TU within the 500 universities in the world ranking.	a) Determine the appropriate world ranking system and international criteria to measure progress towards improved world university rankings.	S/M	a) Criteria for world university rankings identified	Rector's Office, Dean's Offices Heads of Central Departments Campuses Chiefs Faculty members
		b) Initiate collaboration with foreign educational and professional institutions through the schools, departments and constituent campuses.	S/M	b) Position of TU in the World Ranking improved	
		c) Ensure that TU's academic calendar matches at least with the programs targeting international students.	S/M	c) Exchange programs are in place	
		d) Develop and implement inter-university credit transfer system.	S/M	d) TU calendar matches with international universities & increased international student mobility	
		e) Identify undergraduate and post-graduate degrees that have international attraction.	S	e) International students facilitated to join for certain credit courses at TU	
		For Example: i) <i>Master's in International Relations and Diplomacy</i>			

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	d) International degrees and curricula	<ul style="list-style-type: none"> ii) <i>Master's in Engineering Geology</i> iii) <i>Master's in Social work</i> iv) <i>Master's in Safety, Strategy and Geopolitics</i> v) <i>Master's in Oriental Philosophy and Culture</i> vi) <i>Master's in Oriental Arts and Crafts</i> vii) <i>Master's in Governance</i> <p>f) Revise undergraduate and graduate curricula in subjects which appeal to international students.</p> <p>g) Invite visiting faculty members to review curricula and teach a semester in different academic programs.</p> <p>h) Design and establish new international dual-degree and joint degree programs with international universities in areas of global interest.</p> <p><i>For Example:</i> <i>Mountain-related courses (environment, hazard, agriculture, society, culture, high-altitude medicine, sports)</i></p> <ul style="list-style-type: none"> i) Initiate research-based master degree. j) Allocate international student quota in the international post-graduate degree courses. k) Develop and offer summer courses and other short-term need-based academic and certificate programs exclusively targeting an international audience. 	S/M S/M S/M S/M M/L	<p>f) Curricula revised and international students enrolled in programs</p> <p>g) Visiting faculty members invited to revise for the curricula and teach a few semesters</p> <p>h) Dual degree and joint degree programs are developed and piloted</p> <p>i) Research-based Master's programs initiated</p> <p>j) Certain quota reserved for international students</p> <p>k) Summer and other Needs-based program developed and piloted</p>	

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	e) Initiation of summer courses and other need-based short-term courses for international audience f) Global partnership	l) Revisit to the process of inviting foreigners to contribute to TU's academic programs and make it more efficient. m) Encourage schools and central departments to enroll international students in their doctoral programs. n) Encourage schools, departments, faculty members and campuses to explore and implement various academic exchange programs with international universities. o) Encourage faculty members to use sabbaticals to gain international exposure including teaching and research p) Provide incentives and recognition to departments/campuses for hosting international visiting faculty q) Provide incentive to faculty members (leave or link it to the career path) for scholarly contributions such as teaching in high ranking universities and publications in high impact journals r) Develop detailed information for international audience and disseminate it through TU's website, international missions in Nepal and Nepali diplomatic missions abroad s) Strictly enforce English as the medium of instruction in the programs where there are international students	M/L M/L S/M S S/M/L S/M S/M S/M	l) International faculty members invited m) International students enrolled in TU programs n) Academic exchange programs in place o) Faculty members receive international exposure on their sabbatical leave p) departments/campuses encouraged to host international faculties q) Recruitment and promotion process recognizes and rewards global/international work r) International community well-informed about the TU's program s) English language requirement is in place in the programs with international students	
	g) Recognizing and rewarding faculty for international work				

