IMPLEMENTATION

OF

TRIBHUVAN UNIVERSITY

VISION 2030

STRATEGIC PRIORITIES AND ACTION STEPS

FOR

2024-2028

Submitted to:
The Vice-Chancellor
Tribhuvan University
Kirtipur, Kathmandu, Nepal
June 2024

PREFACE

Tribhuvan University prepared its vision 2030 (TU Vision 2030) document in order to ensure academic quality of the university as per the international educational standard and to become a credible central university with a higher rank in the global arena. To translate the vision into action, the TU Vision 2030 document envisages a number of strategies with a focus on restructuring of the TU, quality enhancement in academic programmes and improvement of university rank. Implementation of the TU Vision 2030 was initiated in 2019 by setting priorities and action plan for 2020. However, Covid-19 pandemic threw the whole teaching-learning and evaluation process in disarray and many of the tasks scheduled for that period had to be shelved or cancelled. Later in 2021, TU prepared a restructuring framework of TU with strategies and action steps to implement vision 2030. Unfortunately, implementation of this document also could not take any momentum.

The incumbent leadership of the TU look forward to reinitiate implementing TU Vision 2030. The present Vice-Chancellor submitted a vision, business plan and action plan to the government during the selection process. Thus, it became essential to synchronize and prioritize the activities of his action plan with the activities listed in TU Vision 2030. The Executive Council meeting of April 16, 2024 (2081/01/04 BS) decided to form six-member committee to review the TU Vision 2030 document and prepare implementation plan with strategic priorities and action steps for 2024-2028 by synchronizing TU Vision 2030 and business plan of the Vice-Chancellor.

The first part of the document includes historical overview, significant milestones, students and faculty strength, existing size and structure, the key issues and challenges that the TU is facing at the moment. The second part deals with the vision, mission, core values, SWOT analysis and suggested strategies and actions. Most of the texts, areas of reform and strategies and actions to be carried out were adopted from TU Vision 2030 as far as they were relevant in the present context. Some new strategic actions have been suggested which are essential to address the present key issues of the university.

The data presented in a number of tables in the first part have been updated to the latest year as far as the data was available. Other policy documents of TU such as Restructuring Framework-2021, Information Technology Policy-2023 and Digitalization Strategy Plan-2O23 were also considered. The strategies have been prioritized and the actions suggested in this document have been divided into four years from 2024 to 2028. As reform is an ongoing process, some strategies and actions envisioned in the document at times significantly overlap.

We would like to express our deep gratitude to the Executive Council for entrusting the team to prepare this document. We would like to express our sincere thanks to the Vice-Chancellor Prof. Dr. Keshar Jung Baral for guiding us during the document preparation and the Rector Prof. Dr. Khadga K.C. and the Registrar Prof. Dr. Kedar Prasad Rijal for their valuable suggestions. We also thank TU central office administration for providing latest data on TU.

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1. Introduction

Tribhuvan University Vision 2030 (TU Vision 2030) prepared in 2019 is now in midway on its implementation. It was prepared to ensure academic quality of the university as per the international educational standard. The document is divided into 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; and the second part deals with the vision, mission, core values, SWOT analysis and suggested strategies and actions. This "TU Vision 2030" document envisaged a number of strategies with a focus on three specific areas: Firstly, it recommended the restructuring of the TU, secondly, the document identified key areas to be addressed to enhance quality in TU's academic programmes and thirdly, it suggested short-, medium-, and long-term strategies and actions to improve the university's ranking at a global level.

Significant events and changes have taken place since the vision document was formulated in 2019. Covid-19 pandemic threw the whole teaching-learning and evaluation process in disarray and many of the tasks scheduled for that period had to be shelved or cancelled. On positive front, Covid-19 also compelled the TU authorities to adopt distance/ online mode to continue teaching learning activities. To cope up with the changing operating environment and effectively conduct its academic and administrative activities through online mode, TU formulated IT policy, invested in IT infrastructure and conducted numerous IT related trainings to its staff and faculties. In spite of these efforts, TU's reform process could not pick up. In fact, some of its activities (failure to abide by academic calendar, delay in students' examination and result publication, etc.) invited public criticism. The problem of governance and accountability with swelling size of irregular amount (*beruju*) remained unabated.

In view of these challenges, most recently, the Chancellor of the Tribhuvan University selected the Vice-Chancellor on free competition based on vision, business plan and action plan of the perspective candidates. It required the candidates (including the incumbent VC) to submit business plan and action plan in light of their vision documents (Annex 1). Thus, it became essential to synchronize and prioritize the activities of his action plan with the activities listed in TU Vision 2030 (many of which are either incomplete or undone). In this backdrop the objective of this document is to prepare TU Vision 2030 implementation plan by prioritizing and scheduling the strategies and actions

for the period 2024-2028. It is believed that the document will be useful to prepare annual plans of the university and mobilize resources required for the planned activities.

2. Historical overview

Tribhuvan University was established in 1959 under Tribhuvan University Act 1959 as the first university of Nepal with the aims of propagating and creating knowledge, emphasizing research and strengthening Nepalese heritage. In the initial phase, TU started its program with government and private colleges which were integrated in TU system after the implementation of National Education System Plan in 1972.

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. TU still has to shoulder 78.26 percent (2021/22) of the total enrollment in higher education even after establishment of more than 18 higher education institutions. In nearly six and half decades of its operation, the TU has made a significant contribution to higher education in the country and its role has been ever expanding.

Though established in 1959, TU started academic programmes in 1961. Tribhuvan University College, and a few affiliated government and private colleges conducted undergraduate and graduate programmes till 1972. But under New Education System Plan 1972, these colleges were integrated into the folds of the Tribhuvan University in 1973 and ran programmes under semester system under different institutes[1]. As the semester system was introduced in all institutes and all over the country almost at one go, it did not succeed to realize its objectives. Therefore, semester system was withdrawn and some of the institutes were converted into faculties[2] during 1980s. TU

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[1]Institute of Medicine, Institute of Agriculture and Animal Sciences, Institute of Engineering and Institute of Science and Technology were established in 1972; and Institute of Law, Institute of Education, Institute of Humanities and Social Sciences and Institutes of Business Administration, Commerce and Public Administration were established in 1974.

[2]Institute of Business Administration, Commerce and Public Administration was converted into Faculty of Management, Institute of Education was converted into Faculty of Education, Institute of Humanities and

converted two-year bachelor level programmes into three-year program in the mid-nineties. Most of the three-year programmes were started to convert into four-year programmes from 2012. Some of the four-year programmes run under semester system.

In 1993, Tribhuvan University Act 2059 was repealed and new Tribhuvan University Act 1993 was enacted. 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

Empowered by the new Act, TU framed several rules to regularize its academic, financial and administrative activities. They are - TU Organization and Academic Administration Rules 1993 (2050 B. S.), TU Staff Service Rules 1993 (2050 B.S.), TU Financial Management and Procurement Rules1993 (2050 B. S.) in 1993. Similarly, Tribhuvan University Decentralization Rule and Tribhuvan University Autonomy Rule were framed in 1998 (2055 B.S.) and 2005 (2062 B.S.), respectively.

Higher Education Reform Project (HERP) commenced in the University in 1994 with the view to enhance the infrastructures required for quality education. The second phase of the project began in 2015 focusing on quality, relevance, efficiency and empowerment of the university. At present, Nurturing Excellence in Higher Education Program (NEHEP, 2021/22-25/26) is in operation. This Program is designed to sustain the achievements from the previous reform initiatives and also to add new endeavours of the overall expansion and development of the higher education sector in Nepal. The overall responsibilities of the implantation of this program lie at the UGC. However, Tribhuvan

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Social Sciences was converted into Faculties of Humanities and Social Sciences, and Institute of Law was converted into Faculty of Law by the decision of TU Senate on 1 March, 1987 (Falgun 17, 2043 BS).

University is obliged to establish a dedicated office/ unit, a subsidiary agency to implement NEHEP interventions specific to TU's constituent campuses, schools and central departments (UGC Annual Report 2079/80).

In an effort to give a direction to the university and streamline its course of actions in the long run, TU started developing vision papers and strategic plans. TU Vision 2020, the first vision document, was prepared in 2000. It was followed by five-year strategic plan 2014-19. TU Vision 2030 prepared in 2019 has envisioned where Tribhuvan University will be in 2030 and stated mission statements and core values. The major policies, annual programmes and activities of the university are being guided by those documents.

The major historical milestones of the university have been summarized in Annex 2.

3. Current status

This sub-section presents the current status of Tribhuvan University on various dimensions and aims to highlight major departures from the positions that were there while envisioning the TU Vision 2030 in 2019.

3.1. Organization and leadership

As per the Act (Tribhuvan University Act 1993) the Prime Minister and the Minister for Education assume the position of the Chancellor and the Pro-chancellor of the University, respectively[3]. The executive responsibilities rest upon the Vice-chancellor, Rector and Registrar who are appointed for a period of four years. The Vice-chancellor is the executive head of the University, the Rector is responsible for academic matters and the Register is responsible for administrative and financial matters of the University.

The University Senate, headed by the Chancellor and consisting of 49 members is the supreme body of the University. The Senate provides directions to the University and approves its policies, plans, programmes 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

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[3] The Head of the State, the then King, used to be its Chancellor until the year 2006.

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 programmes through their 4 schools, 40 central departments, 62 constituents and 1144 affiliated campuses all over the country in 2021/22. 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); to conduct researches in their respective fields.

The following sub-sections presents the current status of the Tribhuvan University in various dimensions such as student enrollment, academic programmes run by the university, number of graduates under different faculties and institutes, student-faculty ratio, human resource and financial management of the University. In many cases, an attempt has been made to highlight the significant changes that have taken place at the time the TU Vision 2030 document was prepared and now (2024).

3.2. Higher education institutes

As Table 1 shows total number higher education institutes (universities/ institutes, campuses) have significantly increased from 2015/16 to 2021/22. But the number of TU campuses is almost same. Details of number of higher education institutes are given in Annex 3A.

Table 1: Number of higher education institutes.

	2015/16*	2021/22**	Change
Total no of universities/institutes	12	18	+6
Total no of campus	1386	1455	+69
TU campus	1146	1144	-2
Other university campuses	240	311	+71

Source: EMIS 2015/16 and 2021/22, UGC, Nepal
* The latest year data used in TU Vision 2030 document,

**The latest year data available now and used in this document

3.3. Number of students in higher education

The total number of students in 2021/22 reached 579,448 from 371184 in 2016/17 (Table 2; Figure 1 and Annex 3B). Tribhuvan University still bears a substantially bigger load of 78.36% (2021/22) of all students even after the establishment and operation of more than a dozen universities in the country.

Table 2: Total student enrollment in Tribhuvan University and other universities/institutes (2016/17 to 2021/22).

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
TU	289,566	335,126	335,543	356,654	347,269	454,065
% of TU	78.01	79.04	75.95	76.40	75.36	78.36
Other Universities*	81,618	88,870	106,276	110,174	113,557	125,383
%of Other Universities	21.99	20.96	24.05	23.60	24.64	21.64
Total	371,184	423,996	441,819	466,828	460,826	579,448

*Other universities/ institutes cover 17 higher education institutes. The details of each university and institute are provided in annex 3B.

Source: EMIS 2016/17 to 2021/22, UGC, Nepal.
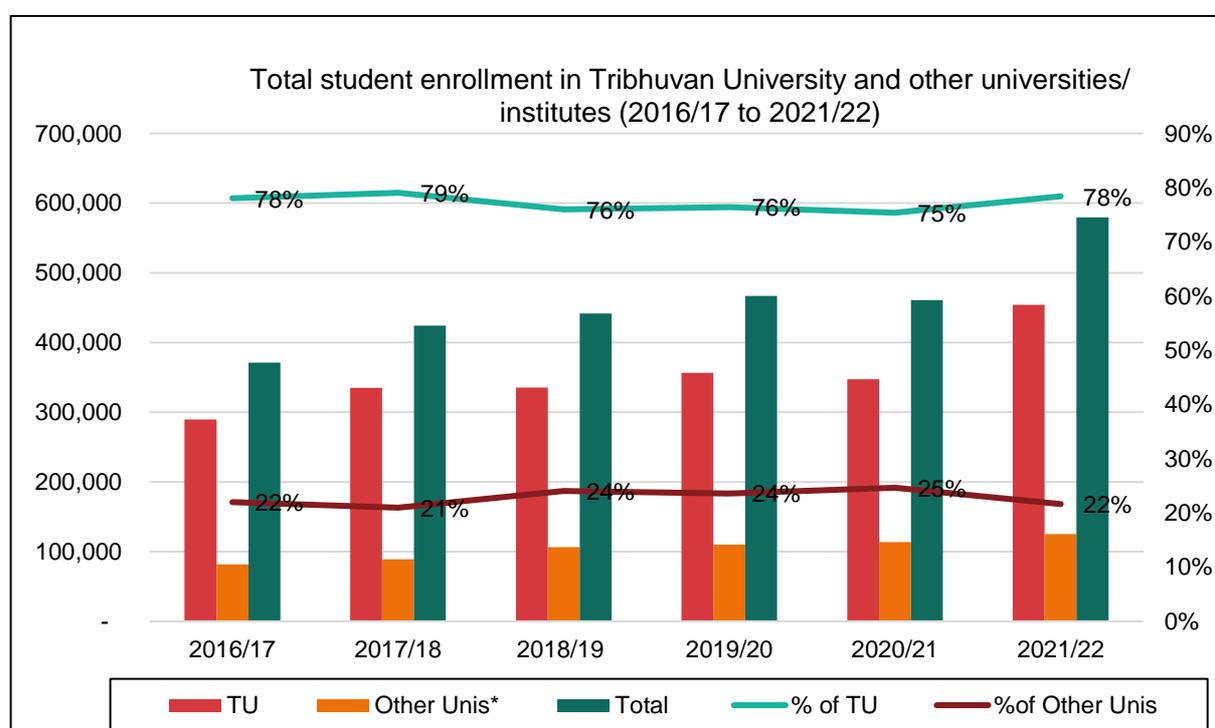
Figure 1: Total student enrollment in Tribhuvan University and other universities/institutes (2016/17 to 2021/22).

3.4 Campuses under Tribhuvan University

The total number of campuses under TU has slightly declined over 2015/16-2021/22.

The decline is primarily in private campuses. Tribhuvan University runs its academic programmes 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%. It is noteworthy that only 62 constituent campuses (less than 6%) shoulder 36% of the total student burden (Table 3; Figure 2 and Annex 3C).

Table 3: Campuses under Tribhuvan University (2015/16-2021/22).

