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# TU

## TODAY-2083

### (2026-2027 AD)



# Tribhuvan University

Kirtipur, Kathmandu, Nepal

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# Tribhuvan University Kirtipur, Kathmandu, Nepal

## Message from the Vice Chancellor



Education plays a key role in making people, communities, and nations stronger and better. We can illuminate our lives and transform the world with the power of education.

Since its inception in 1959, Tribhuvan University has fully developed into the nation's preeminent academic institution and has been contributing to higher education. On the occasion of its 67<sup>th</sup> anniversary, TU has published *TU Today 2026* like in the past years, to share about its current status, academic programs under its various faculties and institutes, and its structure. This publication aims to inform stakeholders about the university's overall structure as well as the academic programs offered by various campuses, central departments, and schools under the four faculties -- Faculty of Humanities and Social Sciences, the Faculty of Education, the Faculty of Management, and the Faculty of Law -- and five institutes -- the Institute of Medicine, the Institute of Agriculture and Animal Science, the Institute of Science and Technology, the Institute of Engineering, and the Institute of Forestry.

*TU Today 2026* will be equally useful for providing information about the four research centers -- the Center for Economic Development and Administration, the Center for Nepal and Asian Studies, the Research Center for Applied Science and Technology, and the Research Center for Educational Innovation and Development - as well as the variety of their research activities, divisions, Central Library, and offices of University Authorities. Thus, I believe that *TU Today 2026* will pose as Tribhuvan University.

With its seven decades of formative history, Tribhuvan University has moved from an era of expansion to one of consolidation. University administration has taken a number of steps to fortify its structures, improve infrastructures, and upgrade the quality of its academic output, including



## Message from the Vice Chancellor

enhancing the academic environment through operation of the calendar, hiring faculty with a focused direction on research, and providing research opportunities, and leveraging information and communication technology in teaching and learning, student services, administration, and management. In order to consolidate the university, it is also essential to restructure academic programs, introduce labor market – driven programs, and produce human resources to satisfy the constantly shifting demands of both domestic and global labor markets. To properly consolidate the university in terms of the quality and expense of the higher education it imparts, policy reform, act and regulation change, reorganization of current academic programs, and overall organizational structure are necessary.

Indeed, the TU graduates are eligible enough for securing position in the challenging and competitive job market home and abroad. It is crucial and pertinent to efficiently mobilize internal resources for quality education when government support for higher education is limited. The academic year 2026-2027 will prioritize advancing industry-academia collaboration, expanding research funds to conduct research and development, and accelerating international partnerships. The university's immediate and long-term goals are to provide high-quality higher education and address the markets demands for highly qualified human resources, including with those IT and professional skills in markets home and beyond.

At the end, I wish all the stakeholders – government, civil society, and Tribhuvan University – prosperous institution where faculty, staff, and students could work for academic excellence.

Thanks!

Prof. Bhola Thapa, PhD  
Vice Chancellor





# Tribhuvan University Kirtipur, Kathmandu, Nepal

## Message from the Rector



It is my great pleasure to extend my warm greetings to all the readers of *TU Today 2026*, the annual publication of Tribhuvan University. At the outset, I appreciate Information and Public Relation Division of TU for bringing out this issue public on the auspicious occasion of the 67<sup>th</sup> TU Day. This publication serves as an important platform to disseminate university's academic & research achievements, institutional progress, organizational structures, and other different accomplishments gained by different faculties/institutions and research centers of TU.

Established in 1959, TU is the oldest ever pioneer academic institution with its mission to disseminate knowledge, prioritize research, and produce skilled human capital for the nation's overall progress. Besides, a substantial number of faculty and students from this university have been driving progress and prosperity globally with collaboration of the corporate world and academia. The number of universities in the country have reached to 12 central universities and 5 provincial universities including TU. Nevertheless, TU caters its services for about 78% of the total students enrolled for higher education in Nepal.

TU has expanded the scope and structure of its academic programs and research activities through 44 central departments, 64 constituent campuses, 1053 affiliated campuses, 4 schools, 5 institutes, and 4 faculties. It has substantially increased the scope of its academic offerings across the nation, reaching a higher-level acceptability from the institutions and universities the world-wide. In addition, TU conducts research across a range of subject areas through its four research centers, Research Directorate and Research Management Cells constituted in different central departments and campuses across the country.



## Message from the Rector

Continuous efforts have been made to improve the quality of education, adherence of the academic calendar and assurance of the good governance in spite of its huge organizational structure. Nowadays, it has started to revise curricula according to Labor Market Driven Program (LMDP) so that students will get an opportunity to get job in the market after completing their academic degrees. Faculties and students are always encouraged to involve in research works besides teaching and learning. In recent years, there are noteworthy improvements in promotion of research culture among faculties and students through expanded funding for mini research, faculty research, collaborative research, National Priority Research, and endowment fund research, and student research support through different units of TU. Furthermore, students and faculties receive the research funds for different research activities from University Grants Commission (UGC-Nepal). Simultaneously, TU has gradually attempted to conduct many research in different fields in these days, and tried its effort to become it as a leading Teaching and Research University of Nepal.

Hopefully, readers and stakeholders would be informed of the current status of the university from the *TU Today 2026*. I am confident that TU will persistently lead Nepal's higher education through our shared vision, collective commitment, and collaborative efforts.

At this point, I sincerely extend best wishes to all the students and parents, staff and faculties, alumni and well-wishers, among others, on this auspicious occasion of TU Annual Day. Let's work together to strengthen our academic, research and entire ecosystem of TU.

Lastly, I would like to express my profound appreciations to the entire editorial board for their relentless efforts and sincere engagements to bring out this issue to avid readers and concerned individuals and institutions.

Prof. Shankar Prasad Khanal, PhD  
Acting Rector





# Tribhuvan University Kirtipur, Kathmandu, Nepal

## Message from the Registrar



It is a great pleasure to learn that the Information and Public Relations Division of Tribhuvan University is publishing *TU Today 2026* on the auspicious occasion of the 67<sup>th</sup> TU Day. The current issue of *TU Today* serves as an imperative platform for showcasing the university's contributions to higher education through academic achievements, research initiatives, and institutional progress. By documenting key developments across the University's diverse academic and administrative units, *TU Today* reflects the university's enduring commitment to excellence in teaching, research, innovation, and public engagement.

As Nepal's oldest and largest institution for higher education, Tribhuvan University has been meaningfully undertaking a pivotal role in advancing higher education, research, and human resource development. With its 5 Institutes, 4 Faculties, 4 Research Centres, 44 Central Departments, 64 constituent campuses, including two proposed campuses, and 1053 affiliated campuses, TU persistently remains dedicated to expanding access to quality education while fostering academic excellence and societal progress. The collective efforts of its academic community have significantly contributed to strengthening the University's reputation as a leading institution of higher learning.

Research and innovation remain central to TU's vision for academic excellence. Through initiatives, such as the Research Endowment Fund and various national and international research collaborations, the university continues to create opportunities for faculty members and students to undertake meaningful research that addresses national priorities and global challenges.



## Message from the Registrar

These initiatives have strengthened TU's research culture, enhanced scholarly productivity, and expanded opportunities for knowledge generation and dissemination. Alongside these efforts, the university sustains its unwavering commitment to maintaining a balanced approach to teaching, training, research, and community engagement. The substantially rapid progress of Tribhuvan University is the result of unconditional dedication and productive collaboration of its faculty members, researchers, students, administrative staff, alumni, and partners.

At this point, I sincerely appreciate everyone whose commitment has immensely contributed to strengthening the university's academic excellence and institutional development. Together, we remain focused on advancing quality education, impactful research, and innovation in support to Nepal's sustainable development.

Lastly, I extend my heartfelt appreciation to the Publication Committee and the staff of the Information and Public Relations Division for their professionalism, sincere dedication, and rigorous endeavor to make publication of *TU Today 2026* possible. I am confident that this edition will serve as a valuable source of information and emblem of inspiration for the Tribhuvan University community and all its stakeholders.

Prof. Mahananda Chalise, PhD  
Acting Registrar



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## Background

Tribhuvan University (TU), which was established in 1959 AD, is the first national institution of higher education in Nepal. It is a non-profit making autonomous institution funded by the Government of Nepal. On 8 January 2013 AD, the Government of Nepal principally agreed to declare Tribhuvan University as the Central University.

After the second democratic movement of 2006 AD, the Prime Minister is the Chancellor, and the Minister of Education is the Pro-Chancellor of TU. The Vice-Chancellor is the Chief Executive of the university. The Vice-Chancellor is assisted by the Rector in academic programs, and the Registrar in financial management and general administration. The Senate is the supreme decision-making body responsible for formulating the university's policies, budget, and rules and regulations. It consists of 52 members.

The Central Administrative Office and the Central Campus of TU are located on the north eastern facade of Kirtipur, an ancient and small town located five kilometers away from the Kathmandu city center. There are 44 central departments and 4 research centers in TU. Out of them, 35 central departments and 4 research centers are situated in Kirtipur. The university at Kirtipur is spread over an area of 154.77 hectares (3042-5-2 ropanis).

## Mission and Goals

TU is committed its sincere dedication to the institution bulding to making source and center of quality education by inculcating in culture of learning in the country and promoting the notion of national and global peace and harmony. The mission of the university is to prepare capable human resources required for the overall development of the country and global citizens with noble values. It has three major goals:

- to promote and disseminate advanced learning
- to protect and develop national culture and tradition
- to involve people in extensive, empirical and timely creation of knowledge and research across the fields of arts, science, technology and vocational studies

# TU

## At a Glance



## Councils

There are 4 councils constituted as major decision-making bodies of the university.

- **Executive Council**

Executive Council executes the decisions of the Senate, makes decisions on grants, offers affiliation to private campuses, and appoints the university officials. It consists of 7 members.

- **Academic Council**

The Academic Council makes decisions on educational policies and practices regarding curricula, teaching, examinations and research. It consists of 50 members.

- **Research Coordination Council**

Research Coordination Council formulates policies on TU research activities, approves guidelines for researchers and coordinates the operation of university level research organizations. Centre for Research is the secretariat of the council. It consists of 27 members.