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	h) Information and dissemination	t) Make English language test scores mandatory for the programs targeted at international students	S	t) Diversity considered as a core value of the TU program	
	i) Language requirement	u) Encourage schools, central departments and campuses for community outreach: TU to Community and Community to TU (support for entrepreneurial activities and entrepreneurship).	M	u) Recording, protection and utilization of intellectual property rights	
		v) Conduct various programs for the promotion of indigenous language, literature, culture, arts, and values.	M	v) QAA unit fully functional and operational	
		w) Form and strengthen network with the TU Alumni working in different universities, institutes and organizations and utilize this network for TU's benefit.	S/M		
		x) Protect intellectual property—mainly patent, design and copyright—and use of it for the benefits of the University.	S/M		
		y) Develop mechanisms for recording, retrieving and disseminating scholarly contributions made by TU scholars; and establish linkage with the world university ranking agencies to make the University's concurrent status and regularly avail for the ranking purpose of the agencies.	S/M		
		z) Promote self-quality tests to self-positioning of the University so that it can improve itself with reference to the global ranking.	S/M		

AREAS	STRATEGIES	STRATEGIC ACTIONS	TIME	RESULTS	RESPONSIBLE
	j) International Affiliation	<ul style="list-style-type: none"> a) Make legal provisions for international affiliation. b) Identify the countries of focus and the institutional priorities that support our research, academic, and engagement priorities. c) Carry out feasibility studies in the target countries to establish TU-affiliated colleges. d) Establish affiliated colleges and start affiliated international degree programs abroad 	<ul style="list-style-type: none"> S/M M M M 	<ul style="list-style-type: none"> a) TU Act, Rules and Regulations revised for international affiliation. b) One or two target countries Identified c) Feasibility of establishing affiliated colleges abroad confirmed d) TU degree granted abroad 	<ul style="list-style-type: none"> TU Senate Executive Council Center for International Relation
Center for International Relations	<ul style="list-style-type: none"> a) Promoting International Relations Center as a facilitator for international mobility and exchange 	<ul style="list-style-type: none"> a) Strengthen/restructure the Centre for International Relation with a full competency to carry out works related to internationalization including marketing and dissemination of the programs b) Create a space to internationalize TU by creating a forum for faculty members who have international exposure through their network, publications and collaborations. c) Review the status and impact of existing MOUs and update them d) Develop strategies and action plans to translate MOUs into tangible outcomes e) Make the documentation process efficient and effective—more specifically for visa, taxation, work permit, security and benefits in case of foreign students and faculty members f) Organize an international conference to establish linkage with internationally recognized universities in various subjects. 	<ul style="list-style-type: none"> S S S S S S 	<ul style="list-style-type: none"> a) Center for International Relation Office equipped with the resources b) A forum of scholars created and operationalized c) Review of MOUs reviewed, and Updating status Facilitation of International mobility 	<ul style="list-style-type: none"> Executive Council Director of International Relations Center

I) IMPLEMENTATION STRATEGIES

One of the concerns raised by TU stakeholders across the board during the discussion of the draft Vision 2030 document was the implementation of the plan in action. Past experience has shown that policies and plans are made, but their implementation has been weak. A gap has been noticed in embracing the plans when the top leadership changes. Thus, the detailed implementation plan of the strategic actions suggested in this document along with their resource implications needs to be worked out. For framing a detailed implementation plan in this regard, some approaches have been suggested as follows:

1) Dissemination among Stakeholders

The implementation of the plan becomes effective if it is owned by the stakeholders. Dissemination and sharing of this document among the TU stakeholders all over the country, including the government, is, thus, the first step towards its implementation.

2) Preparation of the Detailed Implementation Plan

It is essential to devise short term, medium term and long term strategies and actions. For this, a team has to be formed to review this document and develop a detailed implementation framework. The team will review the strategies and actions, and suggest implementation frameworks for short term, mid-term and long term. Such frameworks should include suggestions for:

- a. Policy revisions to be made to implement the strategies and actions of this document,
- b. Implementation procedures with the specific mention of the responsible agencies and individuals to implement the plan,
- c. Time frame for implementing each strategies and actions,
- d. Estimated cost and budgetary sources for each strategies and actions.

3) Prioritization of the Actions

Identify and prioritize the strategic actions that can be implemented in existing circumstances on a short term basis and ask the respective agencies to form detailed plans of action. It may be more appropriate to select a few strategies/tasks by the top authority to create a basis for impromptu implementation. Such plans will include the list of the specific actions to be taken in each area, changes required in the existing rules and regulations, timeline and projected budget for their accomplishments. The existing guidelines can be changed, if needed, with immediate effect.