Campus	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	% change over period
Total Campuses	1,161	1,161	1,140	1,141	1,144	1,144	1,144	-1.46
No. Of Constituent Campuses	60	60	60	61	62	61	62	3.33
No. Of Community Campuses	524	524	500	528	529	528	528	0.76
No. Of Private Campuses	577	577	580	552	553	555	554	-3.99

Source: EMIS 2015/16 to 2021/22, UGC, Nepal.
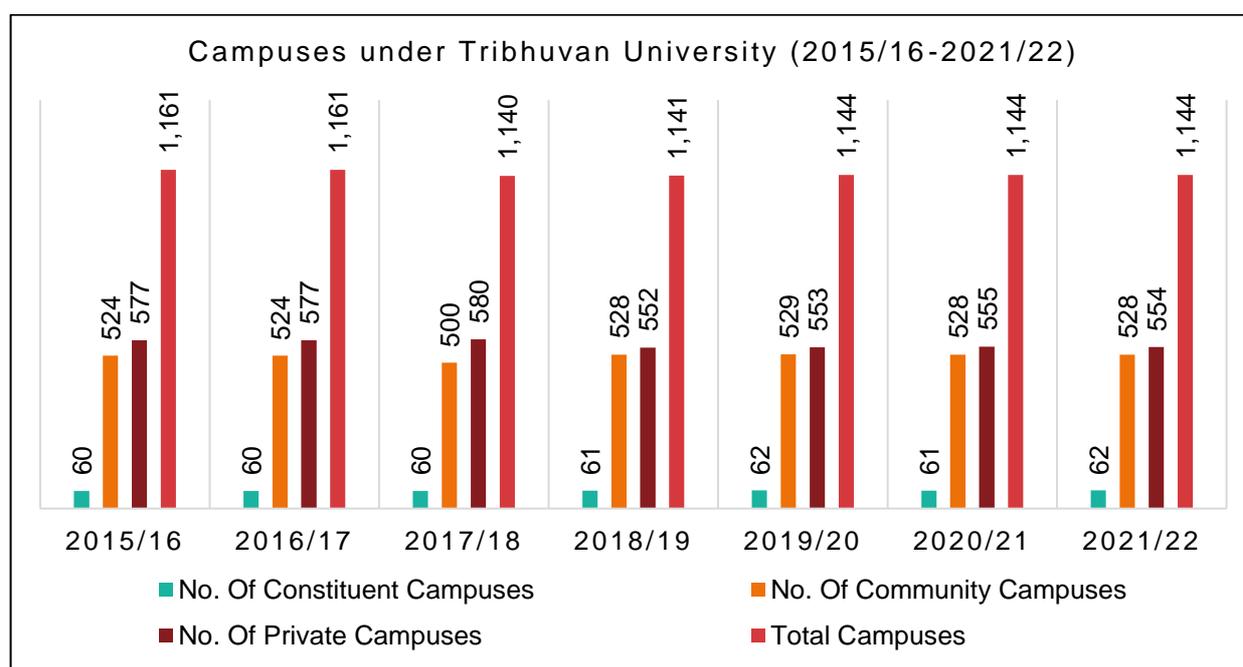
Figure 2: Campuses under Tribhuvan University (2015/16-2021/22).

3.5. Student enrollment in TU campuses

The student enrollment in TU campuses has significantly increased (59.63%) during 2015/16-2021/22 period. The increment rate is almost equal among constituent (58.73%), community campuses (58.73%), and private campuses (65.28%). In spite of various charges on the university from different sections of the society, these data

demonstrate students' preferences towards the campuses of TU (Table 4 and Figure 3).

Table 4: Student enrollment in TU campuses (2015/16-2021/22).

Campus Enrollment/ Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	% change Over period
Total	284,453	289,566	346,606	335,543	356,654	347,269	454,065	59.63
Constituent Campuses	102,085	121,241	114,127	118,521	123,286	120,089	162,036	58.73
Community Campuses	110,013	105,646	126,993	119,815	132,462	133,362	172,441	56.75
Private Campuses	72,355	144,297	105,486	97,207	100,906	93,818	1,195,882	65.28

Source: EMIS 2015/16 to 2021/22, UGC, Nepal.
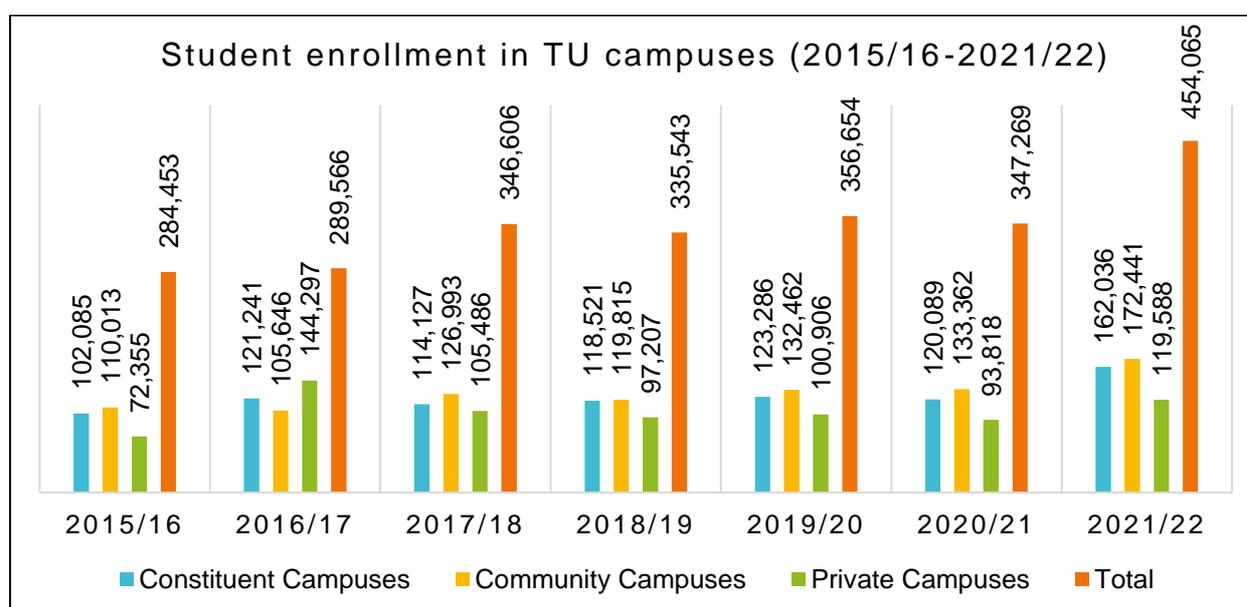
Figure 3: Student enrollment in TU campuses (2015/16-2021/22).

3.6. Enrollment by institutes and faculties

Tribhuvan University offers a wide range of programmes and confers Doctoral, M. Phil, Master's and Bachelor's degrees under its institutes and faculties. The growth rate in enrollment over the last six years shows substantial increase in Management (79.36%) and Medicine (93.82%). The growth rate is low particularly in Agriculture (13.84%), Engineering (13.85%), Humanities (16.01%) and Science and Technology (20.44%) (Table 5, Annex 3E).

Table 5: Student enrollment by institutes and faculties (2016/17-2021/22).

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	% change over period
Agriculture	1,669	1,963	2,213	2,308	1,731	1,900	13.84
Education	77,511	67,040	63,169	77,853	91,282	112,083	44.60
Engineering	12,880	12,576	12,439	12,439	12,558	14,664	13.85
Forestry	-	1,796	1,252	1,115	331	1,011	-
Humanities	45,977	52,495	42,294	52,714	30,301	53,338	16.01
Law	65	765	8,271	8,271	8,271	16,542	-
Management	118,999	168,135	169,881	165,652	172,170	213,440	79.36
Medicine	5,160	5,032	5,063	5,063	4,955	10,001	93.82
Science & Technology	27,305	25,324	30,961	31,239	25,670	32,886	20.44
Others	-	-	-	-	-	64,557	-
Total	289,566	335,126	335,543	356,654	347,269	454,065	56.81

Source: EMIS 2016/17 to 2021/22, UGC, Nepal.

3.7. Student-teacher ratio

The student-teacher ratio has increased from 12.82 to 21.34 over the period (2015/16-2021/22) (Table 6, Figure 4 and Annex 3D). This is simply because of increase in number of students in TU constituent campuses.

Table 6: Student-teacher ratio (2015/16-2020/21).

Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Enrollment	102,085	121,241	114,127	118,521	123,286	120,089	162,036
Total no of Teachers	7,966	7,966	7,592	7,592	7,592	7,592	7,592
Student/teacher ratio	12.82	15.22	15.03	15.61	16.24	15.82	21.34

Source: EMIS 2015/16 to 2021/22, UGC, Nepal.
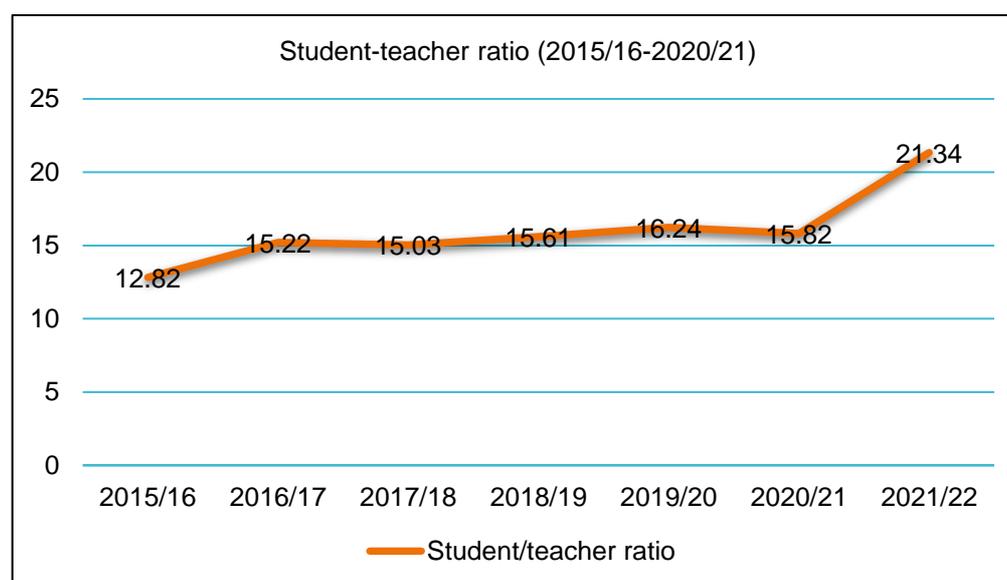
Figure 4: Student-teacher ratio (2015/16-2020/21).

3.8. Academic programmes

Tribhuvan University offered 268 programmes in different faculties and institutes in the academic year 2023/24. Most programmes are in Masters Level (151).

Tale 7: Academic programmes in Tribhuvan University (2023/24).

Institutes /Faculties	Bachelor's	PGD	Master's	M. Phil	Ph. D.	Total
IoST	5	3	23	7	13	49
FoHSS	6	3	23	7	13	52
IoM	13	0	34	0	12	59
IoE	15	-	9	-	-	24
IAAS	3	0	15	0	1	19
IoF	1	-	6	-	1	8
FoE	4	1	16	1	4	26
FoM	11	1	15	2	2	31
FoL	2	-	1	-	1	4
Total	51	8	151	11	47	268

Source: Planning Directorate, TU, Nepal, May 2024.

3.9. 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. Similarly, the number of graduates has declined in 2022/23 as compared to that of 2015/16.

Table 8: Graduates of Tribhuvan University (2015/16-2022/23).

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Growth (%)
Engineering	2,208	2,393	2,712	2,972	2,844	826	3,493	2,883	30.57
Agriculture	258	431	326	505	397	462	476	650	151.94
Medicine	1,447	1,987	1,821	1,719	1,452	1,340	2,044	2,010	38.91
Forestry	217	240	210	264	222	279	224	300	38.25
Science	3,895	4,354	5,955	6,452	6,126	2,974	4,379	7,278	86.85
Law	847	1,108	1,350	1,666	1,915	880	1,003	2,363	178.98
Management	27,276	18,153	22,609	22,798	19,330	8,343	22,942	28,438	4.26
Education	31,409	26,390	24,703	20,006	14,812	7,178	15,067	18,163	-42.17
Humanities	15,871	13,236	14,215	13,695	9,615	7,507	13,509	15,018	-5.37
Total	83,428	68,292	73,901	70,077	56,713	29,789	63,137	77,103	-7.58

Source: Office of the Controller of Examinations, TU
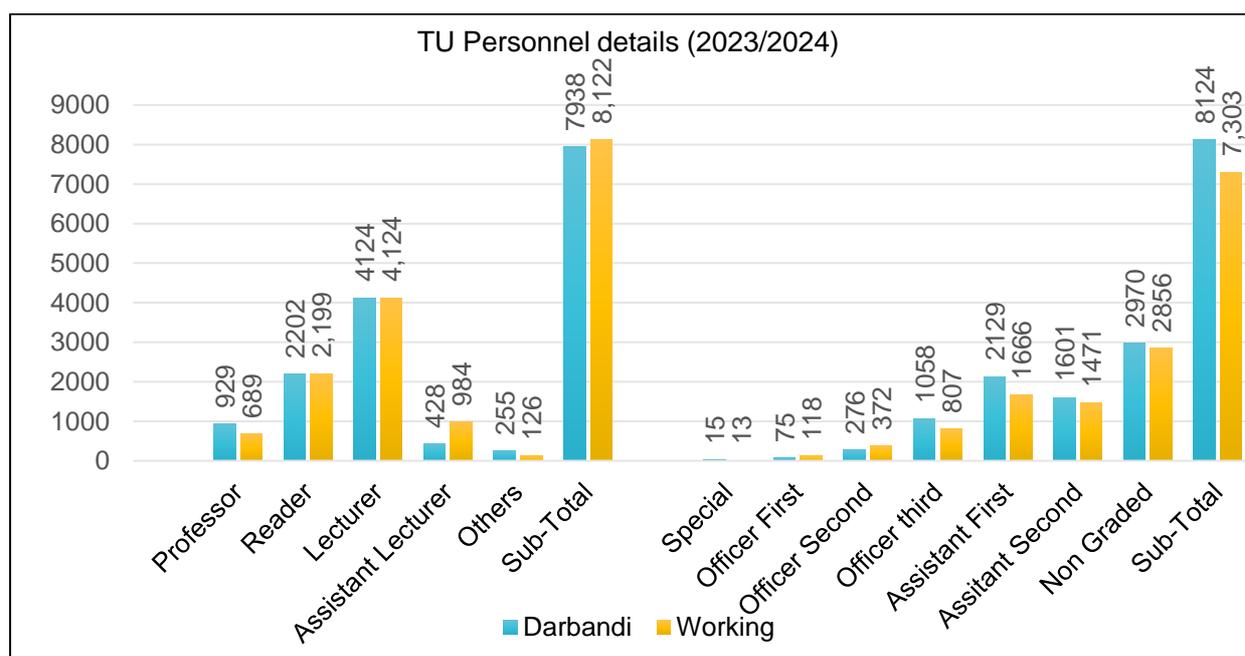
3.10. Human resource at Tribhuvan University

The number of total employees at Tribhuvan University in the year 2023/24 has reached 15,425 that includes 8,112 teaching faculty and 7,303 non-teaching staff. It was

16,062 in 2018/19 (7,938 teaching faculty and 8,124 non-teaching staff). It is noteworthy that the size of non-teaching staff has increased while that of teaching faculty has decline over period. Further, there are more academic faculties at work than the sanctioned positions (Darbandi) suggesting the need for immediate correction in the mismatch. The positions of human resources for the year 2023/24 are given in Table 9 and Figure 5.

Table 9: Personnel details of TU (2023/24).

Position	Darbandi	Working
Academic Faculties		
Professor	929	689
Reader	2,202	2,199
Lecturer	4,124	4,124
Assistant Lecturer	428	984
Others	255	126
Sub-Total	7,938	8,122
Non-teaching Staff		
Special	15	13
Officer First	75	118
Officer Second	276	372
Officer third	1,058	807
Assistant First	2,129	1,666
Assistant Second	1,601	1,471
Non-Graded	2,970	2,856
Sub-Total	8,124	7,303
Grand Total	**16,062**	**15,425**

Source: Personnel Administration Division, TU, Nepal, May 2024.