- **Planning Council**

The Planning Council performs an advisory role of preparing short and long-term plans, developing annual programs, and evaluating their implementation. It consists of 29 members.

## Programs

Since its inception, TU has expanded its programs in different disciplines. There are 5 technical institutes and 4 general faculties.

The university offers a wide range of courses at Bachelor's and Master's levels. It offers M Phil and Ph D degree in different disciplines from both the Technical Institutes and other Faculties. TU has also initiated reforming in its academic programs gradually switching from annual to semester system and shifting its focus from teaching to research in collaboration with national and international partners.

Prior to 1980, TU used to conduct its programs only through its constituent campuses. As the number of prospective students intending to pursue higher education was immensely increasing during the 1970s,

the university could not accommodate all the students in the constituent campuses. This situation led to the establishment of colleges in the private sector. From 1979-80, TU started providing affiliation to private colleges to conduct various programs at different levels. To date, one thousand sixty (1060) private/community colleges situated across the country have received affiliations from TU.

Currently, TU has in total 5325 teaching faculty and 4316 non-teaching staff including the support staff in its different faculties, institutes, constituent campuses and research centers. The total number of employees of TU is 9641.

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# Technical Institutes

## Institute of Science and Technology

### Introduction

The history of Institute of Science and Technology (IoST) of TU traced back to 1961, since it was established as a Faculty of Science, then it became Institute of Applied Science and Technology in 1973, then Institute of Science in 1974, then finally the Institute of Science and Technology (IoST) in 2nd January 1989. It is one of the major technical institutes in the country which has been serving the nation by producing quality human resources in the diversified areas of science and technology. There are altogether 13 Central Departments (CDs), 1 school (School of Mathematical Sciences, SMS), 24 constituent campuses and 90 affiliated campuses (Fig 1). All of the twelve central departments are located in Central Campus of TU at Kirtipur, and only one department, Central Department of Food Technology (CDFT), is located in Dhahran, Sunsari, Koshi Province, Nepal.

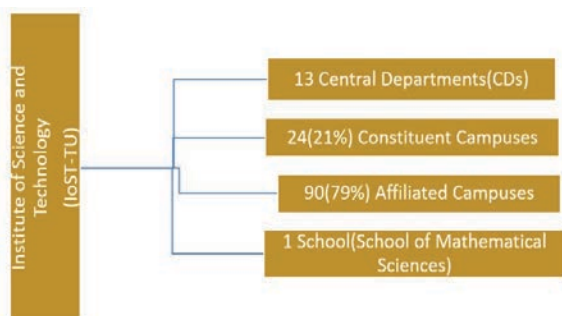


Fig 1: Number of Central Departments, Campuses, and Programs under IoST

These constituent campuses are located in all provinces of the country except Karnali Nevertheless 5(21%) of them are located in the Kathmandu valley. Eleven constituent campuses offer both Bachelor's and Master's degree programs. Very few numbers of faculties of constituent campuses are found to be supervising Ph.D. students who are registered in respective Central Departments. Among these 90 affiliated campuses, most of them have offered bachelor level programs, and a very few run both Bachelor's and Master's program in some selected subjects. Natural History Museum of Nepal, located near the World Heritage Site of Swoyambhunath is also under IoST. There is one additional Master's program in

Mountain and Mountaineering Science (MMS) under IoST which is run by Government of Nepal, Ministry of Culture, Tourism and Civil Aviation at Kathmandu.



### Vision and Mission

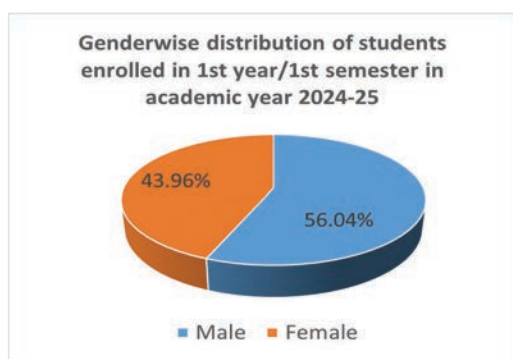
The IoST aligns with the 'TU Vision 2030' and ensures the effective implementation of all policy decisions from the TU Senate, Executive Council and higher authorities.

**Vision:** Centre of excellence for tertiary education in science and technology for innovation

**Mission:** To impart quality education in the field of science and technology, perform research, and make students able to solve problems in their respective fields independently relevant to the country

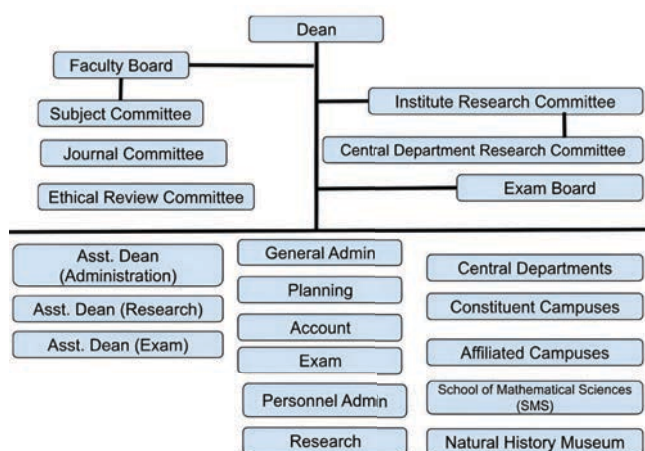
### Students and Faculties

There are altogether 409 PhD scholars registered, and on the way to their journey in different research areas of science and technology. As of now, 376 PhDs have already been awarded by IoST. Most of the enrolled and completed PhD scholars are faculties of TU, and few of them are employees of government /non-governmental organizations and faculties from other universities of Nepal. In the academic year 2024-2025, there were altogether 9919 students enrolled in the 1st year/1st semester (Bachelor's level: 8272, Master's level: 1647). Male student are significantly in a higher proportion than female students in this enrollment as shown in Figure2.



There are 1208 permanent faculties working in different Central Departments, School and constituent campuses of IoST, TU.

### Organization Chart of IoST



### Admission Policy

To secure admission to undergraduate and graduate level in science, prospective students should have completed relevant 4-year Bachelor's degree. The institute makes decision for admission based on the candidate's credentials of academic degrees, the entrance examination, and interview.

**Entrance Examination for PhD:** Students who successfully cleared the two hours long MCQ based entrance examination whose PhD research proposal has already been approved from the concerned Central Department.

**Entrance Examination for M.Sc./MIT/MDS/MMS:** Two hours long MCQ based examination, and admission on merit basis.

**Entrance Examination for B. Sc. (CSIT)/BIT/ B.Tech. (Food Technology):** Two hours long MCQ based examination, and admission on merit basis with the priority of applicants.

### Entrance Examination for general B.Sc.(Annual System):

Two hours long MCQ based examination, and admission on merit basis.

### Evaluation System

**PhD Program:** The first 2 semesters consist of course works altogether with 18 credit hours 3 papers in each semester each with 3 credit hours. Four subjects 2 in first semester and 2 in second semester are evaluated by the concerned faculties, and remaining 2 subjects (1 in each semester) is evaluated by Central Department Research Committee (CDRC) of respective CD. Grade sheets are provided by the Dean Office. Regular biannual evaluation of research progress and pre-submission seminar at CDRC after submission of the thesis, and final PhD viva voce examination is the completion of all evaluation process as per the Research Regulation of IoST.

### Master's and Bachelor's Program (Semester system):

The evaluation in each semester-based Master's and Bachelor's program consists of 60% external (final written examination) and 40% internal examination. Internal examination is based on attendance/presentation/ written exams/assignment work /project work/ oral test / class test/quiz/class seminar, etc. as mentioned in the curriculum of respective program. The final examination of these semester-based programs is taken by Dean Office and provides the mark sheets to the students.

**General B.Sc.:** All the examinations are conducted by the Controller of Examination, TU.

### New Programs Started

- Bachelor in Data Science (BDS), Semester based 4-year program
- B.Tech.(Food Technology), 4 year based on Semester System

### Future Programs Proposed

- 4-Year B.Sc. Biotechnology based on Semester System
- 4-year B.Sc. based on Semester System
- Master program in Cyber Security
- 4-year Bachelor program in AI based on Semester System

### Academic Programs offered by IOST, TU

There is a general B Sc program based on annual system with single major subject in 10 different subjects, and 6 Bachelor's programs based on semester system (Table1). There are 19 programs in different subject at Master's level, and 1 M Phil program in Mathematics.

| Programs                                                  | Details                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PhD( 2 Semester +Research), Master's program              | Biotechnology, Botany, Chemistry, Computer Science & Information Technology, Environmental Science, Geology, Food Technology, Hydrology & Meteorology, Microbiology, Mathematics, Physics, Statistics, Zoology                                                        |
| MPhil                                                     | Mathematics                                                                                                                                                                                                                                                           |
| Master's program                                          | Biodiversity and Environment Management, Data Science, Engineering Geology, Environmental Health in Disaster, Information Technology, Mountain and Mountaineering Science (MMS)                                                                                       |
| Bachelor's in annual system (General B Sc) with one major | Botany, Chemistry, Environmental Science, Geology, Hydrology & Meteorology, Microbiology, Mathematics, Physics, Statistics, Zoology                                                                                                                                   |
| Bachelor's in the Semester system                         | Computer Science & Information Technology (BSc. CSIT), Data Science (Bachelor in Data Science), Food Technology (B. Tech. (Food Technology)), Information Technology (BIT), Mathematical Science (B. Math. Actuarial Sc.), Nutrition and Dietetics (B.Sc. Nut & Diet) |

*Table 1: Academic programs under IoST, TU, and their details*

In the year 2024-25, the average pass percentage is 70.29% and 60.22% in master's and Bachelor's level respectively in semester system.

### Research at IoST

IoST maintains substantial standards of research capability. Faculties of CD and campuses are engaged in different research projects with collaborative research grants from University Grants Commission (UGC) Nepal, Research Directorate TU, and other organizations/universities.