Taking into account the current perspective, the following priorities have been defined by TU and are elaborated in the next section.

1. Improving the quality of education
2. Bringing visible change in the classroom including teaching learning processes
3. Making a serious effort in technological advancement
4. Improving examination system, results and timing.

4) Policy Review

In order to fully execute the strategies and actions of this document, existing rules and regulations may need to be reviewed and revised. Thus, form a policy review committee with immediate effect

so that the implementation of the actions and activities of this document comply with the rules and regulations both in short term and long term.

5) Linkage among Short-term, Mid-term and Long-term

In order to sustain the continued implementation of the strategies and actions of this document, particularly during the change of high level leadership in the executive positions, transitional strategies need to be worked out by establishing a strong linkage among short-term, mid-term and long-term plans including thorough sharing of the strategies, actions and processes with the succeeding management.

6) Motivation and Readiness to Change

Change requires readiness among the stakeholders, and people involved in the process of change need to retain their motivation. Work on the strategies in this regard by creating the incentive package both for the faculty members and staff of the university.

7) Periodic Monitoring and Review of the Status of Implementation

In order to ensure the effective implementation of the strategies and actions of this document in their true spirit, periodic monitoring and review is suggested by defining milestones. Such review should focus on the status of the overall implementation of the plan, assess the progress made so far and address the emerging issues and challenges so that continued implementation is feasible incorporating the suggestions and the ways out. Besides, this being an organic document, these reviews should help improve the vision-strategies to make them pertinent, result oriented and timely.

m) PRIORITIES FOR 2020, SUGGESTED STRATEGIES AND ACTIONS STEPS

In order to address quality concerns raised by TU stakeholders, steps need to be taken to bring visible changes not only in pedagogy, curriculum and assessment but also in creating and facilitating managerial support. Therefore, the following action-steps are suggested:

1. Central University

- 1.1. Propose the agenda for recognizing TU as the central university in the forthcoming TU Council and approach the government for its enactment as per the Constitution of Nepal.
- 1.2. Continue lobbying with the government to pass the TU Act amendment Bill from the parliament to make TU as the central university. Or incorporate provisions at the general act to define TU as the central university.

2. Vision 2030 Implementation

- 2.1. Form a committee to prepare a road-map and implementation guidelines for restructuring/ reforming the university systems as envisioned by this Vision 2030.
- 2.2. Prepare operational plans based on the road-map in order to implement the Vision 2030.
- 2.3. Initiate discussion to establish multiple Tribhuvan Universities in all the seven provinces with at least one in each province and one research university at the center in Kirtipur.
- 2.4. Form a high level TU Restructuring and Resizing Commission in consultation with the government with detailed terms of reference (TOR).

3. Semester System Strengthening

- 3.1. Strengthen and empower Institutes and Faculties to effectively implement the semester system. This entails allocating human resources and improving infrastructure to coordinate, manage and administer semester-based activities.
- 3.2. Prepare an academic calendar with the dates of the beginning and end of semester programs and strictly adhere to it so that two semesters can be completed in a year *and the programs are completed within the stipulated period.*
- 3.3. Adjust the summer and winter vacation holidays with the semester system and provide vacations only at the end each semester.
- 3.4. Decide the number of students per group in the programs and strictly implement it while enrolling the students.
- 3.5. Strictly enforce the entrance exam while enrolling the students and empower the campuses and central departments to conduct the entrance test in collaboration with the respective Deans' Offices.
- 3.6. Revise Master's level curriculum based on the spirit of the semester system. This will include understanding the dynamics of changing society and the market needs.
- 3.7. Conduct a series of workshops and professional development events for the faculty members and administrative staff so that they internalize and practice the true spirit of the semester system including curriculum designing, pedagogy and evaluation system.
- 3.8. Implement the Relative Grading System in the students' assessment and include only CGPA in the transcript. Remove the average letter grade and division system from the transcript.
- 3.9. Adopt flexible policy in the medium of instruction and provide options for the students to use either English or Nepali in their exams.
- 3.10. Do not provide choices in the test items in end-semester exams.
- 3.11. Orient faculty members in designing the internal assessment system and make it transparent to avoid anomalies in the internal assessment marks.
- 3.12. Regulate thesis writing by strictly enforcing mechanisms to check plagiarism.
- 3.13. Monitor the implementation of the semester system from the Dean's offices and provide regular backstopping support as and when required.
- 3.14. Implement a transparent performance evaluation system of faculty members and staff and adopt reward and punishment system accordingly.
- 3.15. Integrate technology in teaching and learning; ensure that faculty members are trained to develop materials, use teaching aids and integrate technology in their respective subjects as per the need and the suitability of the curriculum.
- 3.16. Make pedagogic training mandatory for newly recruited faculty members. Design training programs and impart at least two weeks' orientation for all new recruits.
- 3.17. Strengthen the Exam Offices at the Dean's Offices to make sure that results are published on time. This will include a) positioning an appropriate number of human resources to operate and expedite the exam system, b) availing/facilitating necessary infrastructure, and c) improving/capacitating exam information system and integrating it with the TU information system. Gradually, empower central departments and constituent campuses to manage end-semester