Figure 5: Personnel details of TU (2023/2024).

3.11. Financial management at Tribhuvan University

(a) Sources of financing

One of the major sources of TU's income is grants from the government. The share of TU is about 70% in total higher education financing of the government (Table 10)

Table 10: Share of TU in total grants of the government (Rs in million).

|	2015/16	2016/17	2017/18	2019/20	2020/21	2021/22
Tribhuvan University	6,730	7,430	9,240	9,240	9,130	10,866
Share of TU (%)	72.37	65.69	68.65	68.65	66.16	71.94
Others Universities	2,570	3,880	4,220	4,220	4,670	4,239
Share of Other Unis (%)	27.63	34.31	31.35	31.35	33.84	28.06
Total	9,300	11,310	13,460	13,460	13,800	15,105

Source: EMIS,2015/16 to 2021/22, UGC, Nepal

(b) Sources of income

The total income of the university has increased by more than two-fold during 2015/16-2022/23. Most importantly, the share of other income (internal sources) has increased from 36.41% to 45.54% of total income during that period. The income from full-fee programmes, affiliation and miscellaneous sources contribute substantially to the increasing share of internal sources. It is an important achievement in resource mobilization (Table 11 and Figure 6).

Table 11: Sources of income of Tribhuvan University (Rs in million).

	2015/16	2016/17	2017/18	2019/20	2020/21	2021/22	2022/23
Grants	5,911.62	6,676.50	6,723.85	8,503.09	8,493.18	9,011.32	10,373.67
% of Grants	63.59	58.33	55.40	59.82	59.15	51.28	54.46
Other income	3,385.00	4,769.00	5,457.31	5,710.60	5,865.76	8,561.65	8,675.51
% of Other	36.41	41.67	44.80	40.18	40.85	48.72	45.54
Total	9,296.63	11,445.00	12,181.10	14,213.60	14,358.90	17,572.90	19,049.10

Source: Financial Administration Division, May 2024
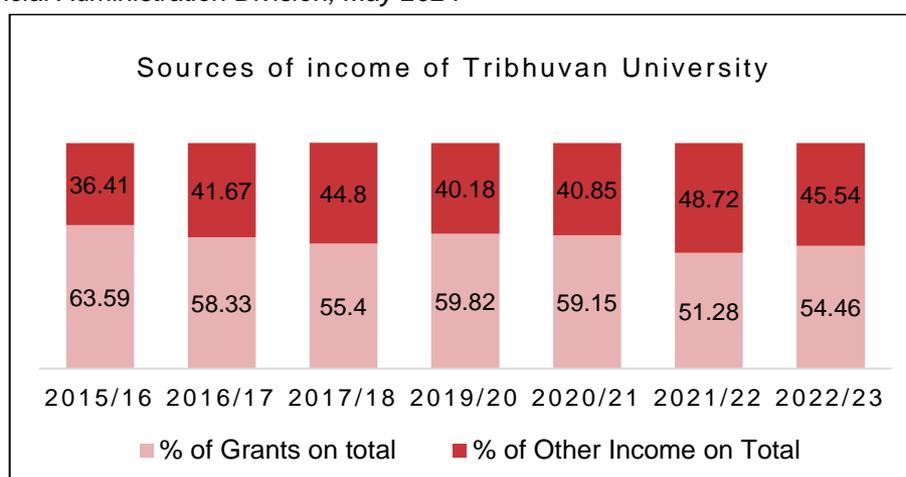
*Figure 6: Sources of income of Tribhuvan University (Rs in million).*

(c) Income and expenditure

Table 12 and Figure 7 present the income and expenditure of Tribhuvan University for the period 2015/16-2022/23. Both total income and expenditure have increased significantly over the period. The surplus is declining over period and it is negative in two years.

Table 12: Income and expenditure of Tribhuvan University (Rs in million).

	2015/16	2016/17	2017/18	2019/20	2020/21	2021/22	2022/23
Total Income	9,296.63	11,445.5	12,181.16	14,213.68	14,358.94	17,572.97	19,049.18
Expenditure	7,109.00	10,694.32	11,631.40	14,838.63	14,359.03	16,717.27	19,039.72
Surplus/(deficit)	2,187.63	751.18	549.76	-624.95	-0.09	855.70	9.46

Source: Financial Administration Division, May 2024
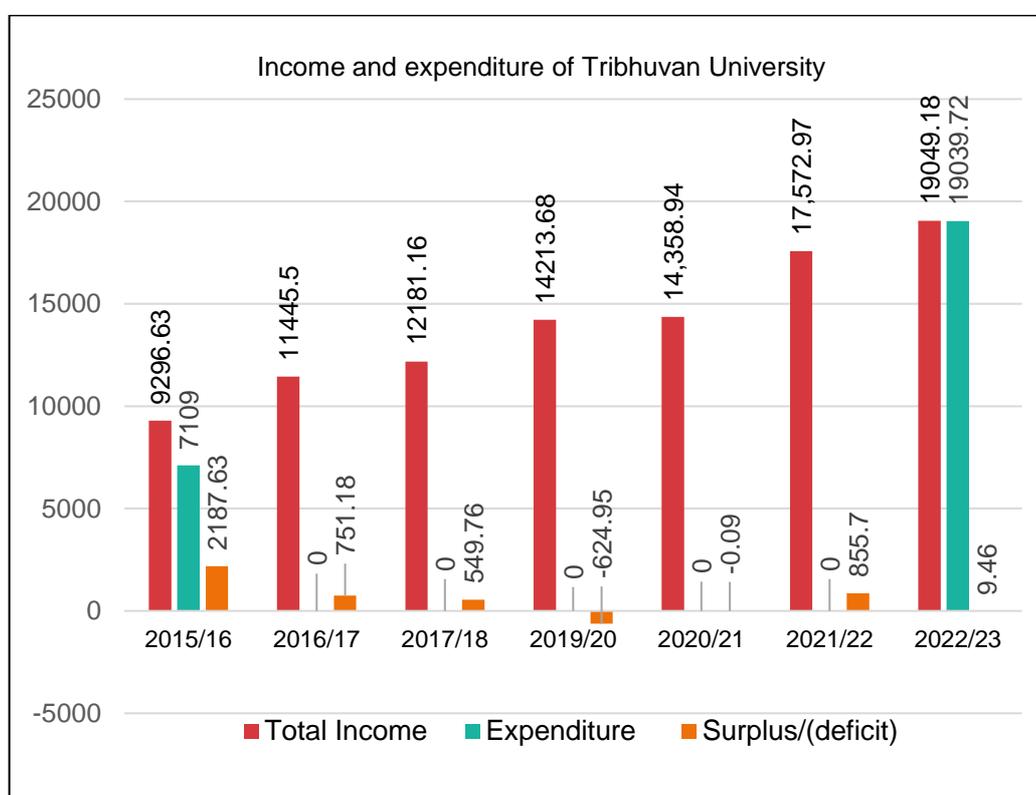
Figure 7: Income and expenditure of Tribhuvan University (Rs in million).

4. Key issues and challenges

In a history of six and half decades, TU has made a glorious contribution and earned a respectful identity in higher education in Nepal. It had to endure number of difficult situations and surpass many obstacles to arrive at the present state. Still there is a growing concern among the TU stakeholders about its role, functioning and ability to adept the fast-changing environment. An analysis of the stakeholders' concerns and TU authority's experiences point out to the following key issues and challenges the university confronts at present.

4.1. Quality assurance in mass education

Quality assurance in higher education in Nepal has been a primary concern for TU and its 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 programmes undertaken by the university have failed to bring the desired result. This problem has been further aggravated by multiple disciplines, and programmes with the large number of students in the university.

4.2. 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. The complex organizational structure has also been an obstacle for smooth coordination and monitoring. As Tribhuvan University consists of many institutes, faculties, constituent and affiliated campuses, both public and private, throughout the country; management of these campuses from the Center has been rather challenging.

4.3. Program relevance and pedagogy

The University offers both undergraduate (Bachelor) and graduate (Master, M. Phil.) and Ph. D. programmes. It offers about 3,500 courses in 268 programmes. A few institutes and faculties have updated the course and diversified a few programmes addressing the current needs and expectations. But updating the courses to make them market-relevant and diversifying the programmes to address emerging areas and disciplines at wider scale have been a challenge to the university because of slothful mechanism for needs assessment and human resource planning at the university level. Further, usually in higher education, students are supposed to be proactive in the process of learning and faculties are supposed to use varieties of teaching methods to deliver higher order learning skills. 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.

4.4. 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 and semester examinations are executed by respective Dean Offices. 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. Examinations hardly follow the academic calendar. 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 more than a year. The situation had slightly improved a few years back; but the Covid-19 pandemic disturbed the calendar and delayed the results. This problem is more sever in annual system than in semester system.

4.5. Physical infrastructure

TU in its long history has owned sufficient land and runs its programmes in its own buildings. However, other infrastructural facilities in the form of well-equipped laboratories, libraries and resource centers, ICT peripherals, seminar halls, furnished class rooms, student hostels, staff quarters, cafeteria, etc. are either inadequate or non-existent. Many of the buildings are very old and severely damaged by the 2015 Gorkha Earthquake. They are in need of maintenance, retrofitting and renovation. Equipment in laboratories require repair, upgradation or replacement. The condition of these infrastructural facilities is worse in campuses outside the valley.

4.6. Recruitment, development and retention of faculties and staff

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 and sometimes even more). The current compensation plan for teachers and staff are not attractive for recruiting qualified human resources. Training facility for both teaching and non-teaching staff is almost non-

existent. Opportunities for exposure visits and overseas programmes are extremely limited. The current promotion criteria do not necessarily acknowledge the ability of the candidates and the promotion announcement is delayed by years. Equally challenging has been the retention of qualified faculties and staff. Lucrative offers from other universities/ agencies in and out of the country in the face of poor compensation and unfair promotion practices have contributed to the retention problem of qualified human resources in the university.

4.7. Resource mobilization

Meeting many of the challenges listed above require heavy investment spread over years. Currently, the grant from the government and internal resources (mainly fees from the students) are the main sources. In view of the huge overhead expenses (mainly salaries and pension) and the need for development works it is imperative for the university to increase both regular and development budgets. There is stiff resistance to increase fees by student unions. The government grant is severely inadequate and also not need-based. Therefore, mobilizing internal as well as external sources of revenue is a serious challenge to the university.

4.8. Wastage reduction

High wastage rate, mainly in results and project/program implementation, is a serious issue at the university. The low-quality student intake, inadequate teaching-learning materials, outdated curriculum, ineffective pedagogy, centralized examination and ineffective monitoring system, are the main causes of poor results of around 28 percent. It reflects the wastage of time (on the part of students) and resources of the university. Other dimensions of wastages at TU include the lengthy program cycles and under-utilization of scarce resources.

4.9. Inbreeding and immunity to change

Almost all faculty members entering into the university services are its own graduates. It has resulted into intellectual inbreeding. It has its own advantages, but excessive inbreeding hinders the introduction of ideas from outside. Institutions like universities must be dynamic and ready to adopt/ experiment changes in organizational structure and academic activities. The immunity to change, an innate aversion to change, prevails in both academic as well as administrative departments of the university. Thus, the intellectual inbreeding in the academic departments and immunity to change in every department of the administration have become serious issues to the university.

4.10. Transparency and accountability

As a public institution, it is utmost important that TU be transparent in its every activity and be accountable to all its decisions towards its stakeholders. However, the issue of transparency and accountability has been a matter of serious concern in TU. Voices have been raised to provide clear and accurate information about TU's operation, financial status and decision-making process to its stakeholders. It is expected that decision makers are responsible for the outcomes of one's decisions. But it has largely been exception rather than the rule in TU.

5. Vision, mission and core values

5.1. 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.

5.2. 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 programmes 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.

5.3. 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.

6. SWOT analysis

6.1. Strengths

a) An established and most preferred higher education institution in Nepal with global network and recognition.

b) Wide coverage of various disciplines supported by qualified human resource pool.

c) Nationwide outreach through its constituent and affiliated campuses.

d) Affordable tuition fee and scholarships to marginalized and disadvantage groups.

e) Sufficient land and buildings for academic and administrative purpose.

6.2. Weaknesses

a) Inability to thwart interferences from political parties, sister organization and student wings of political parties.

b) Curriculum in many subjects do not reflect the current market needs due to weak linkage between the university and the industry and the society; and most faculties are confined to class room teaching.

c) Delayed results and low pass percentage resulting into high wastage of resources.

d) Weak research and development resulting into leniency in the production and transfer of knowledge by the university.

e) Vague criteria for the appointment of TU executives, recruitment and promotion of

faculties and staff.

f) Weak academic/ administrative management due to mostly mediocre human resources in administration.

g) Inadequate compensation and facilities for faculties and staff; and low investment in extracurricular activities of the students.

h) Overreliance on government budget and weak internal resource mobilization.

i) Inadequate funding for research and innovation.

j) Underdeveloped/ underutilized state of land and other physical infrastructure, including libraries, resource centers and laboratories; lack of state-of-the-art technology in Science, Technology, Engineering and Medicine (STEM).

k) Deficient Educational Management Information System (EMIS) and Decision Support System (DSS).

6.3. Opportunities

a) Develop the university as an ideal model of higher education institution in Nepal.

b) Develop and transfer of knowledge, skill and technology at local as well as at global level in collaboration with local experts and foreign universities.

c) Capitalize the willingness of the government, academic institutions, and development partners to join hands with the university for enhancing and strengthening both academic and research programmes.

d) Exploit abundant possibilities of high altitude and diversity-based research and experimentations.

e) Implement government's higher education policies and programmes all over the country.

f) Offer expert advice to the government, academic institutions, development partners and consultancy services to business community.

g) Take advantages of wide network of alumni.

6.4. Threats

a) Undue interferences in university affairs from political parties, sister organizations of political parties and professional organization.

b) Unfair competition from universities within and outside the country.

c) Possibility of budget reduction from the government.

d) Increasing number of outgoing youths in search of quality education, extensive brain-drain to outside world.

e) Low enrollment ratio of students under the science and technology related subject areas.

7. Points of departure

In the backdrop of the descriptions in foregoing sections, restructuring TU into manageable size should be the point of departure. Two options: (i) Multiple Tribhuvan Universities, and (ii) Autonomous Schools and Campuses are suggested for restructuring and resizing in TU Vision (2030). A brief description of the options and comparative advantages are outlined below:

7.1. Option-1: Multiple Tribhuvan Universities

Under Multiple Tribhuvan University model, TU will be reorganized into 8 Tribhuvan Universities with at least one TU in each province. The University Campus, Kirtipur 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. This type of multi universities model is in practice in many countries including the U. S.

The seven Tribhuvan Universities in the provinces will be autonomous in their operation and they could run the programmes approved by Tribhuvan University and add more programmes based on the local needs and market potential. Though all the TUs in the provinces will be encouraged to run programmes inall 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 Koshi Province, TU in Madesh Province, TU in Bagmati Province, TU in Gandaki Province, TU in Lumbini Province, TU in Province Karnali 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 Kiritipur will remain as the Central University and theTUs 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 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.