### National Science based Reference Laboratory

IoST is leading the establishment of the National Science-based Reference Laboratory (NSRL) under the grants support of University Grants Commission (UGC) Nepal. The procurement process for different scientific equipment has reached its final stage. Among the five clusters, contract between IoST and the supplier have already been completed for one cluster in accordance with the procurement regulations of Public Procurement Monitoring Office (PPMO), while the procurement process for the remaining clusters is almost in the completing stage.

### Publications

IoST has its own multidisciplinary peer reviewed research journal (Journal of Institute of Science and Technology, JIST) available at <https://www.nepjol.info/index.php/jist/index/> which was started in 1978. Most of the central departments

have their own publications of peer reviewed research journal in the respective field with very few exceptions. Some of the campuses have their own multidisciplinary publications of research journals.

### Training

Each central department/campus of IoST organizes training/ workshop and seminars regularly in the respective subjects. Such training/seminars/workshops are mostly focused on research methodology, scientific writing and others related to capacity enhancement of faculties at different levels.

### National and International MoUs

Different central departments and campuses under IoST have their significant number of MOUs with national organizations working in different areas such as NAARC, Nepal Insurance Committee, etc. There are altogether 16 active MoUs between TU and international organizations/ universities which are associated with IoST based on the records maintained in Centre for International Relations (CIR), TU.

### Remarkable Accomplishments

The performance of graduates and post graduates of IoST in different subjects have been receiving good recognition within the country and in the abroad at different countries.



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# Institute of Engineering

## Introduction

The Institute of Engineering (IOE) is one of the top and oldest technical institutes in Nepal. IOE was founded in 1930 and is currently located in Pulchowk, Lalitpur. Following the introduction of the New Education System Plan in the country in 1972, the IOE was formed under Tribhuvan University.

IOE began Bachelor's courses in engineering in 1978, master's courses in 1996, a Doctoral program in 2003, and a postdoctoral program in 2018. Currently, Bachelor's, Master's, and doctoral programs are run in fifteen campuses/colleges. Ph D programs are conducted at the IOE, Pulchowk Campus. Master's

and bachelor's courses are offered at the Thapathali Campus, Purwanchal Campus, Paschimanchal Campus, and Chitwan Engineering Campus. The IOE is now delivering its services through five constituent campuses and ten affiliated colleges. The IOE is planning to establish two constituent campuses in Gorahi, Dang, Lumbini Province, and Doti, Sudurpaschim Province.

## Goals and Objectives

The main objectives of the Institute of Engineering are to become a premier engineering education institution on par with world-class role models. The Institute of Engineering aims to provide quality engineering education and research in frontier engineering areas primarily relevant to the nation.

### IOE Goals and Specific Objectives are as follows

| Goals                                   | Objectives                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enhance Academic excellence             | <ul style="list-style-type: none"><li>o Establishing market relevant academic programs,</li><li>o Emphasizing research works as an integral part of IOE</li><li>o Enhancing cooperation and collaboration of academia with industry via training programs</li><li>o Establishing effective and efficient exam &amp; evaluation system</li></ul> |
| Perform as Think-Tank                   | <ul style="list-style-type: none"><li>o Promoting advocacy on engineering policies</li><li>o Establishing leadership role in emerging engineering issues</li><li>o Addressing national development issues</li></ul>                                                                                                                             |
| Establish Governance                    | <ul style="list-style-type: none"><li>o Setting up structural &amp; regulatory reforms</li><li>o Establishing effective management and leadership</li><li>o Capacity building of faculties and staffs</li><li>o Ensuring competent students and creating conducive study environment</li><li>o Establishing academic Infrastructures</li></ul>  |
| Ensure Financial sustainability         | <ul style="list-style-type: none"><li>o Resource planning (regulations for expense &amp; incentives distributions, performance based incentives)</li><li>o Fund management (identifying funds and its management)</li></ul>                                                                                                                     |
| Establish Collaboration and cooperation | <ul style="list-style-type: none"><li>o Facilitating technology transfer</li><li>o National cooperation and collaboration</li><li>o Emphasizing international collaboration</li></ul>                                                                                                                                                           |

## Programs and Courses Offered

The programs and courses offered by the institute have the flexibility to evolve and change in response to new requirements. They serve the dual purpose of building a solid foundation of knowledge and enhancing confidence, creativity, and innovation among students. The Institute of Engineering offers PhD programs, master's degree (graduate) courses, and bachelor's degree (undergraduate) courses in different engineering disciplines across various campuses and colleges. Currently, the IOE runs a postdoctoral program, PhD

programs in various disciplines, 36 master's programs, and 12 bachelor's degree programs. For details, please visit [www.ioe.edu.np](http://www.ioe.edu.np).

## Bachelor Programs

Following are the Bachelor level program running at IOE

|                         |                           |
|-------------------------|---------------------------|
| Civil Engineering       | Electrical Engineering    |
| Electronics Engineering | Computer Engineering      |
| Mechanical Engineering  | Automobile Engineering    |
| Geometrics Engineering  | Industrial Engineering    |
| Agriculture Engineering | Architectural Engineering |
| Aerospace Engineering   | Chemical Engineering      |

## Master Level Program

- Urban Planning
- Energy for Sustainable Social Development (Postponed this year)
- Energy Efficient Buildings
- Transportation Engineering
- Structural Engineering
- Construction Management
- Disaster Risk Management
- Water Resources Engineering
- Geotechnical Engineering
- Environmental Engineering
- Hydropower Engineering
- Power System Engineering
- Information & Communication Engineering
- Computer system & Knowledge Engineering
- Renewable Energy Engineering
- Technology & Innovation Management (Postponed this year)
- Energy System Planning & Management
- Mechanical System Design and Engineering
- Climate Change and Development
- Material Science & Engineering
- Distributed Generation Engineering
- Communication & Knowledge Engineering
- Infrastructure Engineering and Management
- Earthquake Engineering
- Applied Mathematics (Postponed this year)
- Land and Water Engineering
- Master's in Architecture
- Rock and Tunnel Engineering
- Geospatial Engineering
- Sanitation Engineering/Science
- Information System Engineering
- Computer Engineering Specialization in Data Science and Analytics
- Informatics and Intelligent Engineering
- Mechanical Engineering Design and Manufacturing
- Power Electronics and Drives Engineering
- Computer Engineering Specialization in Network and Cyber Security

## PhD Program

PhD Level courses are only offered at Pulchowk Campus, Pulchowk. All together 50 candidates earned their PhD degree out of 158 enrolled PhD candidates from IOE and nearly 140 candidates are still conducting their PhD research.

## Structure

### Constituent Campuses of IOE

IOE has five constituent campuses across Nepal;

- Pulchowk Campus, Pulchowk, Lalitpur
- Thapathali Campus, Thapathali, Kathmandu
- Purwanchal Campus, Dharan, Sunsari
- Paschimanchal Campus, Lamachaur, Pokhara, Kaski
- Chitwan Engineering Campus, Rampur Chitwan, Nepal

### Proposed Constituent Campus of IOE

- IOE Ghorahi Campus, Ghorahi, Dang
- IOE Khaptad Campus, Doti

### Affiliated Colleges of IOE

IOE has following 10 affiliated colleges:

- Advanced College of Engineering and Management, Kupondol, Lalitpur
- Kantipur Engineering College, Dhapakhel
- National College of Engineering, Lalitpur
- Himalaya College of Engineering, Lalitpur
- Sagarmatha Engineering College, Lalitpur
- Lalitpur Engineering College, Lalitpur
- Kathford International College of Engineering and Management, Gwarkho
- Kathmandu Engineering College, Kalimati
- Kwopa College of Engineering, Bhaktapur
- Janakpur Engineering College, Bhaktapur.

### Departments at IOE

The department under four constituent campuses are:

- Civil Engineering
- Electrical Engineering
- Electronics and Computer Engineering
- Mechanical/ Automobile/Industrial and Aerospace Engineering
- Architecture
- Applied Sciences and Chemical Engineering
- Agriculture Engineering
- Geomatics Engineering

### Research Centres of IOE

- Centre for Energy Studies (CES)
- Centre for Applied Research and Development (CARD)
- Institute of Engineering Consultancy Services (IECS)
- Continuing Education Division (CED)
- Information and Communication Training Centre (ICTC)
- Centre of Pollution Studies (CPS)

- Centre for Disaster studies (CDS)
- Centre for Urban Studies (CUPS)
- Centre for Infrastructure Development Studies (CIDS)
- Curriculum and Instructional Material Development Unit (CIMDU)
- Centre for Space Science and Geomatics Studies (CSSGS)
- Centre for Water Resource Studies (CWRS)
- Centre for Sustainable Agriculture Modernization Studies (CSAMA)
- Earthquake Research Centre (ERC)

### Admission Policy

The main policy of IOE is to enroll qualified students through a computer-based entrance examination system.

### Selection Process

After computer-based entrance examination the Entrance Examination Board of IOE will publish the list of the successful candidates in the entrance examination notice board and via the website. Then Tribhuvan University requires students to complete formal admission procedures directly with their chosen institution.

- Candidates who have met the program entry requirements will be selected for admission based on a merit list prepared according to entrance examination scores.
- The admission committees of the respective campuses will publish the admission list according to their schedule. Candidates should contact the Campus Admission Committee. All selected candidates should follow the schedule published by the



committee. Vacant seats resulting from the failure of any candidate to enroll within the prescribed time will be filled by admitting candidates from the next consecutive list.

### Evaluation System

The evaluation system of IOE is practical and theory. To evaluate the student's achievement IOE conduct assessment and semester examination.

### Significant Achievements at par with International Standard

Excellent performance of our products inside & abroad in different organization.

Proceeding-Institute of Engineering graduate Conference (IoE GC)- 9th , 10th , 11th , 12th , 13th , 14th , 15th , 16th , 17th & 18th

### Publications

- IOE Journal – an indexed journal published annually by the IOE TUTA Unit, available on the website and widely circulated in academic and professional sectors.
- IOE News Bulletin is published monthly.
- Different departments at Pulchowk Campus publish annual publications in cooperation with students.
- All other colleges (constituent and affiliated) publish annual publications containing research articles and other creative works.
- Built Environment and Associated Practices, MESSD Program, IOE.
- Perspectives on Climate Change in South Asia.
- Potential Antibiotic Contamination in Aquaponic Systems: Antimicrobial Gene, Mitigation, and Treatment Approaches.
  - Toward Scalability: Fe-MOF-Based



Ultrafiltration Membrane for Effective Microplastics Removal from Drinking Water at Point-of-Use.