exams by themselves. Involve the Dean's Offices in developing quality standards to ensure quality assessment and monitor the exams.

- 3.18. Build the capacity of faculty members in designing and implementing the alternative and continuing assessment system.
- 3.19. Develop criteria, components and specifications of on-going (internal assessment) and terminal (final) evaluation.
- 3.20. Orient faculty members on job specifications, new developments and orientations and enhance their capacity to effectively implement them.
- 3.21. Organize periodic workshops for faculty members to enhance their capacity to assess the higher order thinking skills of students.
- 3.22. Expand TU's academic programs through Open and Distance Education Center (ODEC) for those students who cannot come to attend face-to-face study.
- 3.23. Strengthen ODEC by providing adequate resources to expand the semester-based program in different subjects.
- 3.24. Initiate actions to expand semester-based program at the bachelor level in feasible areas, particularly in science and technology.

4. Autonomous Central Departments, Schools and Constituent Campuses

- 4.1. Change the existing autonomy rules to create space to provide autonomy to the central departments and establish schools with designated authority.
- 4.2. Form a committee to prepare standardized rules to establish fully autonomous (academic, administrative and financial) schools with the authority to make decisions about program design, structure, faculty recruitment and development.
- 4.3. Establish the following schools in the short-term:
 - i.) School of Fine Arts
 - ii.) School of Pedagogic Sciences
 - iii.) School of Earth and Environmental Sciences
 - iv.) School of Language, Literature and Linguistics
 - v.) School of Economic Policy and Development
 - vi.) School of Natural Resources Management
- 4.4. Enhance the capacity of the central departments by upgrading the physical and financial facilities and quality of faculty members through professional development, training and exposure
- 4.5. Make provisions to enroll a certain number of international students in the new programs initiated from the schools: a) disseminate adequately at international levels, b) disseminate norms, strengths and quality of the program, c) design and upgrade websites, d) continually provide information on intake policy, intake process, teaching learning processes and outcomes, calendar and operational modalities including credit transfer, e) develop courses specifically targeting international students and market.
- 4.6. Invite international faculty members to teach some of the courses in the schools, central departments and constituent campuses: a) start guest lectures from international and reputed

universities, b) offer certain courses *and programs* by international faculty on a modular basis, c) initiate faculty exchange, and d) promote collaborative research activities.

- 4.7. Empower constituent campuses to embrace autonomy; encourage them to run programs based on market needs; encourage the campuses to run programs in Science and Technology subjects; and facilitate them for curriculum design, program implementation, examinations, and accreditation.
- 4.8. Support the campuses to organize seminars, workshops, discussion and interaction programs; facilitate for quality enhancement and accreditation.
- 4.9. Create awareness to facilitate institutes, faculties, schools, central departments and constituent campuses for accreditation.

5. Office of the Controller of Examinations

- 5.1. Authorize OCE for maintaining the calendar of examinations.
- 5.2. Develop and fully digitize OCE as the students' complete records center: a) Include all information of TU including affiliated campuses starting with registration and exam enrolment, b) integrate it with TU information system.
- 5.3. Digitize the students and their exam records so that students get timely services.
- 5.4. Issue transcripts and certificates on a time bound basis defining requisites and processes clearly.