7.2. 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 establishing new schools based on market potential. These schools will run interdisciplinary and multidisciplinary courses to address the emerging needs of the job market. This option could be applied in the existing structure with minor

modifications. The list of the possible schools and their operation details are presented in the strategies and action sections in this document as well as in the TU Restructuring Framework-2021.

8. Strategic priorities for 2024-2028

TU Vision 2030 has identified strategies and suggested a long list of strategic actions. Most of them are equally relevant at present as well, but some of them have been already implemented or have become irrelevant in the present context (we have not worked on or reproduced that table here). In the following section, we have prioritized the areas for intervention that require immediate attention and suggested some strategic actions to address the emerging challenges and requirements.

8.1. Academic calendar and examination

An academic institution should have a strict calendar of operation ensuring students that the academic programmes are started and ended on fixed time. The hallmark of an ideal educational institution is to publish examination results and provide graduation certificates on time. One of the major problems of TU is that it has not a strict calendar of operation in place. The delay in examination and publication of result on time have been a chronic problem of TU. Results of undergraduate examination in some subjects have not published up to 15 months.

Therefore, the first priority of the TU should be preparing and implementing an academic calendar with the dates of beginning and end of academic programmes and strictly adhere to it so that the programmes are completed within the stipulated period. The academic calendar of TU should be in harmony with the academic calendar of National Examination Board, UGC and Medical Education Council; and should consider the calendars of other national and international universities as far as possible. All institutes, faculties, schools/ campuses and Office of the Controller of Examinations (OCE) must prepare their calendar of operation aligned with the academic calendar of the university. OCE's calendar, among others, must specify the date of publication of results not exceeding 100 days of examination. To meet this target, the OCE should formulate strategies covering all aspects of the administration of examinations. The strategies should focus on decentralization of activities (e. g. distribution, marking and scrutiny of the answer sheets), delegation of authority and standardization of the processes. The OCE should be adequately funded and staffed by competent staff. It should create IT enabled work environment and pay utmost care for accuracy and

secrecy. All these should result into complete reform of the OCE itself. Thus, the University should pay topmost priority to the reform of OCE and strict adherence to academic/ operational calendars.

Strategic actions:

- ➤ Prepare and strictly adhere to academic calendar and operational calendar for each academic year. Revise subsequent year's calendar based on the feedbacks of the previous year
- ➤ Carry out situation analysis of people, process and system of the Office of the Controller of Examination (OCE)
- ➤ Develop reform plan of OCE to strengthen the capacity of the OCE
- ➤ Create IT enabled work environment and digitize OCE as students' records center
- ➤ Decentralize the examination activities and delegate authority without compromising the accuracy and secrecy of the whole process of examination

8.2. Human resource management

Unnecessary delays in recruitment of faculties and staff have been a regular phenomenon in TU. This problem has been aggravated by unfair promotion practices and cockeyed placement of faculties and staff. They have led to shortage of qualified manpower in recent years and impacted quality education and research

Therefore, TU authority should coordinate with TU Service Commission and expediate recruitment and promotion process in a free and fair manner. The University should make provision of fast-track recruitment of some essential faculties and staff to reduce time of application, examination and result publication. Objective criteria should be developed to appoint leaders and transfer staff at all levels of TU to minimize the political intervention and select a right man at right place.

Strategic actions:

- ➤ Coordinate with TU Service Commission to expediate recruitment and promotion process in free and fair manner
- ➤ Provide adequate resources (human, financial and physical) to the Service Commission to complete its planned activities
- ➤ Develop objective and transparent criteria for the selection and placement of all faculties and staff including the heads of institutes and departments

(institutes/ faculties/ departments/ directorate/ schools/ campuses, etc.)

- ➢ Regularly organize faculty development programmes along with leadership and capacity development programmes for institute/department heads and staff
- ➢ Introduce Voluntary Retirement Scheme (VRS) for employees
- ➢ Review minimum entry criteria of faculty
- ➢ introduce TU Eligibility Test (TET)
- ➢ Continue recruitment of faculties on research-based criteria (Fast-track)
- ➢ Recruit essential staff through Shortened Recruitment Process (SRP)
- ➢ Introduce Student Assistantship Program (SAP) for students

8.3. Programme and curriculum

University should regularly revise and update existing curriculum incorporating subjects or skills that are relevant today and for the future. The goal is to provide students a comprehensive learning experience that meets their needs and prepares them for the future. Some irrelevant programmes should be phased out and new programmes having high market need should be introduced. Updated and new curriculum attracts students to the university. Several action steps have been suggested in this regard.

Strategic actions:

- ➢ Review existing programmes, introduce new programmes to meet market needs and capitalize unique strengths of the country (e. g. high altitude/ mountaineering, multiculturalism, etc.,) and phase out programmes that have lost relevance
- ➢ Revise/ update existing curriculum to reflect proposed restructuring of the university
- ➢ Convert selected four-year undergraduate programmes into 3+1 year format
- ➢ Introduce new programmes according to market needs

8.4. Restructuring of TU

The current structure and size have been regarded as the root cause of the problem leading to the present state of chaos and disturbances in the TU. As it consists of a large number of constituent and affiliated campuses located throughout the country under the five Institutes four Faculties altogether, management of these campuses from the center has been rather challenging task. Besides the organizational and management complexities, coordination, monitoring and maintaining quality in such a mega structure

have been a major issue. Restructuring of TU has been a key reform agenda in the several policy documents of the governments including National Education Policy -2076.

The point of departure for reforming TU should be restructuring it into manageable size. TU Vision 2030 forwarded two options for resizing TU.

Option-1: Multiple Tribhuvan Universities.

Option-2: Autonomous schools and campuses.

The TU Restructuring Framework was prepared in 2021. It has proposed several strategic actions and implementation plan for the restructuring of TU.

Implementation of the Option-1 is challenging. It requires building consensus among university stakeholders, government, political parties and the community at large. Making human resource management planning, revising acts, rules and regulations etc. takes long process and time. University should initiate dialogue with the government and continue lobbying to implement the first option. The second option can be implemented through TU senate and executive council decisions. The idea is to establish autonomous schools at Kirtipur and develop selected constituent and affiliated campuses as autonomous degree-awarding institutions.

Tribhuvan University has been widely criticized for giving affiliation to college in haphazard manner and not being able to monitor and ensure the quality of education in affiliated colleges. University should strictly regulate its affiliated colleges, merge the colleges where there are only a few students and de-affiliate colleges with no students or which have breached the TU rules and regulations.

Strategic actions:

- ➤ Prepare regulatory and organizational/ administrative framework of restructuring
- ➤ Restructure TU into multiple non-affiliated Tribhuvan Universities at each province
- ➤ Identify constituent campuses to develop into fully autonomous institutions
- ➤ Allocate sufficient budget for infrastructural development of selected constituent campuses
- ➤ Restructure central departments into autonomous schools
- ➤ Develop the schools into the Center of Excellence
- ➤ Integrate research centers into schools and/or redefine the roles and

responsibilities of the research centers (CEDA, CNAS, CERID and RECAST)
- ➢ Reform Principal's Office
- ➢ Regulate affiliation and reform affiliated colleges through merger and de-affiliation

8.5. Digitization and technology integration

By adopting digital tools and platforms, universities can enhance the accessibility and flexibility of education, facilitate collaboration and knowledge sharing, and enable personalized and interactive learning experiences. Furthermore, digitalization streamlines administrative processes, improves operational efficiency, and provides valuable data for informed decision-making in a rapidly evolving digital landscape, universities must embrace digitalization to remain competitive, relevant, and effectively prepare students for the challenges and opportunities of the 21st century. In this background TU has formulated its Information Technology Policy as well as Digitalization Strategy Plan in 2023. Several action steps are recommended in the digitization strategic plan. The relevant action steps have been adopted in this document.

Strategic actions:

- ➢ Digitize and integrate technology in teaching learning process and governance

8.6. Research and publications

Research and publication are key components of a university. One of the ways to increase international visibility and world ranking of the university is to carry out high quality research and publish in impactful journals. TU is lacking behind in quality research and publications mainly due to lack of research fund, lack of standard laboratory and equipment and lack of research environment. Therefore, TU should increase research fund and give priority to impactful research and publications.

Strategic actions:

- ➢ Establish a central basket research fund of the University
- ➢ Disburse research fund at all levels on the basis of performance criteria and academic audit report
- ➢ Revise the roles and responsibilities of the Research Directorate
- ➢ Link research with promotion and career path

8.7. Infrastructure and physical facilities

Adequate infrastructure and physical facilities are key to quality education and research. Many constituent campuses of TU are reeling with the problem of inadequate class rooms and IT facilities. Most of the buildings constructed in the constituent campuses are very old and some are damaged by 2015 Gorkha Earthquake. On the other hand, new programmes need land for construction, building for class rooms and physical facilities for teaching and learning. Therefore, renovation and retrofitting of old building, adding IT and other technological facilities, allocation or acquisition of land for new program and construction of new infrastructure and facilities for the new program should be the continuous activities in the university.

Strategic actions:

- ➢ Assess and upgrade existing infrastructure and facilities
- ➢ Build minimum infrastructure and physical facilities for establishment of autonomous schools and new centers
- ➢ Build and operate international standard cafeteria and Conference Hall
- ➢ Develop a Reference Laboratory and Innovation Center (RLIC) at Kirtipur
- ➢ Reconstruct new block of girls' hostel at Kirtipur
- ➢ Manage accommodation facility for international faculties

8.8. Property management and 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)। However, TU has not been able to properly protect and manage its land yet. It estimated that more than 1000 ropiness of land has been encroached in the Kirtipur Campus alone. The problem of encroachment is similar in many other constituent campuses as well. Further, TU's land in many prime locations is not properly utilized, and the rent on land leased to private parties is due for many years. Financial resource constraint is yet another problem that TU is facing. The grants from the government is hardly enough to cover salary and pension of faculty members and staff. Many programmes are run on very subsidized fees while there are cases of over spending in self-financing programmes. Therefore, TU should give priority to utilize its assets, mobilize both internal and external sources to make university financially sustainable.

Strategic actions:

- ➢ Protect university property and use it for income generation

- Lobby/ dialogue with government/UGC for increasing block grant and funding pension liabilities
- Revise fees from students periodically
- Promote research and consultancy services for income generation
- Control wastage of resources and unproductive expenses particularly in self-financing programmes
- Create an environment for alumni contributions and philanthropy

8.9. Monitoring, quality control and governance

Monitoring of academic and administrative activities and deterioration of academic quality have been a matter of concern among public, university stakeholders and government. Some immediate actions on those matters are required to retain public faith on TU.

There has been serious concern in the process of making and enforcing decisions within the University. They are evident in the areas of legal compliance, transparency, accountability, effective management of workforce, and financial management. Delayed recruitment, malpractices in promotion and placement, swelling irregular amount (*beruju*), lingering on issuance of certificate of equivalence, etc. are the results of poor governance.

The University should value transparency and accountability to students, faculty, staff, parents, taxpayers, donors, sponsors, and alumni. These stakeholders are essential partners helping the University pursue its core missions of education, research, and public service. TU should work toward increasing its accountability and transparency to gain trust from all stakeholders.

Strategic actions:

- Introduce effective monitoring system
- Make the equivalency process smooth and effective
- Make participation in QAA mandatory
- Introduce external academic auditing system
- Ensure quality of Ph. D. degrees
- Fix the number of students' intake at all levels
- Introduce anti-plagiarism policy in academic writing
- Promote e-governance in administration and accounting
- Increase transparency and accountability

8.10. Internationalization and world ranking

In the context of globalized world, it has been imperative to the TU to internalize itself. It means TU should integrate international, intercultural or global dimension into the purpose, function and delivery of its services (providing higher education). Internationalization benefits the university in many ways. It aids international perspective in education and enhances the quality of education and research. Internationalization empowers students, staff, and institutions with learnings from advanced institutions abroad. It also gives opportunity to international faculties and students to study and research in TU. These activities would contribute to TU's world ranking, revenue generation and brain gain Therefore, TU should take strategic initiatives for internationalization and improve its world ranking.

Strategic actions:

➢ Translate MOUs into tangible outcomes
➢ Disseminate the information relevant to international ranking to international agencies/ communities
➢ Work towards increasing world ranking

9. Action plan for 2024-2028

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
1. ACADEMIC CALENDAR AND EXAMINATION			
Academic calendar	**1.1. Prepare an academic calendar for the academic year 2024/2025** a) Prepare the calendar with dates of enrollment, final examination and result publication b) Approve the academic calendar c) Publish electronic copy of academic calendar and implement it	**Till July 2024**	• Rector's office • Dean's Office • Office of the Controller of Examinations
	1.2. Monitor, evaluate and revise the academic calendar a) Carry-out periodic monitoring, evaluation of the academic calendar and gather feed-back from different stakeholders. b) Revise and update calendar for the subsequent academic years	**Every year**	• Rector's office
Office of the Controller of Examinatio n	**1.3. Carry out situation analysis of the OCE** a) Review existing administrative structure and staff in the OCE. b) Evaluate and analyze existing exam-related IT infrastructure and manpower at the OCE. c) Study the costs of exam-related facilities provided to students.	**2024-2025**	• Registrar's Office
	1.4. Strengthen the capacity of the OCE a) Provide necessary IT and administrative staff and computer facilities according to the recommendation of study report. b) Provide performance-based incentives to faculties and staff if the results are published in stipulated time. c) Review the remuneration rates of exam related activities (e. g. copy-checking/scrutiny, etc) periodically.	**2024-2025**	• Registrar's Office
	1.5. Digitize OCE as students' complete records center a) Procure Core Exam System that can integrate data from different entry points (regional OCEs , exam offices of the autonomous schools, Dean Offices and autonomous degree-awarding campuses, exam centers, etc.), process data and create complete Students' Record Center b) Pilot test the system for full functionality, accuracy and secrecy c) Train staffs to operate the software d) Digitize all information starting with student registration to issue of certificates.	**2024-2025**	• Registrar's Office • OCE • IT and Innovation Center
	a) Initiate online application and processing of students' applications for exam, migration certificates, transcripts etc.	**2026-2027 (Contin uous)**	

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
Decentraliza tion of the OCE at regional level	**1.6 Decentralize the OCE at regional level** a) Carry out study to assess the perquisites for the decentralization of the OCE outside Kathmandu b) Equip the regional offices of the OCE, on priority basis, with all perquisites including human and physical resources to conduct students' examination related activities. c) Delegate authority to the heads of decentralized offices of OCE to conduct exam related activities d) Expand the role of regional offices to facilitate the examinations conducted by Dean Offices e) Develop comprehensive framework and standard operating procedures (SOP) under which each decentralized offices of OCE should operate f) Develop monitoring mechanism to ensure that due processes have been followed to ensure the quality of examinations g) Decentralize the examination, copy checking, security and tabulation process at the decentralized offices of OCE Develop online mark entry system h) Make system of storing exam copies in regional offices	**2024-2025**	• Registrar's Office • Executive Council • Constituent campuses, Schools, Central Departments
	i) Prepare for the decentralization of the examination to the autonomous schools and campuses level in future.	**Continu ous**	
2. HUMAN RESOURCE MANAGEMENT			
Leadership	**2.1. Introduce criteria-based leadership selection and appointment** a) Develop objective criteria for leadership selection at all levels b) Amend the provisions in TU rules and regulations to reflect the newly developed criteria for leadership c) Review various leadership positions (assistant dean, assistant campus chief, deputy controller of examinations, etc.) on the basis of workload.	**Till July 2024**	• Executive Council
	d) Implement the criteria-based leadership selection and appointment	**2024-2025 (Onwar ds)**	
	2.2. Organize leadership training on regular basis a) Organize leadership training on - TU rules and regulations - Procurement processes - Budgeting etc. - Examination process - Auditing process and irregular amount (*beruju*) reduction	**Continu ous**	• Registrar's Office
Faculties and staff manageme nt	**2.3. Introduce Voluntary Retirement Scheme (VRS) for faculties and staff** a) Prepare a scheme to give employees of TU the freedom to take voluntary retirement before they reach the age of retirement due to various reasons	**2024-2025**	• Executive Council • Senate