- Journal of Innovations in Engineering Education.

- Towards Robust Digital Infrastructure for Sustainable Digital Economy Development of Nepal.

### Further Programs/Courses to Keep up with the Pace of the 21<sup>st</sup> Century

- Paradigm shift from the college environment to the research institution across all five campuses
- Reform in existing Master's programs
- Reform in existing Bachelor programs
- Increment of Intake capacity & programs
- Introducing new market-oriented courses
- Renovation, Repair, and new construction of infrastructure

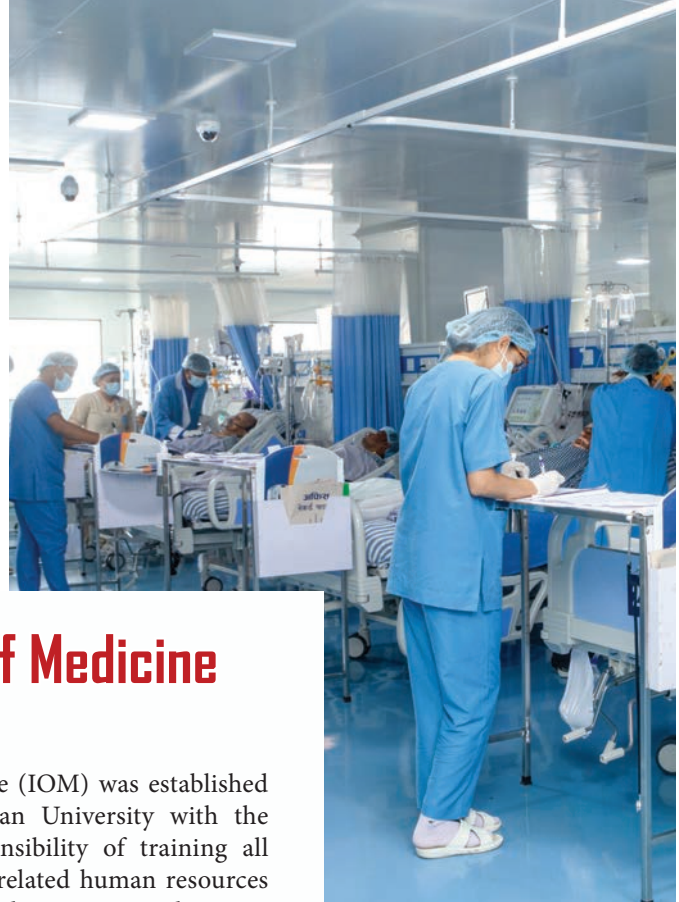
- Revisit of full fee programs
- Revisit of IOE royalty
- Good governance through UMIS

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### Research Activities

|                                                                                                      |                                                                                                                                                                   |                   |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| NDRRMA                                                                                               | Detailed Damage Assessment of Private Residence Building Damaged by West Nepal Earthquake in Bheri-1,3,4,8,11 and Nalgad-1,2,3 Jajarkot                           | 2025              |
| NDRRMA                                                                                               | Undertaking verification and validation of "Detailed Damage Assessment of Private Residence Building Damaged by West Nepal Earthquake in Remaining Municipalities | 2025              |
| Tribhuvan University Research Coordination and Development Council, Kirtipur, Kathmandu, Nepal       | Projection of Energy Demand and Emission Reduction for the Sustainable Use of Electric Vehicles in Nepal                                                          | 19th Falgun 2079  |
| Polish National Agency for Academic Exchange                                                         | Polyurethane flexible joints protecting public, residential and historic buildings against earthquakes and strong winds                                           | 2025              |
| Melamchi Water Supply Development Board (MWSDB)                                                      | Evaluation of Post flood alternative of design and build of Chinde Bridge, Panchpokhari                                                                           | 081/082           |
| Department of Local Infrastructure Development (DoLID)                                               | Feasibility of adopting Motorable Suspension Bridges in Rural Roads                                                                                               | 081/082           |
| German Research Foundation, DFG                                                                      | Improving energy security in Nepal using micro-hydropower plants                                                                                                  | 081/082           |
| WECS                                                                                                 | Conduct Energy Auditor training                                                                                                                                   | 2025 Feb-2025 May |
| ERASMUS+                                                                                             | Blended Idea                                                                                                                                                      | 2025-2027         |
| UGC                                                                                                  | Environmental, Energy Security, Energy Equity and Health (3EH) Co-benefits of Nationally Determined Contributions (NDC) in Nepal                                  | 2024-2026         |
| UK-FCDO                                                                                              | TEALP                                                                                                                                                             | 2023-2025         |
| Government of Nepal President Chure Terai-Madhesh Conservation Development Board Khumaltar, Lalitpur | Preparation of a Manual with Thematic Designs for Programs to be Implemented in the River Systems of the Chure Region                                             | 2025              |
| University of Geneva (UNIGE)                                                                         | ReCAP-Developing Multi-hazard risk assessment model and supporting the design of MHEWS approach in Nepal/Koshi Province                                           | 2025.07-2028.07   |



# Institute of Medicine

## Establishment

The Institute of Medicine (IOM) was established in 1972 under Tribhuvan University with the mandate and the responsibility of training all the categories of health-related human resources to address the needs of the country. It has now expanded into 20 campuses across the country. IOM was established with the following goals:

- to produce health-related human resources required for health services and education
- to provide health services
- to conduct research in health sciences and medical education



The central office of the Institute of Medicine is located in Maharajgunj, northern part of Kathmandu Metropolitan City. The Institute is well connected by road transportation and other essential facilities. IOM operates various campuses, teaching hospitals, and academic programs throughout Nepal including 7 Constituent campuses, 1 Central Department, 12 Affiliated colleges and 4 tertiary level teaching hospitals.

**Vision:** Produce all categories of health-related human resources to fulfill the need of the country.

#### Mission

- to generate all categories of health-related human resources
- to provide quality healthcare services
- to conduct and participate in research in the field of health sciences and education

**Goal:** To produce all categories of health-related human resources of international standard and to provide state-of-the-art quality health care services in Nepal.

#### Constituent Campuses

| SN | College                    | Address   | Establishment year |
|----|----------------------------|-----------|--------------------|
| 1  | Ayurved Campus             | Kathmandu | 2012               |
| 2  | Maharajgunj Nursing Campus | Kathmandu | 2022               |
| 3  | Biratnagar Nursing Campus  | Morang    | 2023               |
| 4  | Nepalgunj Nursing Campus   | Banke     | 2026               |
| 5  | Maharajgunj Medical Campus | Kathmandu | 2029               |
| 6  | Birgunj Nursing Campus     | Parsa     | 2032               |
| 7  | Pokhara Nursing Campus     | Kaski     | 2042               |

#### Central Department

| SN | College                             | Address   | Establishment year |
|----|-------------------------------------|-----------|--------------------|
| 1  | Central Department of Public Health | Kathmandu | 2075               |

#### Affiliated Campuses

| SN | College                                        | Address   | Establishment year |
|----|------------------------------------------------|-----------|--------------------|
| 1  | People's Dental College & Hospital             | Kathmandu | 2055               |
| 2  | Universal College of Medical Sciences          | Rupandehi | 2055               |
| 3  | National Medical College                       | Parsa     | 2058               |
| 4  | Janaki Medical College                         | Dhanusha  | 2060               |
| 5  | Chitwan Medical College                        | Chitwan   | 2064               |
| 6  | KIST Medical College                           | Lalitpur  | 2065               |
| 7  | National Model College for Advanced Learning   | Kathmandu | 2065               |
| 8  | Sunsari Technical College                      | Sunsari   | 2065               |
| 9  | Gandaki Medical College                        | Kaski     | 2067               |
| 10 | Janamaitri Foundation of Health Sciences       | Lalitpur  | 2067               |
| 11 | Manmohan Memorial Institute of Health Sciences | Kathmandu | 2068               |
| 12 | Nepalese Army Institute of Health Sciences     | Kathmandu | 2068               |

## Programs offered at IOM

### A. Bachelor's Level

| SN | Programs                                                       | Duration (Years) |
|----|----------------------------------------------------------------|------------------|
| 1  | Bachelor of Dental Surgery (BDS)                               | 5.5 Yrs          |
| 2  | Bachelor of Audiology and Speech Language Pathology (BASLP)    | 4 Yrs            |
| 3  | Bachelor of Medicine & Bachelor of Surgery (MBBS)              | 5.5 Yrs          |
| 4  | Bachelor of Optometry (B.Optom)                                | 4 Yrs            |
| 5  | Bachelor of Perfusion Technology (B.Perfusion Tech)            | 4 Yrs            |
| 6  | Bachelor of Pharmacy (B.Pharm)                                 | 4 Yrs            |
| 7  | Bachelor of Science in Medical Imaging Technology (B.Sc.MIT)   | 4 Yrs            |
| 8  | Bachelor of Science in Medical Laboratory Technology (BSc.MLT) | 4 Yrs            |
| 9  | Bachelor of Ayurvedic Medicine & Surgery (BAMS)                | 5.5 Yrs          |
| 10 | Bachelor of Science in Nursing (B.Sc. Nursing)                 | 4 Yrs            |
| 11 | BNS (Adult Health Nursing)                                     | 3 Yrs            |
| 12 | BNS (Child Health Nursing)                                     | 3 Yrs            |
| 13 | BNS (Community Health Nursing)                                 | 3 Yrs            |
| 14 | BNS (Psychiatric Nursing)                                      | 3 Yrs            |
| 15 | Bachelor's in Public Health (BPH)                              | 4 Yrs            |
| 16 | Bachelor of Midwifery Science (BMS)                            | 4 Yrs            |
| 17 | Bachelor of Science in Midwifery (BScM)                        | 4 Yrs            |