6. Reference Laboratory and Innovation Center

- 6.1. Prepare rules for establishing and operationalizing a world-class reference laboratory and innovation center.
- 6.2. Allocate budget to start the center.
- 6.3. Collaborate with reputed institutions at least in the initial phase.
- 6.4. Develop the technical and human capacity needed to stand out at a regional/global arena.

7. Research

- 7.1. Define research priorities of the University on a periodic basis.
- 7.2. Strengthen Center for Research, Rector's Office so as to build research capacity in faculty members.
- 7.3. Allocate funds for research activities at all levels in institutes, faculties, schools, central departments, campuses and the university.
- 7.4. Maintain and update records of the research activities in all schools, departments and campuses.
- 7.5. Reward the publications in impact rated/indexed journals and books including book chapters. Also, accord proper recognition of such publications in career development and promotion system.

8. World Ranking and Internationalization

- 8.1 Determine the appropriate world ranking system and international criteria to measure progress towards improved world university rankings

- 8.2. Initiate collaboration with foreign educational and professional institutions through schools, departments and constituent campuses.
- 8.3. Ensure that TU's academic calendar matches at least with the programs targeting international students.
- 8.4. Develop and implement an inter-university credit transfer system
- 8.5. Identify undergraduate and post-graduate degrees that attract international students
For Example:
 - i. *Master's in International Relations and Diplomacy*
 - ii. *Master's in Engineering Geology*
 - iii. *Master's in Social work*
 - iv. *Master's in Safety and Strategy and Geopolitics*
 - v. *Master's in Oriental Philosophy and Culture*
 - vi. *Master's in Oriental Arts and Crafts*
 - vii. *Master's in Governance*
- 8.6. Revise undergraduate and post-graduate curricula in those subjects appealing to international students
- 8.7. Invite visiting faculty members to review curricula and teach a semester in different academic programs.
- 8.8. Design and establish new international dual-degree and joint degree programs with international universities in areas of global interest. *For Example: Mountain-related courses (environment, hazard, agriculture, society, culture, high-altitude medicine, sports)*
- 8.9. Revisit the process of inviting foreigners to contribute to TU's academic programs and make it more efficient.
- 8.10. Encourage schools and central departments to enroll doctoral students.
- 8.11. Encourage schools, departments, faculty members and campuses to explore and implement various academic exchange programs with international universities.
- 8.12. Encourage faculty members to use sabbaticals to gain international exposure including teaching and research
- 8.13. Provide incentives and recognition to departments/campuses for hosting international visiting faculty
- 8.14. Provide incentives to faculty members (leave or link it to the career path) for scholarly contributions such as teaching in high ranking universities and publishing in high impact journals
- 8.15. Develop detailed information for international audience and disseminate it through TU's website, international missions in Nepal and Nepali diplomatic missions abroad
- 8.16. Strictly enforce English as the medium of instruction in the programs where there are international students
- 8.17. Make English language test scores mandatory for programs targeting to international students

- 8.18. Encourage schools, central departments and campuses for the community outreach: TU to Community and Community to TU (support for entrepreneurial activities and entrepreneurship).
- 8.19. Conduct various programs for the promotion of indigenous language, literature, culture, arts, and values.
- 8.20. Form and strengthen a network with the TU alumni working in different universities, institutes and organizations and utilize this network for TU's benefit.
- 8.21. Protect intellectual property—mainly patent, design and copyright—and use of it for the benefits of the university.
- 8.22. Develop mechanisms for recording, retrieving and disseminating scholarly contributions made by TU scholars; and establish linkage with the world university ranking agencies to make the university's concurrent status and regularly avail for the ranking purpose of the agencies.
- 8.23. Promote self-quality tests to self-positioning of the university so that it can improve itself with reference to the global ranking.