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
	Some criteria for taking VRS could be: - unable to teach due to serious illness - not willing to be transferred into another place - subject teachers where there are no students for long time or programmes are terminated - those who cannot be adjusted during restructuring process - those having more than 25 years of service or those whose age is more than 55 years b) Estimate tentative budget required for the VRS and dialogue with the government for compensation package (budget) to implement VRS c) Implement VRS scheme		
	2.4. Define/review minimum criteria of entry as a faculty a) Revise the minimum qualification for entry as a faculty into the university at all levels (including contract, course contract or part time). Some of the criteria could be: - Having at least First division or CGPA 3.3 in master level - Having at least one research publication in an indexed journal - Having pedagogic training as designated by TU b) Define minimum criteria for entry into the autonomous schools as a faculty: Some of the criteria could be: - Having Ph. D. degree in relevant field of study - Having one research publication in an indexed journal - Having pedagogic training as designated by TU	**2024-2025**	• Executive Council • Academic Council • Rector's Office
	2.5. Introduce TU Eligibility Test (TET) a) Amend TU rules and regulations to introduce TU Eligibility Test b) Administer such test through TU Service Commission or respective dean offices/autonomous schools/ autonomous campuses c) Make TET pass mandatory to enter as a faculty (part time, contract or permanent)	**2025-2026**	• Executive Council • Service Commission • Respective dean offices, autonomous schools and campuses
	2.6. Regularize the recruitment and promotion of the faculty and staff a) Amend the regulations on recruitment of faculties and staff. Incorporate important provisions into Rules	**July 2024 (Next senate**	• Executive Council • TU Service Commission

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	c) Effectively implement the TU Rule and provide the vacant positions of faculties and staff to TU Service Commission in every six months for advertisement d) Capacitate TU Service Commission to accelerate the recruitment and promotion process e) Provide adequate budget as per the procurement/ promotion plan of TU Service Commission	**Continu ous**	
	2.7. Continue recruitment of faculties on research-based criteria (Fast-track Recruitment) a) Prepare/revise regulation on recruitment of faculties (including lecturers) on research-based criteria b) Continue recruitment of faculties on research-based criteria on regular basis	**2024-2025 (Contin uous)**	
	2.8. Optimize the service from the existing faculties a) Make provision of taking certain class loads by TU faculties including those appointed in a leadership position/ hold executive positions in faculty associations and posted in research centers/Natural History Museum b) Make provision of online classes by faculties outside of the institutions (both for Nepalese and foreigners)	**2024-2025**	• Executive Council • Rector's Office • Registrar's Office
	c) Balance workload of the faculties. Transfer faculties from surplus units/ programmes to deficit units/ programmes	**Continu ous**	
	d) Develop stringent criteria for giving permission to faculties to work outside TU	**2024-2025**	• Monitoring Directorate
	2.9. Introduce Student Assistantship Program (SAP) for graduate and post-graduate students a) Develop modalities for offering graduate and post-graduate students the opportunity to work and earn while pursuing their studies in the University based on academic excellence. This may include: - Teaching Assistantship (TA) - Research Assistantship (RA) - Staff Assistantship b) Implement SAP thorough Schools, Central Departments, and Campuses	**2024-2025**	• Rector's office • Executive Council
	2.10. Manage administrative and support staff a) Make assessment and projection of necessary number of administrative and support staff (including computer technician, IT manpower, account and health professionals) and make recruitment plan accordingly	**2024-2025**	• Registrar's Office • Executive Council
	b) Fulfil essential administrative and support staff (computer technician, IT manpower, account and health professionals) through **shortened recruitment process (SRP).**	**2024-2025 (Contin uous)**	• Executive Council • Service Commission
	c) Outsource lower-level support staff (service workers)	**Continu ous**	• Registrar's Office • Schools

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
			• Constituent Campuses
Capacity Development Programmes (CDP)	**2.11. Regularly organize capacity development programmes for faculty and staff** a) Allocate budget for capacity development and leadership trainings b) Organize various capacity development training and workshops for staff. For example, on: - IT and computer skills - Accounting and auditing - Website maintenance - Laboratory maintenance - Procurement processes - Examination administration etc.	**Continuous**	• Executive council • Registrar's office • Rector's office • Dean Offices • Departments and Constituent Campuses
	c) Organize various capacity development training and workshops for faculties. For example, on: - Pedagogy - Curriculum design - Evaluation and grading of students - Research methodology - Research paper publication process and publication ethics - Article review and editing - Identifying predatory journals and scam publishers	**Continuous**	
3. PROGRAMME AND CURRICULUM			
Semester-based program and curriculum	**3.1 Review/revise existing program and curriculum** a) Gradually expand the semester-based program to undergraduate level b) Complete two semesters within 8-9 moths freeing students for short-term job opportunities	**2024-2025**	• Dean's Office • Subject committees • Faculty Boards • Academic Council • Planning Directorate
	c) Gradually expand the semester-based program to undergraduate level	**Continuous**	
Merger and termination of programmes	**3.2. Merge or phase-out programmes** a) Review and identify the existing programmes irrelevant to the present market needs or have very few or no student enrollment	**2024-2025**	
	b) Merge, modify or phase-out the programmes based on the relevancy and sustainability of the program.	**2025-2026**	
Undergraduate programmes	**3.3. Convert existing 4-year undergraduate programmes into (3+1) years** a) Convert 4-year undergraduate programmes to 3-year program in selected subjects.	**2025-2026**	• Concerned Dean office, • Faculty Board, • Academic Council
	b) Design additional 1-yearhonors course for 3-year undergraduate program		

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	c) Design 1-year professional course for teaching profession d) Start (3+1) year program in undergraduate level replacing the 4-year program		
	3.4. Introduce new undergraduate programmes according to market needs a) Design and develop following new undergraduate programmes - Research-based mixed-mode curriculum to produce teaching manpower in indigenous languages for school level - Amchi system of medicine under Aurveda - Ayurveda pharmacy - Interdisciplinary Liberal Arts - Non-credit courses according to the market needs - Mixed-mode (physical + distance mode) curriculum in partnership with professional associations (e. g. Hotel Management courses with Hotel Association Nepal)	**2024-2025**	• Dean's Office • Subject committee • Faculty Boards, • Academic Council
	b) Design degree and training programmes and their curriculum that are specific to particular area or sector, such as; - Mountain Engineering - Mountain Risk Management - Climbing - High Altitude Training - High Altitude Sports - Mountain Tourism - Mountain Economy	**2024-2025**	• Dean's Office • Subject committees, • Faculty Boards, • Academic Council
	c) Conduct feasibility study of running the new programmes in constituent campuses d) Provide adequate physical facilities and manpower before starting the Programmes	**2025-2026**	• Planning Directorate • Constituent campuses • Executive Council
	e) Start new undergraduate programmes at constituent campuses if feasible in terms of physical facilities and manpower	**2026-2027**	• Executive Council • Constituent campus
Open and Distance Learning (ODL) Program	**3.5. Expand Open and Distance Learning (ODL) program to wider mass** a) Equip Open and Distance Learning Center (ODEC) to run the programmes b) Expand the TU's academic programmes through ODEC for those students who cannot come to attend face-to-face study	**Continu ous**	• Executive Council • ODEC
4. RESTRUCTURING OF TU			

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
Restructuring of TU into federal structure	**4.1. Prepare legal and structural framework of restructuring** a) Amend TU Rules and Regulations to facilitate restructuring	**Till July 2024**	• Executive Council • Senate
	b) Review/revise TU restructuring framework 2021 and make a detailed plan and organizational structure for restructuring	**2024-2025**	• Review committee
	4.2. Restructure TU into multiple non-affiliated Tribhuvan Universities at each province a) Form a high-level TU Restructuring Commission in consultation with the government with the detailed terms of reference (TOR) b) Hold a meeting with key stakeholders to discuss the restructuring strategies of TU and develop a consensus in the spirit of study report c) Initiate dialogues with the Federal and Provincial governments including the mainstream political parties to establish TU's degree-awarding institutions in different provinces	**Continu ous**	• Executive Council • Senate • TU Restructuring commission
	4.3. Develop administrative reform model for restructuring of TU a) Form a task force to develop administrative model of TU in the context of restructuring of TU (autonomous schools, autonomous constituent campus) b) Carry out **O&M survey** of the central office administration of TU	**2024-2025**	• Executive council • Registrar's office • Rector's office • VC office
	c) Restructure the central administration according to the **O&M survey report**	**2025-2026**	• Executive council
Restructuring of Kirtipur Campus/Research Centers	**4.4. Restructure central departments/research Centers into autonomous schools** a) Amend TU autonomy rules to create space for autonomous schools with designated authority b) Form a committee to prepare a comprehensive plan for restructuring central departments and research centers into autonomous schools. The TOR of the committee should include, among others, the amendments in the rules and regulations, administrative structure and financial management of the schools, designing framework for program/ curriculum development, examination and evaluations, etc. c) Restructure administration and equip them with necessary physical facilities to embrace establishment of autonomous schools d) Appoint directors/chiefs/heads of schools to facilitate school establishment process e) Stop opening of new central departments	**Till July 2024** **2024-2025**	• Executive Council • TU Senate • Registrar's Office

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE

Alternative s to restructurin g	**4.5. Integrate Central Departments/Research Centers into autonomous schools. Three alternatives have been proposed**
	a) Alternative 1
	   - As recommended in the TU restructuring Framework-2021 document
	
	b) Alternative 2
	   - School of Management (integrate School of Management, Central Dept. of Management and CEDA)
	   - School of Education and Pedagogical Sciences (integrate School of Education, Central Department of Education and CERID)
	   - School of Science and Technology (integrate all central departments related to science and technology, School of Mathematical Science and RECAST)
	   - School of Humanities and Social Sciences (Integrate all central departments of Humanities and Social Sciences and CENAS)
	
	c) Alternative 3
	
	   - School of Management (integrate School of Management and Central Dept. of Management and CEDA)
	   - School of Education and Pedagogical Sciences (integrate Graduate School of Education, Central Department of Education and CERID)
	   - School of Physical Sciences (integrate all central departments related to physical Sciences and RECAST)
	   - School of Mathematical Sciences (integrate Central Department of CSIT, Mathematics, Statistics and Mathematical Science)
	   - School of Natural Science (Central Departments related to natural sciences)
	   - School of Social Sciences (all Central Departments related to Social Sciences and CENAS)
	   - School of Humanities and fine arts (all Central Departments related to Humanities)
		2025-2026	• Executive Council
			• Senate

Center of Excellence	**4.6. Develop the schools into the Center of Excellence** a) Increase research component in graduate curriculum. b) Start research-based (thesis-based) master degree programmes c) Set PhD as the minimum qualification for faculties in autonomous schools d) Make provision of fast-track recruitment of faculties in schools on research- based criteria e) Introduce mechanism of inter-departmental/inter-	**2026-2027 (Contin uous)**	• Executive Council • Academic Council • Rector's Office • Schools

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	school credit transfer system f) Stop mass enrollment of students in graduate level. Define number of student intake in each program based on available physical facilities and market needs g) Establish research funds at each school h) Allocate bulk research grants to each department/schools every year based on performance indicators		
	4.7. Make necessary preparation for own undergraduate level admission in each school a) Develop undergraduate semester-based curriculum (+ leading to masters) in respective subjects b) Develop infrastructures for undergraduate semester-based Programmes **c)** Start undergraduate semester-based Programmes in selected schools/departments	**2027-2028 (Continuous)**	• Executive Council • Academic Council • Rector's Office • Schools
Principal's Office	**4.8. Reform Principal's Office** a) Convert Principal's Office into Property Management Office and give responsibility of managing property within the Kirtipur premises	**2025-2026**	• Executive Council
Constituent campuses	**4.9. Develop constituent campuses into fully autonomous institutions** a) Revise autonomy rule to award full autonomy to the constituent campuses	**July 2024**	• Executive Council
	b) Promote the Prithivi Narayan Campus, Pokhara, Mahendra Morang Campus, Biratnagar and Mahendra Multiple Campus, Nepalgunj into autonomous degree-awarding institutions - Develop administrative model for autonomy - Assess the existing infrastructure, physical facilities and manpower (faculties and staff)	**2024-2025**	• Executive Council, • Rector's Office, • Registrar's Office, • Dean's Office, • Campus Chiefs
	c) Strengthen the campuses to embrace autonomy - Allocate additional budget for strengthening infrastructures and facilities - Allocate required number of faculty and administrative staffs - Train the administrative staff for conduction of examination, result preparation, result publication and transcript issue	**2025-2026**	
	d) Award autonomy in phased manner - At the initial phase provide autonomy to conduct examination	**2026-2027**	
	e) Provide academic autonomy to design own curriculum, conduct examination, publish result and award degree based on performance	**2027-2028**	

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
Affiliated colleges	**4.10. Regulate affiliation and reform affiliated colleges through merger and de-affiliation** a) Revise/review TU Affiliation Policy 2072 b) Develop stringent criteria of affiliation for professional and technical subjects	**2024-2025**	• Planning Directorate • Executive council • Respective Deans
	c) Conduct study for merger and de-affiliation of existing programmes d) Identify possible affiliated colleges for merger and de-affiliation e) Provide incentives to motivate the merger of the affiliated campuses f) Introduce provision of acquiring QAA to the affiliated colleges within stipulated time	**2025-2026**	• Planning Directorate
	g) Merge the affiliated campuses if the number of students is low and the campuses are located in the same geographical areas h) De-affiliate the affiliated campuses which do not have students in their programmes	**2026-2027**	• Planning Directorate • Executive Council

5. DIGITIZATION AND TECHNOLOGY INTEGRATION

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
Digitization and Technology Integration	**5.1. Digitize and integrate technology in teaching learning process and governance** a) Effectively implement Information Technology Policy, 2023 and TU Digitalization Strategy Plan, 2O23 b) Strengthen connectivity with broadband connection and secure Wi-Fi zone in all institutions	**2024-2025**	• Registrar's Office • IT and Innovation Center • Constituent Campus • Central Departments • Schools
	c) Upgrade Data Center, Establish Intranet at University Level, Promote Cloud Services	**2025-2026**	
	d) Develop and Implement Learning Management System (LMS) and Education Management Information System (EMIS).	**2026-2027**	
	e) Carry out digital capacity building activities (training). f) Develop digital learning resources g) Connect internet in classrooms, develop audio-visual facilities in the class rooms and Encourage faculties to use IT	**2027-2028**	

6. RESEARCH AND PUBLICATIONS

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
Impactful Research and Publication	**6.1. Establish a central basket fund for research and publication** a) Allocate certain amount of seed fund from university every year	**2024-2025**	• Rector's Office • Executive Council