### B. Master's (Post Graduate) Level

| SN | Programs                                         | Duration (Years) |
|----|--------------------------------------------------|------------------|
| 1  | MD Anesthesiology                                | 3 Yrs            |
| 2  | MD Medical Biochemistry                          | 3 Yrs            |
| 3  | MD Clinical Pharmacology                         | 3 Yrs            |
| 4  | MD Clinical Physiology                           | 3 Yrs            |
| 5  | MD Dermatology, Venereology & Leprology          | 3 Yrs            |
| 6  | MD Forensic Medicine                             | 3 Yrs            |
| 7  | MD General Practice                              | 3 Yrs            |
| 8  | MD Internal Medicine                             | 3 Yrs            |
| 9  | MD Microbiology                                  | 3 Yrs            |
| 10 | MD Obstetrics.& Gynaecology                      | 3 Yrs            |
| 11 | MD Ophthalmology                                 | 3 Yrs            |
| 12 | MD Pathology                                     | 3 Yrs            |
| 13 | MD Pediatrics                                    | 3 Yrs            |
| 14 | MD Psychiatry                                    | 3 Yrs            |
| 15 | MD Radiodiagnosis                                | 3 Yrs            |
| 16 | MD Kayachikitsa                                  | 3 Yrs            |
| 17 | MD Community Medicine                            | 3 Yrs            |
| 18 | MD Emergency Medicine                            | 3 Yrs            |
| 19 | MS Otorhinolaryngology and Head and Neck Surgery | 3 Yrs            |

|    |                                                  |       |
|----|--------------------------------------------------|-------|
| 20 | MS General Surgery                               | 3 Yrs |
| 21 | MS Orthopaedics and Trauma Surgery               | 3 Yrs |
| 22 | MS Clinical Anatomy                              | 3 Yrs |
| 23 | MDS Conservative Dentistry & Endodontics         | 3 Yrs |
| 24 | MDS Oral & Maxillofacial Surgery                 | 3 Yrs |
| 25 | MDS Orthodontics and Dentofacial Orthopedics     | 3 Yrs |
| 26 | MDS Pedodontics & Preventive Dentistry           | 3 Yrs |
| 27 | MDS Periodontology & Oral Implantology           | 3 Yrs |
| 28 | MDS Prosthodontics & Maxillofacial Prosthesis    | 3 Yrs |
| 29 | MDS Oral Medicine & Radiology                    | 3 Yrs |
| 30 | MDS Community Health Dentistry                   | 3 Yrs |
| 31 | MSc Clinical Biochemistry                        | 3 Yrs |
| 32 | MSc Clinical Microbiology                        | 3 Yrs |
| 33 | MSc Medical Imaging Technology (MIT)             | 3 Yrs |
| 34 | MN (Adult Nursing)                               | 3 Yrs |
| 35 | MN (Pediatric Nursing)                           | 3 Yrs |
| 36 | MN (Psychiatric Nursing)                         | 3 Yrs |
| 37 | MN (Women's Health Development)                  | 3 Yrs |
| 38 | MN (Community Health Nursing)                    | 3 Yrs |
| 39 | MN (Critical Care Nursing)                       | 3 Yrs |
| 40 | Master of Public Health (MPH)                    | 3 Yrs |
| 41 | Master of Public Health Nutrition (MPHN)         | 3 Yrs |
| 42 | Master of Health Promotion and Education (MHP&E) | 3 Yrs |
| 43 | MD Kaumarbhritya                                 | 3 Yrs |

### C. MPhil Degree

| SN | Programs                   | Duration (Years) |
|----|----------------------------|------------------|
| 1  | M Phil Clinical Psychology | 3                |

### D. MCh Degree

| SNo | Programs                                                         | Duration (Years) |
|-----|------------------------------------------------------------------|------------------|
| 1   | Magister Chirurgiae (MCh) in Cardiothoracic and Vascular Surgery | 3 Yrs            |
| 3   | Magister Chirurgiae (MCh) in Neurosurgery                        | 3 Yrs            |
| 2   | Magister Chirurgiae (MCh) in Plastic Surgery                     | 3 Yrs            |
| 4   | Magister Chirurgiae (MCh) in Surgical Gastroenterology           | 3 Yrs            |
| 5   | Magister Chirurgiae (MCh) in Urology                             | 3 Yrs            |

### E. DM Degree

| SN | Programs                                             | Duration (Years) |
|----|------------------------------------------------------|------------------|
| 1  | Doctorate of Medicine (DM) in Cardiology             | 3 Yrs            |
| 3  | Doctorate of Medicine (DM) in Critical Care Medicine | 3 Yrs            |
| 2  | Doctorate of Medicine (DM) in Emergency Medicine     | 3 Yrs            |

|   |                                                                               |       |
|---|-------------------------------------------------------------------------------|-------|
| 4 | Doctorate of Medicine (DM) in Medical Gastroenterology                        | 3 Yrs |
| 5 | Doctorate of Medicine (DM) in Nephrology                                      | 3 Yrs |
| 6 | Doctorate of Medicine (DM) in Neurology                                       | 3 Yrs |
| 7 | Doctorate of Medicine (DM) in Endocrinology                                   | 3 Yrs |
| 8 | Doctorate of Medicine (DM) in Pulmonology, Critical Care & Sleep Medicine     | 3 Yrs |
| 9 | Doctorate of Medicine (DM) in Cardiovascular Anesthesiology and Critical Care | 3 Yrs |

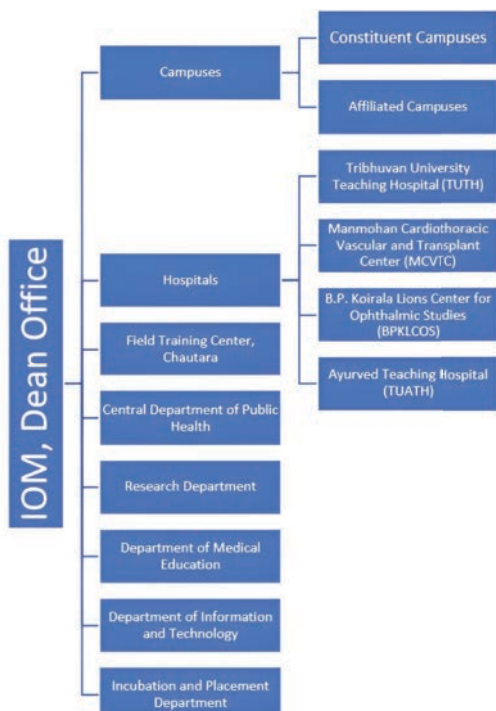
#### F. PhD Degree

| SN | Programs             | Duration (Years) |
|----|----------------------|------------------|
| 1  | PhD in Microbiology  | 3 Yrs/5 Yrs      |
| 2  | PhD in Nursing       | 3 Yrs/5 Yrs      |
| 3  | PhD in Public Health | 3 Yrs/5 Yrs      |

#### G. Clinical Fellowship

| SN | Programs                                                                       | Duration  |
|----|--------------------------------------------------------------------------------|-----------|
| 1  | Clinical Fellowship in Pain Medicine                                           | 1 Year    |
| 2  | Clinical Fellowship in Renal Transplant Medicine                               | 1 Year    |
| 3  | Clinical Fellowship in Infertility                                             | 1 Year    |
| 4  | Clinical Fellowship in Sports, Arthroscopy & Arthroplasty                      | 1 Year    |
| 5  | Clinical Fellowship in Pediatric Orthopedics                                   | 1 Year    |
| 6  | Clinical Fellowship in Spine Surgery                                           | 1 Year    |
| 7  | Clinical Fellowship in Rhinology, Anterior Skull Base & Facial Plastic Surgery | 1 Year    |
| 8  | Clinical Fellowship in Otology                                                 | 1 Year    |
| 9  | Clinical Fellowship in Surgical Onco-pathology                                 | 1 Year    |
| 10 | Clinical Fellowship in Hematopathology                                         | 1 Year    |
| 11 | Clinical Fellowship in Neonatology                                             | 1.5 Years |
| 12 | Clinical Fellowship in Pediatric Critical Care                                 | 1.5 Years |
| 13 | Clinical Fellowship in Pediatric Nephrology                                    | 1 Year    |
| 14 | Clinical Fellowship in Pediatric Gastroenterology and Hepatology               | 1 Year    |
| 15 | Clinical Fellowship in Addiction Psychiatry                                    | 1 Year    |
| 16 | Clinical Fellowship in Musculoskeletal Imaging                                 | 1 Year    |
| 17 | Clinical Fellowship in Women's Imaging                                         | 1 Year    |
| 18 | Clinical Fellowship in Onco-Imaging                                            | 1 Year    |
| 19 | Clinical Fellowship in Interventional Radiology                                | 1 Year    |

## Organogram (Organizational Chart)



### Admission Policy

Admission to all academic levels at the Institute of Medicine shall be conducted on the basis of nomination lists forwarded by the Medical Education Commission, except in the case of Clinical Fellowship and PhD programs.

### Research Department, IOM

Research Department was established in 2064 BS, and the department's work plan was approved by executive body of IOM under research committee. Some of the activities conducted by the department are as follows:

- Promote research to all levels of faculty and residents
- Conducting research methods training to all levels of faculty and residents
- Organizing annual research conference
- Publication of Journal of Institute of Medicine Nepal
- Compiling database regarding research activities under IOM

### Medical Education Department, IOM

The National Center for Health Professional Education (NCHPE) of the Institute of Medicine was transformed into the Medical Education Department in 2081 B.S. The department's work plan was subsequently approved by the Implementation Committee of the Institute. The department has been carrying out the following major activities:

- Faculty development and training programs
- Curriculum development & revision
- Organization of conferences and academic events
- Coordination and management of foreign elective student postings under the IOM
- Facilitation of Medical education related activities to campuses outside Kathmandu valley

### Incubation And Placement Department, IOM

Incubation and Placement department was established in 2083 with the approval of IOM Implementation Committee. The department's work plan was subsequently approved by the Implementation Committee of the Institute. The department has been carrying out the following major activities:

- Career counselling for students
- Organized and managed training for students, staff and faculty
- Support innovations & startup for young minds
- Multidisciplinary collaboration
- Organization of Hackathon and innovation-based programs

### Information and Technology Department, IOM

The Information and Technology Department is among the oldest departments of the IOM. The department mainly focuses on activities related to information management, technology, and research promotion. Its major activities include:

- Promotion of research activities
- Organization of information technology-related trainings and workshops
- Annual research conference management and coordination

- Management and maintenance of the Institute's official website

### **Tribhuvan University Teaching Hospital**

The history of Tribhuvan University Teaching Hospital (TUTH) began with the visit of the late King Birendra Bir Bikram Shah to Japan in 1978. During this visit, an exchange of notes was signed on 15 September, 1981, between the government of Nepal and the Government of Japan. This laid the foundation for the establishment of TUTH. On March 10, 1982, the foundation stone of TUTH was laid down by Mr. Narayan Dutta Bhatta, the



Minister of Education and Culture. Subsequently, on March 7, 1986, the late King Birendra Bir Bikram Shah inaugurated the TU Teaching Hospital. With a vision of imparting medical education, providing health services to the needy, and promoting medical research, a 301-bed hospital equipped with medical equipment was established as the first medical college hospital in the country. The development of TUTH took place in phases. The first phase, the Outpatient Department (OPD), started on July 14, 1983.