9. International Affiliation

- 9.1. Make legal provisions for international affiliation
- 9.2. Identify countries of focus and the institutional priorities that support our research, academic, and engagement priorities.
- 9.3. Carry out feasibility studies in the target countries to establish TU-affiliated colleges.
- 9.4. Establish affiliated colleges and start affiliated international degree programs abroad

10. Center for International Relations

- 10.1. Strengthen/restructure the Centre for International Relation with a full autonomy to carry out works related to internationalization
- 10.2. Create a space to internationalize TU by creating a forum for faculty members who have international exposure through their network, publications and collaborations.
- 10.3. Review the status and impact of existing MOUs and update them
- 10.4. Develop strategies and action plans to translate MOUs into tangible outcomes
- 10.5. Make the documentation process efficient and effective—more specifically for visa, taxation, work permit, security and benefits in case of foreign students and faculty members
- 10.6. Organize an international conference to establish linkage with the internationally recognized universities in various subjects.

n) ACTION PLAN FOR 2020

Theme	Action	Timeline	Responsible
Central University	Include Central University as the agenda for the next Senate meeting.	Next Senate	Executive Council
	Form a Task Force (including the TU Alumni in the Parliament) to lobby with the government.	Immediately after the next Senate	Executive Council
	Lobby with the government to pass the TU Act amendment	Next Parliament Meeting	Executive Council & Task Force
Vision 2030 Implementation	Hold a meeting with key stakeholders to discuss the reform agenda of TU as envisioned by the Vision 2030 document and develop a consensus in the spirit of the document.	2019	Executive Council
	Form a high level committee to implement the reform agenda including the key implementing units of TU.	2019	Executive Council
	Develop detailed implementation guidelines and endorse it from the Executive Council and Senate Meeting.	2019	Executive Council Next Senate Meeting
	Form a high level TU Restructuring and Resizing Commission in consultation with the government with the detailed terms of reference (TOR).	2019	Executive Council Next Senate Meeting
Structure and Size	Initiate discussion among the TU stakeholders to make multiple Tribhuvan Universities: 1 TU in each province and 1 in Kirtipur as a research university	2019	Executive Council Next Senate Meeting
	Initiate dialogues with the Federal and Provincial governments and the mainstream political parties to establish TUs in different provinces	2019 (Executive Council) Next Senate Meeting	Executive Council Next Senate Meeting
Semester System Strengthening	Prepare an academic calendar with fixed entry and exit dates of the semester and strictly implement it. Adjust summer and winter holidays in the semester breaks.	2019	Rector Deans
	Conduct detailed orientation programs about the semester system for the leaders of the units where semester programs are running. This also entails allocating human resources and improving infrastructure to coordinate, manage and administer semester-based activities.	2019	Deans
	Revise Master's level curriculum based on the spirit of the semester system. This will include understanding the dynamics of the changing society and market needs.	2019	Deans

Theme	Action	Timeline	Responsible
	Conduct a weeklong workshop for the faculty members so that they internalize and practice the true spirit of all aspects of semester system including curriculum designing, pedagogy and evaluation system.	2019	Deans
	Decide the number of students per group in the programs and strictly implement during enrolment.	2019	Deans
	Strictly enforce the entrance exam during enrolment and empower the campuses and central departments to conduct the entrance test in collaboration with the respective Deans' Offices.	June 2019	Deans
	Monitor the implementation of the semester system from the Dean's offices and provide regular backstopping support as and when required.	Continuous	Deans
	Decide to adopt a flexible policy in the medium of instruction and provide options to students to use either English or Nepali in exams.	2019	Deans
	Regulate thesis writing by strictly enforcing the mechanism to check plagiarism.	Continuous	Deans
	Make pedagogic training mandatory for the newly recruited faculty members. Design training programs and impart at least two weeks' orientation for all new recruits.	2019	Executive Council
Exam Reform	<ul style="list-style-type: none"> ✓ Strengthen the Exam Offices at the Dean's Offices to make sure that results are published on time. This will include a) positioning appropriate number of human resources to operate and expedite exam system, b) availing/facilitating necessary infrastructure, and c) improving/capacitating exam information system and integrating it with the TU information system. Gradually, empower central departments and constituent campuses to manage end-semester exam by themselves. Involve the Dean's Offices to develop quality standards to ensure quality assessment and monitor the exams. ✓ Orient faculty members in designing the internal assessment system and make it transparent to avoid anomalies in the internal assessment marks. Develop rubrics for each subject and each assessment technique. ✓ Do not provide choices in the test items in end-semester exams. 	2019	Executive Council