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	a) Dialogue with the government/UGC to provide block research fund every year b) Request various governmental and non-governmental agencies and donors to provide research fund c) Appeal TU alumni worldwide to donate in the research fund	**Continu ous**	• Executive Council • Rector's Office • Research Directorate
	d) Make guidelines/regulations for spending research funds e) Develop performance-based criteria for allocating research funds to Schools/Campuses/Departments and Research Centers f) Disburse research fund at all levels (schools, departments, campuses, etc.) on the basis of performance criteria	**2024-2025**	• Executive Council • Registrar's Office • Rector's Office • Research Directorate
	6.2. Revise the roles and responsibilities of the Research Directorate a) Some of the roles could be as follows: - Decide and recommend bulk research grant for Schools/Campuses/Departments and Research Centers - Maintain and update yearly records of the research activities in all schools, departments and campuses and publish it in the website - Define quality criteria and indicators for research journals for in-house publication - Initiate the process for indexing national journals. - Identify predatory journals, publish the list of predatory journals and aware faculties on predatory publications - Classify national and international journals into different grades according to provisions in Teachers Recruitment and Promotion Regulation of the Service Commission - Develop a mechanism for registering, verifying and certifying publications by faculties - Conduct research and publication workshops - Register and safeguard intellectual property of the university - Define research priorities of the University on a periodic basis - Define quality criteria and indicators for research journals for in-house publication - Encourage blind peer reviewing of in-house publications - Encourage and initiate the process for indexing in-house publications -	**2024-2025**	• Rector's Office • Research Directorate • Executive Council
	6.3. Link research with promotion and career path a) Increase mark on research and publication for promotion (Suggested: Up to 50% of total marks)	**Continu ous**	• Rector's Office

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	b) Increase the proportions of marks on impact factor and international journal articles c) Make provision of providing awards to the faculty members for their scholarly contributions, achievements, and publications of international standards d) Allocate marks for the financial contribution to TU through research projects and patenting etc.		• Executive Council
7. INFRASTRUCTURE AND PHYSICAL FACILITIES			
Maintenance of existing facilities	**7.1. Assess and upgrade existing infrastructure and facilities** a) Make assessment of existing physical facilities (classrooms, furniture, IT equipment) for teaching-learning process in all campuses/departments b) Allocate appropriate budget to strengthen (upgrade, maintain) the physical and digital facilities in all campuses and departments for effective teaching-learning process	**2024-2025**	• Registrar's Office • Deans' Offices • Constituent Campuses • Central Departments
Infrastructures for new programmes and schools	**7.2. Build minimum infrastructure and physical facilities for establishment of autonomous schools** a) Make assessment of minimum physical facilities required for establishment of autonomous schools b) Allocate budget for construction of infrastructure for new programmes and schools	**2024-2025**	• Planning Directorate • Registrar's Office
	c) Start construction of infrastructure for new programmes and complete it	**2025-2026 (Continuous)**	• Registrar's Office
	7.3. Develop infrastructure for new centers a) Allocate budget for the infrastructure development b) Acquire/ lease land for construction of infrastructure for Mountain Study Center and Herbal Plant Study and Research Center c)	**2025-2026**	• Registrar's Office • Executive council
	d) Complete procurement process and award contract for construction and allied works	**2026-2027**	• Registrar's Office • Executive council
Conference hall and Cafeteria and	**7.4. Build and operate international standard cafeteria and Conference Hall** a) Allocate land and budget for constructing international standard conference hall and cafeteria at Kirtipur Campus b) Start procurement process and award contract for construction and allied works	**2024-2025**	• Registrar's Office • Executive Council

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	c) Complete construction and allied works	2025-2026	• Registrar's Office
	d) Involve private sector in its operation on cost recovery principle.	2026-2027	• Registrar's Office
Reference Laboratory ad Innovation Center (RLIC)	**7.5. Develop a Reference Laboratory ad Innovation Center (RLIC) at Kirtipur** a) Prepare detailed proposal for establishing RLIC b) Dialogue with UGC for the bulk grant to establish RLIC with advanced equipment and training of technicians	2024-2025	• IOST Dean • Executive Council
	c) Construct new infrastructure or allocate one of the existing infrastructures (e. g. RECAST) for RLIC d) Equip with all essential lab and innovation center equipment e) Bring the lab and innovation center in operation	2025-2026	• Registrar's Office
	f) Bring the lab and innovation center in operation	2026-2027	
Students Hostel/ clubs/ recreation centers	**7.6. Construction/ repair and maintenance of students hostels.** a) Reconstruct/renovate the Girls' Hostel previously used by Service Commission and bring it in operation b) Allocate budget for repair and maintenance of hostels in and out of the valley	2024-2025	• Registrar's Office • Principal's Office

International Guest House	**7.7. Manage accommodation facility for international faculties**
	a) Manage temporary accommodation facility
	  - Allocate budget annually for temporary provision of accommodation for international faculties
	  - Identify appropriate hotel/lodge/guest/apartment house nearby university or city Center who can provide room for international faculties at subsidized rates
	  - Make agreement with the hotel/lodge/guest house
	  - Make rules/regulations for providing accommodation to international faculties
	- Start accommodating international faculties in the agreed hotel/lodge/guest/apartment
		2024-2025	• Registrar's Office
			• Center for International Relation
			• Executive Council

8. PROPERTY MANAGEMENT AND RESOURCE MOBILIZATION			
Property management	**8.1. Protect university property and mobilize it for income generation** a) Form a high-level committee including representatives from concerned government ministry/ departments to investigate and identify the encroached land of TU and formulate strategy to bring the land under TU ownership and its use	2024-2025	• Registrar's Office • Executive Council
	b) Prepare a detail profile of the TU properties mapping the entire physical resources using the GIS technology (Land and infrastructures) and find-out	2024-2025	

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	effective ways of managing and mobilization of physical resources		
	a) Make a plan for demarcation and fencing of land at Kirtipur and at other locations. Start fencing on priority basis b) Revise Master Plan of Kirtipur premises and make construction of infrastructures according to plan	**2024-2025 Continu ous**	
	c) Develop comprehensive property management and utilization plan d) Use PPP model to generate income from its properties	**2025-2026 (Contin uous)**	
	e) Form a task force to collect due from properties leased out by TU (e. g. United World Trade Center, Labim Mall, etc.)	**2024-2025**	
Resource Manageme nt/ Financial manageme nt	**8.2. Dialogue with government/UGC for increasing block grant and funding pension liabilities**		• Executive Council
	a) Dialogue with the UGC to increase block grant in view of the higher proportion student enrollment in TU b) Dialogue with the government to fund pension liabilities of the retired employees of TU	**Continu ous**	
	8.3. Mobilization and management of resources from students		• Executive Council
	a) Carry out study on mobilization and use of resources from students and prepare appropriate plan b) Review the present fee structure at all levels and adjust fee periodically to reflect inflation	**2024-2025**	
	a) Prepare/update regulations on student scholarship and welfare fund and implement it b) Sign MOU with the government to reimburse scholarship and welfare fund provided to the students	**2024-2025**	• Executive Council
	8.4. Income generation through research and consultancy activities		• Rector's Office • Executive Council • Research Directorate
	a) Revise/review the present regulation on research and consultancy services to motivate the faculties to bring projects in the university -	**2024-2025**	
	b) Dialogue with ministries and various departments of the government to award their research projects to the concerned departments and research centers of TU in G-to-G model	**2024-2025 (Contin uous)**	
	c) Link in-house research by faculties to promotion process - Allocate marks for amount of fund generation by faculties - Remove present provision of marks for research reports carried out outside of university	**Continu ous**	
	8.5. Regulate the expenditure in self-financing programmes to minimize cost		• Registrar's Office • Dean's Office
	a) Make uniformity in the remuneration rates of lectures, thesis supervision, copy checking etc. in regular and self-financing programmes across all disciplines/programmes/subjects	**2024-2025 (Contin uous)**	

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	b) Run the regular and self-financing programmes in the same shift (if the infrastructure is enough) to save overtime expenditures c) Allocate only minimum required numbers of staff to work in the extra shifts d) Remove provision of coordinators in self-financing programmes and give this responsibility to the Head of Department/Campus chiefs		• Executive Council
	8.6. Make an environment for alumni contributions and philanthropy a) Design a scheme and reach to TU alumni for various monetary and non-monetary support • Scholarships and endowments • Donation for infrastructure and facilities • Contribute to the research funds • Guest lectures on volunteer basis	**2024-2025**	• Executive Council
	b) Implement the scheme	**2025 - 2026 (Contin uous)**	
9. MONITORING, QUALITY CONTROL AND GOVERNANCE			
Monitoring	**9.1. Introduce effective monitoring system** a) Bring the monitoring unit under direct jurisdiction of VC. Tie up the tenure of the Chief of the monitoring unit with that of the VC b) Define the minimum criteria of the chief and members of monitoring as professor	**2024-2025**	• Executive Council
Quality control	**9.2. Restructure the Curriculum Development Center (CDC) and make the equivalency process smooth and effective** a) Restructure the CDC and redefine it roles and responsibilities	**2024-2025**	• Rector's Office • Executive Council
	b) Identify the problems and actions needed to make the equivalence process smooth and fast	**2024-2025**	
	c) Initiate dialogue to handover the activities related to the issuance of certificate of equivalence to the UGC	**Continu ous**	
	9.3. Make participation in QAA mandatory a) Introduce compulsory provision of acquiring QAA for all constituent campuses b) Provide certain incentives (e.g. research fund etc.) for those campuses/departments which have acquired QAA c) Make QAA mandatory to start new programmes in the constituent campuses	**2024-2025** **(Contin uous)**	• Rector's Office • Directorate of Planning • Executive Council
	9.4. Introduce external academic auditing system a) Introduce a periodic external academic auditing of all academic institutions	**2024-2025**	• Rector's Office

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPONSIBLE
	b) Define criteria and benchmarks on quality and relevance of curriculum, pedagogy, technology integration and other details for external auditing		
	c) Start external academic auditing	**2026 (Continuous)**	

	9.5. Ensure quality of Ph. D. degrees
	a) Review/revise the Ph. D. regulations to ensure the Ph. D. degree is of international standards:
	  - Stop mass enrollment of Ph. D. students. Define student quota each year in each department
	  - Make international publication compulsory (with some exception such as Nepali, Hindi and Maithili languages, fine arts and music)
	  - Make sure that the one of the reviewers of PH. D. thesis is from foreign university
	  - Review/remove compulsory course works in technical subjects
		2024-2025	• Academic council
			• Rector's Office
			• Dean's Office

	9.6. Fix the number of students' intake based on availability of physical facilities at all levels a) Decide the number of students for all subjects at all levels based on availability of physical facilities and market needs b) Limit the students' enrollment in Masters, M. Phil. and Ph. D.	**2024-2025**	• Academic council
	9.7. Introduce anti-plagiarism policy in academic writing a) Prepare anti-plagiarism policy of the university b) Provide user Id and password of plagiarism software for all faculties c) Introduce plagiarism check and declaration of originality of all post-graduate dissertations as well as journals published by different departments/campuses/dean offices	**2024-2025**	• Rector's Office
	d) Develop Plagiarism Registration system at the Office of Rector. e) Make provisions of penalties if any faculty/ staff was charged and proved of plagiarism	**2025-2026**	• Rector's Office

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE

Governanc e	**9.8. Promote e-governance in all dimensions of university administration**
	  a) Give priority to:
	    - legal compliance
	    - financial oversight
	    - accountability and transparency
	  b) Ensure right to information through regular release of information of public concern such as Audit report, EMIS Report, institutional development plans etc.
	  c) Make all TU acts, rules, regulations, directives and working producers available in the website
	  d) Timely inform stakeholders the changes/amendments in rules and regulations
	  e) Publicly share academic programmes, calendars, faculty details, admission process, fee structure, scholarships, and guidelines for international students
	  f) Strictly implement reward and punishment system as provisioned in the TU rules and regulations
		Continu ous	• Executive Council
			• Registrar's Office
			• IT and Innovation Center
			• Information and Public Relation Division
			• Dean's Office
			• Campuses
			• Central Departments

	a) Take measures to reduce the irregular amount *(beruju)* of the university
	Such as:
	  - Create a dedicated section under monitoring and audit division to look after irregular amount ***(beruju)***
	  - Strengthen the internal audit system
		2024-2025 (Contin uous)	• Registrar's office

10. INTERNATIONALIZATION AND WORLD RANKING			

Internation alization	**10.1. Translate MOUs into tangible outcomes**
	  a) Review the status and impact of existing MOUs and update them
	  b) Publish the updated list of MOUs including date of signing, date of termination and collaborative activities carried out during the MOU period
	  c) Develop strategies and action plans to translate MOUs into tangible outcomes
	  d) Terminate MOUs which have not yielded tangible outcomes or are inactive
		2024-2025 (Contin uous)	• Director of Center for International Relations

	10.2. Disseminate the information to international communities
	  a) Prepare an interactive website of the center with all information required for aspiring foreign students and faculties
	  b) Upload all information regarding the documentation process more specifically for visa, taxation, work permit, security and benefits in case of foreign students and faculty members
		2024-2025 (Contin uous)	• Director of Center for International Relations

World ranking	**10.3. Work towards increasing world ranking** a) Establish linkage with world university ranking agencies to make the University's concurrent status	**Continu ous**	• Director of Center for

THEME	STRATEGIES AND ACTIONS	TIME LINE	RESPON SIBLE
	and regularly avail for the ranking purpose of the agencies		International Relations
	b) Adopt appropriate policies to increase world ranking of TU		
	c) Ensure that TU's academic calendar matches at least with the programmes targeting international students		
	d) Develop and implement inter-university credit transfer system		
	e) Design and establish new international dual-degree and joint degree programmes with international universities in areas of global interest		
	f) Integrate international, intercultural or global dimension into the curriculum of relevant courses		

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नेपाली खण्ड

केशरजङ्ग बराल (२०८०)। त्रिभुवन विश्वविद्यालयको सञ्चालन र व्यवस्थापनसम्बन्धी सोच-पत्र ।

केशरजङ्ग बराल (२०८०)। त्रिभुवन विश्वविद्यालयको व्यवसायिक योजना ।

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ANNEXES

Annex 1: उपकुलपति प्रा. डा. केशरजङ्ग बरालज्यूद्वारा प्रस्तुत त्रिभुवन विश्वविद्यालयको समग्र सुधार कार्ययोजना (२०८० फागुन देखि २०८४ माघ सम्म)