The second phase, which included indoor facilities, operating theaters, and a 6-bedded ICU/CCU, commenced on February 24, 1985. In 1993, with the extension of Japanese cooperation to TUTH, 100 additional beds were added, including a new operating theater, an ICU complex, Annex I with 50 beds, and Annex II with 50 beds. Throughout its history, TUTH has fostered collaboration between Nepal and Japan. Many doctors, nurses, paramedics, and engineers have been trained in Japan in the medical fields and have gained valuable insight into Japanese work culture. Likewise, Japanese doctors and volunteers have made significant contributions to

the health services and training of health manpower in Nepal through TUTH. Today, TUTH stands as the top referral hospital in the country and a public hospital in Kathmandu with approximately 850 beds. It provides clinical training to medical doctors, nurses, and paramedics at various levels, ranging from graduate to Ph.D. The products of IOM Teaching Hospital, affiliated with TUTH, now serve the entire country and even abroad. TUTH is recognized as one of the largest and most comprehensively equipped hospitals in Nepal, serving the healthcare needs of the nation.

Tribhuvan University Teaching Hospital has been established to fulfill the following roles:

- To provide a teaching base for the Institute of Medicine for all types of academic programs.
- To provide tertiary level of health services to the patients in Nepal and be a lead national hospital in this area.
- To act as the main center to conduct health researches in Nepal and resolve problems in this area in Nepal.

### **Mission of TU Teaching Hospital**

- TUTH will provide the best care to every patient through integrated clinical services, education and research.
- Services will be provided by a team of compassionate multi-disciplinary, highly trained doctors, dentists, nurses, technician and others.
- Health care: preventive, promotive and curative; primary, secondary & tertiary.
- It will provide best quality services to the seekers at an affordable cost within Nepal and serve appropriately to patients who cannot afford it.

### **TU Ayurveda Teaching Hospital**

Tribhuvan University Ayurveda Teaching Hospital, located in Kirtipur, Kathmandu, is a premier institution dedicated to produce competent and skillful manpower in the field of Ayurveda and provide specialized Ayurvedic healthcare, and community services in Nepal. Established on the auspicious occasion of Bhagawan Dhanvantari Jayanti (Kartik Trayodashi) on 25 October 2011 (2068/07/08 B.S.) under the Institute of Medicine, TU. It serves as a unique institution where the ancient wisdom of Ayurveda is

integrated with recent scientific knowledge and evidence-based practices. Since its inception, the hospital has been committed to providing quality healthcare services, producing competent professionals, and conducting meaningful research aimed at strengthening the scientific foundation of Ayurveda.

The hospital has highly qualified and experienced faculty members, specialist physicians, and resident doctors from the field of Ayurveda. Despite having only a limited number of nursing and technical personnel, the hospital continues to provide coordinated and comprehensive healthcare services. Through its academic, clinical, and research activities, T.U. Ayurveda Teaching Hospital has been making significant contributions to the preservation, promotion of Ayurveda, while enhancing its recognition in global level.

As a teaching hospital of Tribhuvan University plays a pivotal role in training undergraduate, postgraduate, and specialized healthcare professionals while simultaneously providing affordable and accessible healthcare services to the public. The institution remains dedicated to excellence in patient care, education, innovation, and research, striving to establish itself as a center of excellence in Ayurveda medicine nationally and internationally.

**Vision:** To become a nationally and internationally recognized center of excellence in Ayurveda tertiary healthcare, education, and research, advancing human well-being through the authentic principles and recent application of Ayurveda.

**Mission:** To provide excellence in undergraduate, postgraduate, and other higher education; deliver quality Ayurveda healthcare services; and undertake interdisciplinary

research that validates and advances the ancient knowledge of Ayurveda through recent scientific approaches and technologies.

### Objectives

- Produce competent and skilled healthcare professionals of Ayurveda through quality education and clinical training.
- Deliver comprehensive, patient-centered, and evidence based Ayurvedic healthcare services.
- Develop and implement standardized protocols for diagnosis and management strategies in the field of Ayurveda.

- Promote research and innovation in Ayurveda medicines, therapies, and healthcare technologies.
- Provide specialized training in Panchakarma, Kshara Karma, Agni Karma, Rasayana Chikitsa, Vajikarana Chikitsa, and other advanced Ayurveda procedures.
- Conduct health camps, awareness programs, seminars, and workshops to promote public health through Ayurveda.
- Serve as a national resource center for dissemination of knowledge and healthcare information regarding Ayurveda.
- Ensure affordable and accessible Ayurveda healthcare services for all sections of society.

Number of faculties and Specialist Doctors – 20

Nursing officer – 01

Nursing staffs – 04

No. of Resident doctors (PG Scholar) - 07

Other Technical and non-technical staffs –10

### Available Services

- Outpatient Department (OPD)
- Inpatient Department (IPD)
- Shodhana (Bio cleansing) or Panchakarma

### Procedures

- Shalya (Ayurveda Surgery) procedures
- Shalakya (ENT & Ophthalmology) Procedures
- SRPT Procedures
- Lifestyle and Dietary Counseling
- Physiotherapy Services
- Clinical Laboratory Services
- Electrocardiography (ECG)
- Ultrasonography (USG)
- Subsidized Hospital Pharmacy
- Academic Clinical Training and Posting.

### Maharajgunj Medical Campus, Maharajgunj, Kathmandu

Maharajgunj Medical Campus (MMC) at Maharajgunj, Kathmandu, is one of the nine campuses of the Institute of Medicine (IOM). Since its upgradation to the status of a campus of IOM from the Auxiliary Health Worker's School in 1972, MMC has, during just over four decades, played a significant role in conducting academic programs for the development of different

categories of Human Resources for Health (HRH) in Nepal. Out of the Sixty-three academic programs that the IOM runs to date, thirty-six postgraduate and eleven undergraduate programs (about ninety percent of the educational activities of the IOM) are conducted at MMC. It has endeavored to create competent and diverse Human Resources for Health (HRH), ranging from a Primary health Care worker to a Medical Specialist for rendering primary to tertiary health care in the country. MMC has indeed taken a long stride in the field of medical education in Nepal.

### **Maharajgunj Nursing Campus, Maharajgunj, Kathmandu**

Maharajgunj Nursing Campus, which was started in 1956 AD (2013 BS) as a school of Nursing under the Directorate of Health Services, Ministry of Health is the oldest and the pioneer Nursing campus in Nepal. With the inception of the New Education System Plan in 1972 AD, the nursing academic program came under the Tribhuvan University, Institute of Medicine. The school of Nursing was named as Mahaboudha Nursing Campus since 2072 AD.

Her Royal Highness Princess Prekshya Rajya Laxmi Devi Shah graciously inaugurated this campus on Friday, 14 March 1986. TU, Institute of Medicine, Maharajgunj Nursing Campus, jointly built by His Majesty's Government of Nepal and the Government of Japan. Maharajgunj Nursing Campus is situated in the premises of the Institute of Medicine, Teaching Hospital, Maharajgunj, Kathmandu, Nepal.

During its 67 years of existence, it has increased its academic program from PCL to PhD, started Bachelor of Nursing (BN) from 1976 AD. (BN program was changed to Bachelor of Nursing Science (BNS) from 2013 AD) Master of Nursing (MN) from 1995 AD, Generic Bachelor Nursing (B.Sc.N) from 2005 AD and PhD. Program from 2012 AD. The PCL nursing program has been phased out since 2015 AD. Currently, MNC has 370 students in different levels of nursing academic programs.

The campus has a resourceful Library. There are various health and Nursing related books, Journals, Research reports/Theses/ Bibliographies and other government and non-government's documents, photocopy, printer, free internet with computer facilities, Medline, PubMed, HINARI access to enhance teaching and learning activities.

### **Birgunj Nursing Campus, Birgunj**

Birgunj Nursing Campus is located in Province No. II, Birgunj Metropolitan City, Birta -4. It was established in 2032 BS (1975 AD) with the AHW, CMA (Community Medicine Auxiliary) program. In 2033 B.S, this program came under IOM as Birgunj Nursing Campus. During its 46 years of existence, Birgunj Nursing Campus has made significant progress. It has expanded its academic program from CMA to Bachelor of Nursing Science and is looking forward to bringing further higher education in Nursing Science. At present, BNC is running two nursing education programs, i.e., 3-year Proficiency Certificate Level Nursing Program (PCL) with 45 students intake each year since 2043 B.S., and 3-year Bachelor in Nursing (BNS) with 25 students intake since 2068 B.S.

### **Pokhara Nursing Campus, Pokhara**

Tribhuvan University Institute of Medicine, Pokhara Campus, was established in 1985 in Pokhara, Ramghat-12 as an educational institute to educate young Nepalese women and men entering the field of nursing. Pokhara Campus since its inception has grown into an independent institution of higher education and is constituent campus under the Tribhuvan University, Institute of Medicine (TU, IOM).