Theme	Action	Timeline	Responsible
Technology Integration	<ul style="list-style-type: none"> ✓ Integrate technology in teaching and learning; ensure that faculty members are trained to develop materials, use teaching aids and integrate technology in their respective subjects. 	Continuous	Deans
Alternative to the Face-to-Face Semester Program	<ul style="list-style-type: none"> ✓ Expand TU's academic programs through Open and Distance Education Center (ODEC) for those students who cannot come to attend face-to-face study. ✓ Strengthen ODEC by providing adequate resources to expand the semester-based programs in different subjects. 	2019	Executive Council
Autonomous Central Departments, Schools and Constituent Campuses	<ul style="list-style-type: none"> ✓ Change the existing autonomy rules to create space to provide autonomy to the central departments and establish schools with designated authority. ✓ Form a committee to prepare standardized and detail rules to establish fully autonomous (academic, administrative and financial) schools with the authority to make decisions about the program design, structure, faculty recruitment and development. 	2019	Executive Council
	Establish the following schools in the short-term <ol style="list-style-type: none"> 1) School of Fine Arts 2) School of Pedagogic Sciences 3) School of Earth and Environmental Sciences 4) School of Language, Literature and Linguistics 5) School of Economic Policy and Development 6) School of Natural Resources Management 	2019 –2020	Executive Council
	Invite Research Center(s) to collaborate with the Central Departments to establish schools as specified in this vision.	2019	Executive Council
	Upgrade the existing three schools to full-fledged autonomous schools <ol style="list-style-type: none"> 1) School of Management 2) Graduate School of Education 3) School of Mathematical Sciences 	2019	Executive Council
	Make a provision to enroll a certain number of international students in new programs initiated from the schools	Next Intake	Deans

Theme	Action	Timeline	Responsible
	Invite international faculty members to teach some of the courses in the schools, central departments and constituent campuses: a) start guest lectures from international and reputed universities, b) offer certain courses by international faculty on a modular basis, c) initiate faculty exchange, and d) promote collaborative research activities	Next Intake	Deans
	Empower constituent campuses to embrace autonomy; encourage them to run programs based on market needs; encourage campuses to run programs in Science and Technology subjects; and facilitate curriculum design, program implementation, examinations, and accreditation.	2019	Rector Registrar
	Support the campuses to organize seminars, workshops, discussion and interaction programs; facilitate quality enhancement and accreditation	2019	Rector Registrar
	Create awareness to facilitate institutes, faculties, schools, central departments and constituent campuses for accreditation.	2019	Rector Registrar
	Authorize OCE for maintaining the calendar of examinations.	2019	Executive Council
Office of the Controller of Examinations (OCE)	Develop and fully digitize OCE as the students' complete records center: <ul style="list-style-type: none"> ✓ Include all information of TU including affiliated campuses starting with registration and exam enrolment, ✓ Integrate it with the TU information system. 	2019	Controller, OCE
	Prepare rules for establishing and operationalizing a world-class reference laboratory and innovation center.	2019	Executive Council
Reference Laboratory and Innovation Center	Allocate budget to start the center. Collaborate with reputed institutions, at least in the initial phase.	2019	Executive Council
	Strengthen Center for Research, Rector's Office so as to build research capacity in faculty members.	2019	Executive Council
	Define research priorities of the University on a periodic basis.	2019	Rector & Deans
Research	Maintain and update records of the research activities in all schools, departments and campuses.	Continuous	Center for Research