क्रियाकलाप	अपेक्षित परिणाम	समय खाका	जिम्मेवारी निकाय
क) पहिलो वर्ष (२०८२ असारसम्म)		२०८० फागुन देखि २०८२ असारसम्म	
१. शैक्षिक पात्रो निर्माण र कार्यान्वयन गर्ने:			
१.१ शैक्षिक पात्रो निर्माण	शैक्षिक वर्ष २०८१/०८२ को शैक्षिक पात्रोको मस्यौदा	२०८१ असार सम्म	परीक्षा नियन्त्रण कार्यालय
१.२ शैक्षिक पात्रोको स्विकृत	शैक्षिक वर्ष २०८१/०८२ को शैक्षिक पात्रो	२०८१ श्रावणसम्म	प्राज्ञिक परिषद
१.३ शैक्षिक पात्रोको प्रकाशन	शैक्षिक पात्रोको विद्युतीय कपी	२०८१ श्रावण सम्म	परीक्षा नियन्त्रण कार्यालय
१.४ शैक्षिक पात्रोको कार्यान्वयन	समयमा शैक्षिक कार्यक्रमको संचालन	२०८१ श्रावण देखि २०८२ असारसम्म	शिक्षाध्यक्षको कार्यालयको संमायोजनमा
१.५ अनुगमन र मूल्याङ्कन	शैक्षिक पात्रोको कार्यान्वयनसम्बन्धी पृष्ठ पोषक	शैक्षिक सत्रको मध्ये भाग	शिक्षाध्यक्षको कार्यालय
२. परीक्षा फल समयमा प्रकाशन गर्नलाई गर्नु पर्ने आवश्यक कार्यहरू			
२.१ परीक्षासम्बन्धी सूचना प्रविधिको र तत्सम्बन्धी मौजुदा जनशक्तिको मूल्याङ्कन र विश्लेषण	● मौजुदा सूचना प्रविधि र तत्सम्बन्धी जनशक्तिको जानकारी	२०८१ असारसम्म	रजिष्ट्रारको कार्यालय
२.२ परीक्षा नियन्त्रण कार्यालयको संगठन स्वरुप र मौजुदा जनशक्तिको विश्लेषण	● परीक्षा नियन्त्रण कार्यालयको मौजुदा आन्तरिक संगठन र कर्मचारीहरूको वारेमा जानकारी	२०८१ असारसम्म	रजिष्ट्रारको कार्यालय
२.३ विद्यार्थीहरूलाई दिइने परीक्षासम्बन्धी सुविधाको लागतको अध्ययन	● विद्यार्थीहरूलाई सूचना प्रविधि प्रयोग गरेर दिनु पर्ने परीक्षासम्बन्धी सेवासुविधाको पहिचान र दिइने सेवासुविधा शूल्क निर्धारण गर्न आधार	२०८१ असारसम्म	रजिष्ट्रारको कार्यालय
२.४. उपत्यका बाहिरका परीक्षा नियन्त्रयण कार्यालयहरूलाई विकेन्द्रिकरण गर्न सकिने कार्यको अध्ययन	● समयमा परीक्षाफल प्रकाशन गर्नको लागि विकेन्द्रिकरण गर्नु पर्ने कार्यको विवरण	२०८१ असारसम्म	रजिष्ट्रारको कार्यालय

२.५ विद्यार्थीको आवश्यक सूचना सम्बन्धित डीन कार्यालय, आंगिक र सम्बन्धन प्राप्त क्याम्पसहरूबाट प्रविष्ट गर्नको लागि र विद्यार्थीहरूले अनलाइन सबै सुविधाको आवेदन दिनसक्ने परीक्षा प्रणालीको एकिकृत सूचना प्रविधिको विकास गर्ने : ● सिष्टम प्लानिड गर्ने ● मौजुदा सूचना प्रविधिलाई समेत समेट्ने गरी सफ्टवयर लेख्ने ● परीक्षासम्बन्धी तयार गरिएको सफ्व्वयरको परिक्षण ● परिक्षण भएको सफ्टवयर संचालन गर्ने जनशक्तिलाई प्रशिक्षण ● परीक्षा नियन्त्रण कार्यालय र सम्बन्धित निकायहरू विच एकिकृत सूचना प्रविधिको संचालन	● परीक्षासम्बन्धी कुनकुन सुविधा भएको सफ्टवयरको आवश्यक पर्दछ त्यसको पहिचान ● परीक्षामा प्रयोग हुने सफ्टवयरको सिष्टम प्रणाली ● परीक्षासम्बन्धी सूचना प्रविधिको सफ्टवयरको प्राप्ती ● एकिकृत सूचना प्रविधिको सफटवयरको प्रयोग ● विद्यार्थीहरूले अनलाईन आवश्यक आवेदन दिनसक्ने ● सम्बन्धित कार्यालयहरूले परीक्षासम्बन्धी सूचना प्रविष्ट गर्न सक्ने ● एकिकृत परीक्षासम्बन्धी सफ्टवयर संचालनको लागि आवश्यक प्रशिक्षित जनशक्ति	२०८२ असारसम्म	● रजिष्ट्रारको कार्यालय ● परीक्षा नियन्त्रण कार्यालय ● सूचना प्रविधि केन्द्र
३. शैक्षिक कार्यक्रम र पाठ्यक्रम			
३.१ मौजुदा शैक्षिक कार्यक्रमहरूको पुनरावलोकन र नयाँ शैक्षिक कार्यक्रमहरू तर्जुमा	● श्रम बजारसँग सान्दर्भिक नभएका कार्यक्रमहरूको पहिचान ● श्रम बजारसँग सान्दर्भिक नयाँ कार्यक्रमहरूको तजुमा	२०८२ असारसम्म	● सम्बन्धित डीनको कार्यालय ● सम्बन्धित विद्या परिषद ● प्राज्ञिक परिषद
३.२ नेपालका विभिन्न जातिका बालवच्चालाई मातृभाषामा शिक्षा दिनको लागि आवश्यक शिक्षकको मागलाई पुरा गर्नको लागि विभिन्न मातृभाषामा मिश्रित (Physical and (Distance Mode) विधि र अनुसन्धानमा आधारित शैक्षिक कार्यक्रम र पाठ्यक्रमको निर्माण गर्ने	● विभिन्न जनजातिहरूको मातृभाषाक शिक्षक उत्पादनको लागि कार्यक्रम र पाठ्यक्रम	२०८२ असारसम्म	● सम्बन्धित डीनको कार्यालय ● सम्बन्धित विद्या परिषद ● प्राज्ञिक परिषद
३.३ आयुर्वेद विद्या अन्तर्गत विभिन्न जाती जनजातिहरूमा भएको उपचार विधिको वैज्ञानिक अध्ययन र अनुसन्धान गराई त्यससम्बन्धी स्नातक तहको शैक्षिक कार्यक्रम संचालन गरी दुर्गम स्थानको लागि स्वस्थ्यकर्मीको रुपमा आमची उत्पादन गर्नको लागि स्नातक तहको पाठ्यक्रम निर्माण गर्ने	● हिमाली भेकका परम्परागत स्नातक तहको स्वस्थ्यकर्मी (आम्ची) उत्पादनको लागि पाठ्यक्रम	२०८२ असारसम्म	● सम्बन्धित डीनको कार्यालय ● सम्बन्धित विद्या परिषद ● प्राज्ञिक परिषद

३.४ आयुर्वेदमा आधारित स्नातक तहको औषधि विज्ञानको पाठयक्रमको निर्माण	• स्नातक तहको आयुर्वेद औषधी विज्ञानको पाठ्यक्रम	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.५ अन्तरविद्यामा आधारित लिबरल आर्ट्सका स्नातक र स्नातकोत्तर तहका पाठ्यक्रम निर्माण	• स्नातक र स्नतकोत्तर तहको लिबरल आर्ट्सको पाठ्यक्रम	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.६ नेपाली श्रमिकको गन्तव्य देशको आवश्यकता अनुसार शिप विकास गर्नको लागि आवश्यक पाठ्यक्रम तयार गर्ने	• श्रमिकहरूको सीप विकासको लागि ननक्रेडिट पाठ्यक्रम र सम्बन्धित पाठ्यक्रमको एसओपी तयार हुने	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.७ होटल एशोशिएसनसंगको सहकार्यमा होटलमा कार्यरत श्रमिकहरूको लागि मिश्रित पद्धति (Mixed mode) अनुसार कार्यक्रम संचालन गर्नको लागि होटल व्यवस्थापनमा स्नातक तहको पाठ्यक्रम तयार गर्ने	• मिश्रित पद्धति अनुसार अध्ययन अध्यापन हुने गरी होटल व्यवस्थापनको पाठ्यक्रम	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.८ मौजुदा शैक्षिक कार्यक्रमहरूको पाठ्यक्रम अद्यावधिक गर्ने	• मौजुदा शैक्षिक कार्यक्रमको अद्यावधिक पाठ्यक्रम	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.९ मौजुदा चार वर्षे कार्यक्रमलाई ३ वर्षे बनाउने र एक वर्ष थप पाठ्यक्रम भार थपेर स्नातक तहलाई अनर्स डिग्री बनाउनको लागि पाठ्यक्रम तयार गर्ने	• तीन वर्षे स्नातक तहको र थप एक वर्षको पाठ्यक्रम निर्माण गर्ने	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
३.१० विभिन्न विद्यामा ३ वर्षे स्नतक तह पार गरे पछि सम्बन्धित विषयमा शिक्षक पेशाको लागि एक वर्षे व्यावसायिक विषयको पाठ्यक्रम निर्माण गर्ने	• एक वर्षे व्यवसायिक विषयको पाठ्यक्रम	२०८२ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
४. विश्वविद्यालयको पुन:संरचना			
४.१ विश्वविद्यालय संगठनको पुन:संरचना सम्बन्धी अध्ययन गर्ने	• पुनसंरचनासम्बन्धी अध्ययन प्रतिवेदन	२०८२ असारसम्म	• योजना निर्देशनालय • अनुगमन निर्देशनालय
४.२ पुन:संरचनालाई कार्यन्वयन प्रतिकूल विश्वविद्यालय ऐनका प्रावधानहरूलाई संशोधन गर्ने	• संशोधित ऐन	२०८२ असारसम्म	• कार्यकारी परिषद • विश्वविद्यालय सभा

			● नेपाल सरकार
४.३ पुन:संरचनालाई कार्यन्वयन प्रतिकूल नियमावलीका प्राबधानहरूलाई संशोधन गर्ने	● संशोधित नियमावली	२०८२ असारसम्म	● कार्यकारी परिषद ● विश्वविद्यालय सभा

४.४ प्रतिवेदन अनुसार केन्द्रीय विभागहरूलाई गाभेर महाविद्यालयहरू विकास गर्ने र अनावश्यक रुपमा भएको निकायहरूलाई एकापसमा गाभ्ने वा हटाउने	● केन्द्रीय क्याम्पसमा महाविद्यालयको स्थापना भई अनावश्यक रुपमा भएका केन्द्रीय विभागहरू खारेज	२०८२ असारसम्म	● कार्यकारी ● विश्वविद्यालय सभा
४.५ अनुसन्धान केन्द्रहरूलाई सम्बन्धित महाविद्यालयमा गाभ्ने	● अनुसन्धान केन्द्रहरूको विघटन	२०८२ असारसम्म	● कार्यकारी ● विश्वविद्यालय सभा
५. पठनपाठन			
५.१ प्रत्येक कार्यक्रमको प्रत्येक समुहको विद्यार्थी संख्या निर्धारण गर्ने	● प्रत्येक कक्षाको विद्यार्थी संख्या निर्धारण	२०८१ असारसम्म	● प्राज्ञिक परिषद
५.२ पठनपाठन कार्यको लागि उपलब्ध मौजुदा भौतिक सुविधा (कक्षा कोठा, फर्निचर, सूचना प्रविधिसम्बन्धी सामाग्री) पर्याप्तताको मूल्याङ्कन	● उपलब्ध भौतिक सुविधाको मूल्याङ्कन	२०८१ असारसम्म	● रजिष्टारको कार्यालय
६. सूचना प्रविधिको उपयोग			
६.१ विश्वविद्यालयको सूचना प्रविधि नीति, २०२३ कार्यन्वयन गरी सूचना प्रविधिको आधारमा विश्वविद्यालयको व्यवस्थापन गर्ने	● सूचना प्रविधिको विश्वविद्यालय व्यवस्थापनमा प्रयोग	२०८२ असारसम्म	● रजिष्टारको कार्यालय ● सूचना प्रविधि केन्द
६.२ सूचना प्रविधि मैत्री आवश्यक जनशक्तिको प्रक्षेपण र सोही अनुसार जनशक्तिको व्यवस्थापन गर्ने	● आवश्यक सूचना मैत्री जनशक्तिको प्रक्षेपण	२०८२ असारसम्म	● रजिष्टारको कार्यालय ● सूचना प्रविधि केन्द
७. जनशक्ति व्यवस्थापन			●
७.१ विश्वविद्यालयको शिक्षण सेवा (करार, कोर्ष करार र आंशिक समेत)का सबै तहमा प्रवेश गर्नको लागि आवश्यक योग्यताको पुनरावलोकन गर्ने	● शिक्षकहरूको संशोधित योग्यता	२०८२ असारसम्म	● कार्यकारी परिषद ● प्राज्ञिक परिषद

७.२ नियममित रुपमा सेवा आयोगको विज्ञापन	● अवश्यक जनशक्तिको आपूर्ती		● कार्यकारी परिषद ● सेवा आयोग
८. साधन र स्रोतको व्यवस्थापन	●		●

८.१ विश्वविद्यालयको मौजुदा भौतिक साधन (विशेष गरेर जग्गा र घर) र स्रोतको व्यवस्थापनसम्बन्धी अध्ययन गरी संभाव्य स्रोतको परिचालन गर्ने	● मौजुदा भौतिक साधन र स्रोतको प्रतिवेदन र परिचालन कार्ययोजना	२०८२ असारसम्म	रजिष्टारको कार्यालय
८.२ विद्यार्थीहरूबाट स्रोत परिचालन र उपयोगसम्बन्धी अध्ययन र योजना	● विद्यार्थीहरूबाट हुनसक्ने स्रोत परिचालन र उपयोगसम्बन्धी योजना	२०८२ असारसम्म	● रजिष्टारको कार्यालय ● विद्यार्थी कल्याण महाशाखा
८.३ छात्रबृति र विद्यार्थी सहायता कार्यक्रम नियमावली तयार गर्ने	● छात्रवृत्ति नियमावली ● विद्यार्थी सहायता कार्यक्रम नियमावली	२०८२ असारसम्म	● कार्यकारी परिषद ● विश्वविद्यालय सभा
८.४ नेपाल सरकारबाट छात्रवृत्तिको शोधभर्नासम्बन्धी समझदारी पत्रमा सम्झौता	● नेपाल सरकार र विश्वविद्यालय विच छात्रवृत्ति रकमसम्बन्धी समझदारी पत्र	२०८२ असारसम्म	● कार्यकारी परिषद
९. आंगिक र सम्बन्धन प्राप्त क्याम्पसहरूको सुदृढीकरण			
९.१. सबै आंगिक क्याम्पसहरूलाई गुणस्तर सुनिश्चितता र प्रत्यायन प्रक्रियामा लैजाने	● गुणस्तर अभिबृद्धि कार्यको शुरुआत	२०८२ असारसम्म	● सम्बन्धित महाविद्यालय, क्याम्पस ● गुणस्तर सूनिश्चितता र प्रत्यायन केन्द्र
९.२. सम्बन्धन प्राप्त क्याम्पसहरूलाई समूह र नयाँ कार्यक्रम गुणस्तर सुनिश्चितता र प्रत्यायन प्रमाणिकरण भए पछि मात्र दिने नीतिगत व्यवस्था गर्ने	● गुणस्तरमा अभिबृद्धि	२०८२ असारसम्म	● सम्बन्धित क्याम्पस
९.३ आंगिक क्याम्पसहरूको मौजुदा शैक्षिक कार्यक्रमहरू गाभ्नको लागि संभाव्यता अध्ययन गर्ने	● संभावित कार्यक्रमहरू र आंगिक क्याम्पसहरूको पहिचानक	२०८२ असारसम्म	● योजना निर्देशनालय
९.४ गाभिन सक्ने संभावित सामुदायिक क्याम्पसहरूको अध्ययन	● गाभिन सक्ने संभावित सामुदायिक क्याम्पसहरूको पहिचान	२०८२ असारसम्म	● योजना निर्देशनालय
१०. प्राज्ञिक उत्कृष्ट केन्द्रको रुपमा विकास गर्ने			●
१०.१ महाविद्यालयहरूको लागि आवश्यक न्यूनतम भौतिक सुविधाको आकलन ।	● महाविद्यालयहरूलाई अवश्यक पर्ने न्यूनतम भौतिक सुविधाको आकलन प्रतिवेदन	२०८१ असारसम्म	● योजना निर्देशनलाय
१०.२ अनुसन्धान र परामर्श सेवासम्बन्धी नियमावलीको पुनरावलोकन गर्ने	● अनुसन्धान र परामर्श सेवा संचालनको लागि अनुकूल संस्थागत व्यवस्था	२०८१ असारसम्म	● कार्यकारी परिषद ● विश्वविद्यालय सभा
१०.३ महाविद्यालयको जनशक्तिको लागि बेग्लै योग्यता निर्धारण	● अनुसन्धान तहका जनशक्तीको व्यवस्था	२०८१ असारसम्म	● प्राज्ञिक परिषद ● कार्यत्रारी परिषद