### **Nepalgunj Nursing Campus, Nepalgunj**

Nepalgunj Nursing Campus was established in 2026 BS, Nepalgunj sub-metropolitan city, ward no -10, near Bheri Zonal Hospital. NNC was established to prepare quality human resources in nursing through quality education and also to serve people of Nepal by educating qualified Nepali men and women as professional nurses. Influencing health care in Nepal by providing conceptually and problem-solving-skilled, compassionate nurses who demonstrate quality nursing care wherever they provide their service. Currently, the 3-Year PCL Nursing and the 3-Year Bachelor of Nursing Science program are running.

### **Ayurved Campus and Ayurveda Hospital, Kirtipur**

This campus conducts BAMS (Bachelor Level in Ayurvedic Medicine) and MD Ayurved (KayaChikitsa) in Kirtipur. A fifty bed Ayurved Teaching Hospital has been brought into operation within the TU premises.

This campus has been running as an autonomous body under the University since 2012.

### Central Department of Public Health

Tribhuvan University, Institute of Medicine started undergraduate education in Public Health in 1986 and postgraduate education in 1991 for the first time in Nepal. Until 2018, the public health programs at the bachelor's and master's levels were conducted by the Maharajgunj Medical Campus. Further realizing the necessity of providing excellence in public health education in the country and the need for expanding and upgrading the public health academic infrastructure, the Central Department of Public Health (CDPH) was established in August 2018 with the decision of the TU executive council. CDPH is the autonomous entity of public health education under the aegis of Tribhuvan University (TU), Institute of Medicine (IOM). With the establishment of CDPH, the students' admission and teaching-learning arrangement of Bachelor of Public Health (BPH), Master of Public Health (MPH), Master in Health Promotion and Education (MHPE) and Master in Public Health Nutrition (MPHN), and PhD in Public Health are implemented by the CDPH. The CDPH is planning to introduce new programs in the public health discipline as per the needs of the country.

### Manmohan Cardiothoracic Vascular and Transplant Centre



Manmohan Cardiothoracic Vascular and Transplant Centre (MCVTC) is a tertiary centre providing services to the patients with cardiac, thoracic, and vascular diseases. As an independent part of the TU Institute of Medicine, the centre is also a hub

for academic and research activities for various programs of the university. From training undergraduates to specialists to super specialists, among others, MCVTC is contributing immensely to the production of duly qualified healthcare resources for the country. The centre is equipped with high-level resources –infrastructure as well as human resources, to materialize its clinical and academic capabilities.

### B.P. Koirala Lions Centre for Ophthalmic Studies

In addition to the campuses and the TU Teaching Hospital, IoM runs the B.P. Koirala Lions Centre for Ophthalmic Studies. The centre offers the most advanced eye care services in the country. Besides supporting and training the undergraduate and post graduate students of IoM, it also conducts B. Optom course in the Centre. It is in the forefront of research in eye health.

### National Centre for Health Professions Education

National Centre for Health Professions Education (NCHPE) is a national level organization under Tribhuvan University Institute of Medicine committed to improving the health of the country ensuring quality health professions education by educating teachers in Nepal. Although it was officially upgraded to this from in 2009 (2066 BS), it has its long history of continued and consistent efforts to support its activities.

An “Education Support Unit” was established in Institute of Medicine (IOM) in 1986 to impart teacher's training to its faculty members in innovations in medical education. It was later renamed as Education Support Centre. It was realized that it should form an integral and permanent part of the Institute of Medicine with functional autonomy.

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# Institute of Forestry

The Institute of Forestry (IOF) under Tribhuvan University is a leading institution in Nepal that offers professional training and produces skilled professionals in forestry and natural resources management <https://www.youtube.com/watch?v=wOyIMkPqLY0>. Initially focused on training sub-professional forestry workers such as rangers, IOF then introduced a two-year Certificate course, which is now discontinued, and a three-year Bachelor of Science in Forestry. This was extended in 1995 to the four-year program, which is currently offered. IOF has expanded its offerings over time, introducing Master of Science programs in 2001 and now offers six Master's programs. In 2004, IOF introduced Ph.D. programs in different disciplines. It celebrated its golden Jubilee in July 2023 on the occasion of IOF Day. International collaboration and quality education are central to IOF's mission, evident in efforts to foster research partnerships and offer double degree programs.

## Goals and Objectives

IOF has a vision to be a Centre of Excellence in forestry and natural resource management education. The long-term goals of IOF emphasize the need for interdisciplinary higher education for national and international students. With the help of its enthusiastic and well-informed teaching faculty and spirited staff, IOF has always endeavored to foster a collegiate academic environment and to administer well-designed educational programs that can address the current and future needs of society in forestry and allied fields. IOF intends to satisfy students' quest for knowledge and pragmatic skills that will make all the difference in their professional careers. In addition, IOF encourages and prioritizes research and extension activities that can address the practical problems of rural communities and carries out problem-solving forestry research and development for the Nepalese context.



## Academic Programs and Courses Offered

### Bachelor's Degree Program

IOF offers a four-year Bachelor of Science in Forestry. In addition to teaching key courses in forestry; this program includes an internship with support from the government of Nepal. BSc Forestry admission seats details can be access from <https://tinyurl.com/2efptvwd>

### Master's Degree Programs

IOF offers six Master's programs through its two constituent campuses, IOF Pokhara and IOF Hetauda, one school (School of Forestry & NRM), and one affiliated college (Kathmandu Forestry College). The programs are:

- Forestry
- Natural Resources Management and Rural Development (NRM&RD)
- Watershed Management (WM)
- Community Forestry (CF)
- Wildlife Management and Biodiversity Conservation (WM&BC)
- Mountain Environment and Development Studies (MEDS)

Syllabus can be downloaded from <https://iof.tu.edu.np/downloads>. M.Sc. Program admission seats details can be accessed from <https://tinyurl.com/mrxb8zws>

### • Doctor of Philosophy (Ph.D.) and Post-Doctoral Programs

IOF offers Ph.D. programs with a minimum of 3-year enrollment in five key areas;

- Forestry
- Watershed Management
- Community Forestry
- Natural Resource Management and Rural Development and
- Wildlife Management and Biodiversity Conservation

Further, it offers post-doctoral programs in the relevant fields in collaboration with international institutions.

IOF periodically revises the curriculum by engaging with academicians, development practitioners, researchers, and policymakers to design courses that will provide students with the current state of knowledge in forestry sciences and give them competence to address the emerging issues and challenges in the forestry sector. IOF further aims to develop and implement Postgraduate courses related to entrepreneurship development.

### Admission Policy and Evaluation System

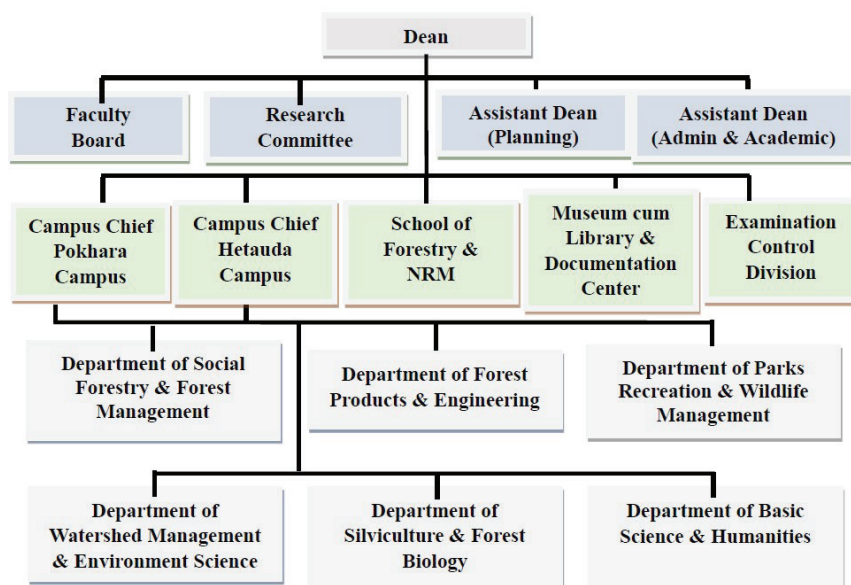
Interested and eligible candidates can apply for admission to the Bachelor, Master, and Ph.D. programs by filling out the prescribed application forms along with the documents and credentials



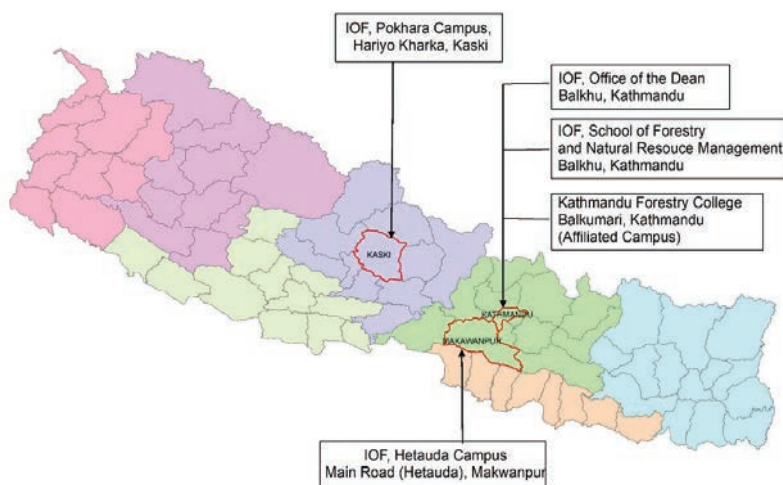
mentioned on the IOF website <https://iof.tu.edu.np/>. Candidates will be selected in B.Sc. based on merit acquired in entrance examination. Provisions are made for normal fee, capitation fee paying students. Special quotas are allocated for Female, Dalit, Muslim, Remote, Madhesi, Tharu, Janajati/Aadibasi students and designated government employees, staff (TU and IOF) and international students. Candidates will be selected in M.Sc. based on merit acquired in entrance examination. Student evaluation within Bachelor and Master programs is

under a credit-based grading system. Each subject is assigned three credits, including two credits theory and one credit assessment and practical. For admission in a Ph.D. program, students can apply together with a first draft research concept note following the Ph.D. guidelines from the website, and can apply at any time of the year. The IOF Research Committee meets biannually in January and July every year to make decisions about Ph.D. students' admissions and to discuss any issues related to their research.