Theme	Action	Timeline	Responsible
	Allocate funds for research activities at all levels of academic activities in institutes, faculties, schools, central departments, campuses and the university.	2019	Executive Council
	Determine the appropriate world ranking system and international criteria to measure progress towards improved world university rankings	2019	Executive Council
	Initiate collaboration with foreign educational and professional institutions through the schools, departments and constituent campuses.	2019	Executive Council Central Departments
	Ensure that TU's academic calendar matches at least with the programs targeting for the international students.	2019	Executive Council
	Develop and implement an inter-university credit transfer system	2019	Executive Council
World Ranking and Internationalization of TU	Identify undergraduate and post-graduate degrees that attract international students. <i>For Example:</i> i. <i>Master's in International Relations and Diplomacy</i> ii. <i>Master's in Engineering Geology</i> iii. <i>Master's in Social work</i> iv. <i>Master's in Safety, Strategy and Geopolitics</i> v. <i>Master's in Oriental Philosophy and Culture</i> vi. <i>Master's in Oriental Arts and Crafts</i> vii. <i>Master's in Governance</i>	2019	Dean's Offices Central Departments
	Revise undergraduate and graduate curricula in subjects which appeal to international students.	2019	Dean's Offices Central Departments
	Invite visiting faculty members to review curricula and teach a semester in different academic programs.	2019	Dean's Offices Central Departments
	Design and establish new international dual-degree and joint degree programs with international universities in areas of global interest. For Example: Mountain-related courses (environment, hazard, agriculture, society, culture, high-altitude medicine, sports).	2019	Dean's Offices Central Departments
	Revisit the process of inviting foreigners to contribute to TU's academic programs and make it more efficient.	2019	Dean's Offices Central Departments
	Encourage schools and central departments to enroll doctoral students in their programs.	2019	Dean's Offices Schools Central Departments

Theme	Action	Timeline	Responsible
	Encourage schools, departments, faculty members and campuses to explore and implement various academic exchange programs with international universities.	2019 –2020	Dean’s Offices Schools Central Departments
	Encourage faculty members to use sabbaticals to gain international exposure including teaching and research.	2019 –2020	Dean’s Offices Schools Central Departments
	Provide incentives and recognition to departments/campuses for hosting international visiting faculty.	Continuous	Executive Council
	Provide incentive to the faculty members (leave or link it to the career path) for their scholarly contributions such as teaching in high ranking universities and publishing in high impact journals	Continuous	Executive Council
	Develop detailed information for international audience and disseminate it through TU’s website, international missions in Nepal and Nepali diplomatic missions abroad.	Continuous	Executive Council
	Strictly enforce English as the medium of instruction in the programs where there are international students.	Continuous	Executive Council
	Make English language test scores mandatory for the programs targeting international students.	Continuous	Executive Council
	Encourage schools, central departments and campuses for the community outreach: TU to Community and Community to TU in collaboration with the local governments and enterprising agencies.	Continuous	Executive Council
	Conduct various programs for the promotion of indigenous language, literature, culture, arts, and values.	Continuous	Executive Council
	Form and strengthen a network with the TU Alumni working in different universities, institutes and organizations and utilize this network for TU’s benefit.	Continuous	Executive Council
	Protect intellectual property—mainly patent, design and copyright—and use of it for the benefits of the university.	Continuous	Executive Council
	Develop mechanisms for recording, retrieving and disseminating scholarly contributions made by TU scholars; and establish linkage with world university ranking agencies to make the University’s concurrent status and regularly avail for the ranking purpose of the agencies.	Continuous	Executive Council

Theme	Action	Timeline	Responsible
	Promote self-quality tests to self-positioning of the university so that it can improve itself with reference to the global ranking.	Continuous	Executive Council
	Make legal provisions for international affiliation.	2019	Executive Council
International Affiliation	Identify countries of focus and the institutional priorities that support our research, academic, and engagement priorities	2020	Executive Council
	Carry out feasibility studies in the target countries to establish TU-affiliated colleges.	2020	Executive Council
	Establish affiliated colleges and start affiliated international degree programs abroad	2020	Executive Council
	Strengthen/restructure the Centre for International Relation with a full competency to carry out works related to internationalization that include marketing and dissemination of the programs.	2019	Executive Council
Center for International Relations	Create a space to internationalize TU by creating a forum for faculty members who have international exposure through their network, publications and collaboration.	2019	Executive Council
	Review the status and impact of existing MOUs with the international universities and update them.	2019	Center for International Relations
	Develop strategies and action plans to translate MOUs into tangible outcomes.	2019	Deans
	Make the documentation process efficient and effective—more specifically for visa, taxation, work permit, security and benefits in case of foreign students and faculty members.	2019	Executive Council
	Organize an international conference to establish linkage with internationally recognized universities in various subjects.	2019	Center for International Relations

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