ख) दोस्रो वर्ष (श्रावण २०८२ देखि असार २०८३)			•
१. शैक्षिक कार्यक्रम			•
१.१ पहिलो वर्ष पहिचान गरिएका नयाँ शैक्षिक कार्यक्रमहरूको संभाव्यता अध्ययन	• संभाव्यता अध्ययन	२०८३ असारसम्म	• सम्बन्धित डीनको कार्यालय
१.२ मौजुदा जनशक्ति र भौतिक सुविधाले संभावित कार्यक्रम संचालन गर्ने र नभएको लागि आवश्यक जनशक्ति र भौतिक पूर्वाधारको विकास गर्ने	• नयाँ कार्यक्रमहरू संचालन • आवश्यक भौतिक सुविधाको निर्माण	२०८३ असारसम्म	• सम्बन्धित डीनको कार्यालय
१.३ तीन वर्षे स्नातक तह र चार वर्षे स्नातक अनर्स कार्यक्रम संचालन गरी मौजुदा ४ वर्षे वार्षिक कार्यक्रम हटाउने	• चार वर्षे वार्षिक प्रणालीका कार्यक्रम क्रमशः हट्ने र तीन वर्षे स्नातक र चार वर्षे स्नातक अनर कार्यक्रम संचालन हुने	शैक्षिक वर्ष २०८२/०८३ मा शुरु गर्ने	• सम्बन्धित डीनको कार्यालय • विद्या परिषद • प्राज्ञिक परिषद
१.४ विभिन्न विद्यामा ३ वर्षे स्नातक तह पार गरे पछि सम्बन्धित विषयमा शिक्षक पेशाको लागि एक वर्षे व्यावसायिक कार्यक्रम संचालन	• सम्बन्धित विद्यामा ज्ञान भएको दक्ष शिक्षकको उत्पादन	शैक्षिक वर्ष २०८२/०८३ मा शुरु गर्ने	• सम्बन्धित डीनको कार्यालय
१.५ Mountain Engineering, Mountain Risk Management, Mountaineering, Climbing, High Altitude Training, High Altitude Sports, Mountain Tourism and Mountain Economy जस्ता नविन तर नेपाल विशेष विषयहरूमा शैक्षिक कार्यक्रम र प्रशिक्षणका पाठयक्रम निर्माण गर्ने	• पाठयक्रम	२०८३ असारसम्म	• सम्बन्धित डीनको कार्यालय • सम्बन्धित विद्या परिषद • प्राज्ञिक परिषद
२.भौतिक सुविधाको निर्माण			
२.१ नयाँ कार्यक्रम र महविद्यालयहरूको लागि आवश्यक भौतिक सुविधाको निर्माण	• आवश्यक भौतिक सुविधा	आव २०८२/०८३ बाट शुरु	• सम्बन्धित महाविद्यालय • योजना निर्देशनालय
३. स्रोत परिचालन			
३.१ विद्यार्थीहरूबाट परिचालित हुने स्रोतको अधिक्तम परिचालन गर्ने	• स्रोत परिचालन		• कार्यकारी परिषद
३.२ छात्रवृत्ति नियमावली र विद्यार्थी सहायता नियमावली कार्यान्वयन गर्ने	• व्यवस्थित छात्रवृत्ति • गरिब विद्यार्थीहरूको लागि आर्थिक राहत		• कार्यकारी परिषद

३.३ त्रिविको स्वामित्वमा रहेको सम्पत्तिको निजीसार्वजनिक साभेदारी शिद्धान्त अनुसार परिचालन	● मौजुदा सम्पत्तिको परिचालन गरी आय आर्जन		● कार्यकारी परिषद ● योजना निर्देशनालय
ग) तेस्रो वर्ष (श्रावण २०८३ देखि असार २०८४)			
१) विश्वविद्यालयको पुनसंरचना			
१.१ विश्वविद्यालयको पुनसंरचना कार्यक्रम अन्तरगत पृथ्वीनारायण, पोखरा, महेन्द्र मोरङ बहुमुखी क्याम्पस, विराटनगर र महेन्द्र बहुमुखी क्याम्पस नेपालगंजलाई उपाधि दिने संस्थाको रुपमा बिकास गर्ने	विश्वविद्यालयको प्रादेशिक संरचनाको प्रारम्भिक तयारी	२०८४ असारसम्म	● कार्यकारी परिषद ● विश्वविद्यालय सभा
२. भौतिक पूर्वाधार निर्माण			
२.१ विगत वर्षहरूमा शुरु गरिएका भौतिक निर्माण कार्य जारी राख्ने २.२ पर्वतिय अध्ययन महाविद्यालयको लागि आवश्यक भौतिक सुविधाको लागि जग्गा प्राप्ती	● भौतिक सुविधा सम्पन्न ● पर्वतिय अध्ययन केन्द्रको लागि जग्गा	२०८४ असारसम्म	● सम्बन्धित डीनको कार्यालय ● कार्यकारी परिषद
२.३ जडीवुटी अध्ययन र अनुसन्धानको लागि जग्गा प्राप्ती	● जडीवुटी अध्ययन र अनुसन्धानको लागि जग्गा	२०८४ असारसम्म	● कार्कारी परिषद
घ) अन्तिम वर्ष (२०८४ श्रावण देखि माघसम्म)			
१. भौतिक सुविधा			●
१.१ जडीवुटी उत्पादन र प्रशोधनको लागि आवश्यक भौतिक सुविधा निर्माण शुरु गर्ने	● निर्माणको ठेक्का प्रक्रिया सक्ने	२०८४ असारसम्म	● सम्बन्धित महाविद्यालय
१.२ पर्वतीय अध्ययन केन्द्रको लागि भौतिक सुविधा निर्माण शुरु	निर्माणको ठेक्का प्रक्रिया सक्ने		● सम्बन्धित महाविद्यालय

Annex 2: Key milestones of the Tribhuvan University

Year (AD)	Key Milestones
1959	July 1959, Tribhuvan University Act, 2016 (BS) came into effect with the establishment of the university under the Chancellorship of the King
1961	Postgraduate programmes offered in addition to the undergraduate programmes
1962	The Central Library at Lal Durbar merged with the University library
1965	Central Department of Chemistry founded
1969	Central Department of Physics 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 Forestry, Institute of Engineering and Institute of Science and Technology established
1973	All government and private colleges integrated into 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
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)
2014	Five-year Strategic Plan (2014-19) developed
2014	Reintroduction of the semester system in the remaining Master's level programmes
2015	Open and Distance Education Center (ODEC) established
2019	Vision 2030 developed with a plan for 2018-2030
2021	TU Restructuring Framework (2021) developed
2023	Information Technology Policy, 2023 and Digitalization Strategy Plan, 2023. Year Plan (2O23-2020)

Annex 3: Data tables showing current status of TU

Annex 3A: Number of higher education institutes (Source: EMIS, UGC, Nepal)

Universities	Colleges FY 2015/16			Colleges FY 2021/22		
	Total	Constituent	Affiliated	Total	Constituent	Affiliated
Tribhuvan University	1146	60+1	1085	1144	62	1082
Nepal Sanskrit University	18	14	4	19	14	5
Kathmandu University	21	6	15	24	9	15
Purbanchal University	131	5	126	123	9	114
Pokhara University	62	4	58	67	9	58
Lumbini Baudha University	6	1	5	14	3	11
Agriculture and Forestry University				18	11	7
Mid-Western University	1	1		20	19	1
Far-Western University	1	1		16	16	0
Nepal Open University				1	1	0
Rajarshi Janak University				1	1	0
BP Koirala Institute of Health Sciences	1	1		1	1	0
National Academy of Medical Sciences	1	1		2	2	0
Patan Academy of Health Sciences	1	1		1	1	0
Karnali Academy of Health Sciences	1	1		1	1	0
Pokhara Academy of Health Sciences				1	1	0
Gandaki UniversitY				1	1	0
Manamohan technical University				1	1	0
	1390	**36**	**1293**	**1455**	**162**	**1293**

Annex 3B: Student enrollment (PCL included) (Source: EMIS, UGC, Nepal).

Year	TU '59	NSU '86	KU '91	Pur '94	Pok '97	LBU '05	MWU '10	FWU '10	AFU '10	NOU '16	RJU '17	BPKI HS'93	NAM S'02	PAH S'09	KAH S'13	PokA HS '15	GU '19	MTU '19	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
2017/18	335126	3742	17942	26128	29419	705	3224	3686	1978	593	81	361	441	540	30				423996
2018/19	335543	3749	18356	27527	30542	695	7353	10113	3871	955	153	1528	447	931	56				441819
2019/20	356654	2828	18643	27527	32584	695	9754	10097	4428	1164	186	1348	642	219	59				466828
2020/21	347269	2828	16046	26896	34166	823	11712	10922	4270	2926	417	1334	642	234	64	76	201		460826
2021/22	454065	2306	17945	32298	34151	1204	10524	17650	4066	1533	519	1420	827	246	181	88	316	109	579448

X

Annex 3C: Campuses under Tribhuvan University (Source: EMIS, UGC, Nepal).

Particulars	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total campus	676	792	886	921	1041	1123	1123	1161	1161	1,140	1,141	1,144	1,144	1,144
Constituent campus	60	60	60	60	60	60	60	60	60	60	61	62	61	62
Community campus	218	294	530	336	422	424	425	524	524	500	528	529	528	528
Private campus	398	438	296	525	559	639	638	577	577	580	552	553	555	554
Total enrollment	317,039	374,706	375,007	361,825	500,717	384,499	333,904	284,453	289,566	346,606	335543	356654	347269	454,065
Constituent campus	172,594	196,126	159,394	156,104	196,985	126,590	110,194	102,025	100,705	114,127	118,521	123286	120089	162036
Community campus	95,795	126,174	140,323	128,186	171,191	149,044	127,971	110,013	104,804	126,993	119815	132462	133362	172441
Private campus	48,650	51,706	75,290	77,535	132,541	108,865	95,739	72,355	84,057	105,486	97,207	100906	93818	119588
Teacher	7950	7950	7207	7950	7966	7966	7966	7976	8065	7,592	7592	7592	7592	7592
Student-teacher ratio	22:01	25:01:00	22:01	20:01	25:01:00	16:01	14:01	13:01	12:01	15	15.61	16.2	15.82	21.34

Annex 3D: Student-teacher ratio across universities ((Source: EMIS, UGC, Nepal).

Year	Students : teacher ratio																	
	TU	NSU	KU	PurU	PokU	LBU	AFU	MWU	FWU	NOU	RJU	BPKIHS	NAMS	PAHS	KAHS	PoAHS	GU	MTU
2007/08	18.4	4.9	16.5	11.87	8.52							5.85	1.43					
2008/09	21.7	5	10	13.8	8.5							8.4	1.1					
2009/10	23	6	10	15	16							7	1	1				
2010/11	22	3	11	18	10							7	1	1				
2011/12	25	2	13	19	24							6	2	1				
2012/13	24.72	1.93	24.39	14	14.68		1.73	24.72	11.08			1.53	0.52	0.53				
2013/14	15.89		28.08		11.42	1.72		12.46	31.15			2.13	1.2	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	1.2				
2017/18	15	5.8	20.12	35.2	15.64	8.35	16.2	25.19	33.82			6.96	2.2	2.5				
2018/19	15.61	na	na	na	17.23	14.35	na	60.27	26.06			2.12	3.5	na				
2019/20	16.2	3.8	17.63	21.11	23.63	14.35	35.04	28.27	25.89	5.49		1.4	1.95	0.94	0.77			
2020/21	15.82	3	16	27	28	21	34.02	31.55	22.24	13.8	9.27	na	1.95	1.07	0.84	0.75	6.28	
2021/22	21.34	2.57	19.8	35.66	28.11	3.71	22.59	27.48	43.26	95.81	9.27	na	3.92	1.06	2.15	0.86	7.18	N/A

Annex 3E: Enrollment by Institutes and Faculties (Source: EMIS, UGC, Nepal)

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
2017/18	1963	67040	12576	1796	52495	765	168135	5032	25324		335126
2018/19	2213	63169	12439	1252	42294	8271	169881	5063	30961		335543
2019/20	2308	77853	12439	1115	52714	8271	165652	5063	31239		356654
2020/21	1731	91282	12558	331	30301	8271	172170	4955	25670		347269
2021/22	1,900	112,083	14,664	1011	53,338	16,542	213,440	10,001	32,886	64,557	454,065

Annex 4: Other important issues that should be addressed in near future

1. Position of the other institutes and faculties (Medicine, Engineering, Agriculture and Forestry, Law) in reorganized structure of TU

2. Position of TU Service Commission in the context of centralized University Service Commission envisioned by the new draft bill of Higher Education.

3. Where should the Dean offices of Agriculture, Forestry and Law be positioned? At Kirtipur or together with their respective constituent campuses.

4. Exam decentralization to faculty level: Giving faculties full responsibility of examination, copy checking, result, and curriculum revision in their subjects to the respective subject faculties. Implementation can be started from autonomous Schools and autonomous campuses.

5. Uniformity in Students' Grading: Changing % system to Letter Grading at all levels

6. Automated system for applying for promotion of faculties: Faculty apply on a fixed date every year (for promotion when they have fulfilled minimum criteria and Service Commission make evaluation and recommend for the vacant positions).

7. Giving 1 level promotion to faculties during retirement if he/she has been working for the same position for long time (Except professor position)

8. Remuneration rates of extra classes for faculties according to their position.

9. Develop policy to recognize the seniority of the professors

10. केन्द्रिय प्रशासनलाई पुन संरचना गर्ने: कर्मचारी प्रशासन र लेखा प्रशासन रजिष्ट्रारले हेर्ने, शैक्षिक प्रशासन शिक्षाध्याक्षले हेर्ने गरी पुनसंरचना गर्ने तथा प्रशासक तहको दरबन्दी घटाएर ३ जनामा ल्याउने (कर्मचारी प्रशासन प्रमुख, लेखा प्रशासन प्रमुख र शैक्षिक प्रशासन प्रमुख)