### Organizational Chart



### Location



## Faculties, Staff and Students

| No. of Non-Teaching Staff |              |                |        |       |                |        |       |                            |        |       |              |
|---------------------------|--------------|----------------|--------|-------|----------------|--------|-------|----------------------------|--------|-------|--------------|
| SN                        | Designation  | Pokhara Campus |        |       | Hetauda Campus |        |       | School of Forestry and NRM |        |       | Total Staffs |
|                           |              | Male           | Female | Total | Male           | Female | Total | Male                       | Female | Total |              |
| 1                         | Total staffs | 32             | 7      | 41    | 16             | 4      | 20    | 2                          | 0      | 2     | 63           |

| No. of Teaching Staff |                      |                |           |           |                |          |           |                            |          |          |  |
|-----------------------|----------------------|----------------|-----------|-----------|----------------|----------|-----------|----------------------------|----------|----------|--|
| SN                    | Designation          | Pokhara Campus |           |           | Hetauda campus |          |           | School of Forestry and NRM |          |          |  |
|                       |                      | Male           | Female    | Total     | Male           | Female   | Total     | Male                       | Female   | Total    |  |
| 1.                    | Professor            | 5              | 0         | 5         | 0              | 0        | 0         | 2                          | 0        | 2        |  |
| 2.                    | Associate Professor  | 7              | 1         | 8         | 5              | 1        | 6         | 0                          | 1        | 1        |  |
| 3.                    | Assistant Professor  | 18             | 10        | 28        | 22             | 2        | 24        | 0                          | 0        | 0        |  |
| 4.                    | Teaching Assistant   | 0              | 0         | 0         | 3              | 0        | 3         | 0                          | 0        | 0        |  |
| 5.                    | Assistant Instructor | 1              | 0         | 1         | 0              | 0        | 0         | 0                          | 0        | 0        |  |
|                       | <b>Total</b>         | <b>31</b>      | <b>11</b> | <b>42</b> | <b>30</b>      | <b>3</b> | <b>33</b> | <b>2</b>                   | <b>1</b> | <b>3</b> |  |

| No. of Officials and Staffs at Dean Office |                |  |  |  |  |  |  |           |  |  |  |
|--------------------------------------------|----------------|--|--|--|--|--|--|-----------|--|--|--|
| SN                                         | Designation    |  |  |  |  |  |  | No.       |  |  |  |
| 1                                          | Dean           |  |  |  |  |  |  | 1         |  |  |  |
| 2                                          | Assistant Dean |  |  |  |  |  |  | 2         |  |  |  |
| 3                                          | Staff          |  |  |  |  |  |  | 19        |  |  |  |
|                                            | <b>Total</b>   |  |  |  |  |  |  | <b>22</b> |  |  |  |

| No of Students in summary |       |                |            |            |                |            |            |                            |           |           |             |          |           |                |
|---------------------------|-------|----------------|------------|------------|----------------|------------|------------|----------------------------|-----------|-----------|-------------|----------|-----------|----------------|
| SN                        | Level | Pokhara Campus |            |            | Hetauda Campus |            |            | School of Forestry and NRM |           |           | Dean Office |          |           | Total Students |
|                           |       | Male           | Female     | Total      | Male           | Female     | Total      | Male                       | Female    | Total     | Male        | Female   | Total     |                |
| 1                         | B.Sc. | 153            | 159        | 312        | 182            | 129        | 311        | 0                          | 0         | 0         | -           | -        | -         | 623            |
| 2                         | M.Sc. | 32             | 30         | 62         | 27             | 29         | 56         | 26                         | 18        | 44        | -           | -        | -         | 162            |
| 3                         | Ph.D. | -              | -          | -          | -              | -          | -          | -                          | -         | -         | 22          | 4        | 26        | 26             |
| <b>Total</b>              |       | <b>185</b>     | <b>189</b> | <b>374</b> | <b>209</b>     | <b>158</b> | <b>367</b> | <b>26</b>                  | <b>18</b> | <b>44</b> | <b>22</b>   | <b>4</b> | <b>26</b> | <b>811</b>     |



### **Publications and Outreach**

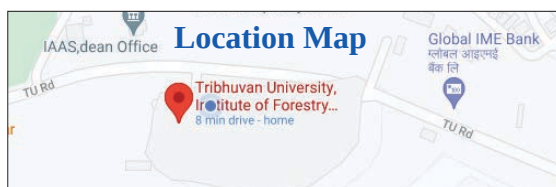
IOF regularly publishes two journals, Forestry <https://www.nepjol.info/index.php/forestry> and Journal of Forest and Natural Resource Management (JFNRM), <https://www.nepjol.info/index.php/jfnrm> both are available on Nepal Journals Online [NepJOL]. In addition, students' annual journals are published by students. IOF also endorsed “Gender Equality, Disability and Social Inclusion Strategy and Social Safeguarding Action Plan 2026-2030” which serves as Tribhuvan University's first guiding policy aimed at strengthening responsibility towards GEDSI and SSAP in academic communities. [https://portal.tu.edu.np/downloads/GEDSISstrategyandSSAP\\_Instit\\_2026\\_03\\_20\\_11\\_28\\_45.pdf](https://portal.tu.edu.np/downloads/GEDSISstrategyandSSAP_Instit_2026_03_20_11_28_45.pdf).

IOF also hosts annual scientific stakeholder forums, periodically organizes national and international seminars, which are also documented as dissemination materials. IOF is organizing International Conference on “Forestry for the Future: Balancing, Conservation, Development and, Human Well-Being” 14 - 16 August, 2026 at IOF. <https://iof.edu.np/conference/> There is an increasing trend of publication by IOF faculty based on their individual and institutional empirical research which can be seen at the websites: <https://pc.tu.edu.np/> <https://hc.tu.edu.np/>, and <https://iof.tu.edu.np/>.

### **Human Resources**

Since its inception, IOF has produced approximately 8000 forestry graduates comprising more than 2500: Intermediate in Science/Technical Certificate Level [ISc/TCL], 4000 BSc; 1200 MSc; and 17 PhD.

The majority (80 percent) of IOF graduates are employed by Government of Nepal [GoN] and International Non-Government Organizations [I/NGOs] in Nepal and beyond in the international market.



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# Institute of Agriculture and Animal Science

## Introduction

The Institute of Agriculture and Animal Science (IAAS) was established in 1957 as an agricultural school under the Ministry of Agriculture, initially offering training to Junior Technical Assistants. In 1972, it was converted into a constituent institute of Tribhuvan University, offering various academic degrees in agricultural sciences. The IAAS has expanded its portfolio over the years and now runs undergraduate and postgraduate degree programs in various fields of agriculture and veterinary sciences across Nepal.



## Vision

To be a center of excellence as an agricultural academic institution for education, research, and innovation.

## Mission

To train competent manpower in agriculture and allied disciplines by integrating training, research, and outreach.

## Objectives

- Design and implement educational programs in agriculture to achieve an appropriate balance between the established and emerging needs of the agricultural sector in Nepal.
- Promote excellence in instruction, research, and technology dissemination in agriculture.
- Develop technically competent agricultural graduates who are ready to apply their knowledge and skills to the overall development of agriculture.
- Encourage and support faculty members and students in research and scholarly activities relevant to the needs of Nepalese agriculture and farmers.
- Foster students' self-development, commitment, and responsibility toward the welfare of society.

## Human Resources and Students

**Table 1:** No. of students currently enrolled in various programs and degrees at the IAAS

| Semester                        | Semester            | No. of Students | Human Resources in the Constituent Campus |
|---------------------------------|---------------------|-----------------|-------------------------------------------|
| B.Sc.Ag.                        | First to Eighth     | 1559            | Teaching – 88<br>Non-teaching 164         |
| B.V.Sc.A.H                      | First to Tenth      | 248             |                                           |
| MSc. Ag./An.Sc./Aqua. & M.V.Sc. | Third               | 245             |                                           |
| PhD                             | First to Fourteenth | 15              |                                           |

## Programs and Courses Offered

**Table 2:** Colleges and institutes that offer the programs and degrees the IAAS

| Programs/Degrees                                                  | Colleges/Institutes                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bachelor of Science in Agriculture<br>(Constituent campuses)      | Lamjung Campus, Lamjung ( <a href="https://lac.tu.edu.np">https://lac.tu.edu.np</a> )<br>Paklihawa Campus, Rupandehi ( <a href="https://pakc.tu.edu.np">https://pakc.tu.edu.np</a> )<br>Rampur Campus, Chitwan ( <a href="https://rc.tu.edu.np">https://rc.tu.edu.np</a> )<br>Gauradha Agricultural Campus, Jhapa ( <a href="https://gac.tu.edu.np">https://gac.tu.edu.np</a> ) |
| Bachelor of Science in Agriculture<br>(Affiliated campus/program) | Gokuleshwor Agriculture and Animal Science, Baitadi<br>College of Life Sciences, Tulsipur, Dang<br>Prithu Technical College, Lamahi, Dang<br>Nepali Army Institute of Agricultural Sciences ( <a href="https://naias.edu.np">https://naias.edu.np</a> )                                                                                                                         |
| Bachelor's in Veterinary Science & Animal Husbandry               | Paklihawa Campus, Rupandehi ( <a href="https://pakc.tu.edu.np">https://pakc.tu.edu.np</a> )                                                                                                                                                                                                                                                                                     |
| Bachelor of Science in Horticulture                               | Mahendra Ratna Multiple Campus, Ilam                                                                                                                                                                                                                                                                                                                                            |
| Master's and Doctoral Programs                                    | Postgraduate Program, Kirtipur ( <a href="https://iaas.tu.edu.np">https://iaas.tu.edu.np</a> )                                                                                                                                                                                                                                                                                  |

## Organogram of the IAAS

The IAAS Dean's Office has three Assistant Dean positions representing administration, academics, and examinations. Various directorates have also been established within the Dean's Office to facilitate research, publication, planning, extension, and coordination of postgraduate programs. The restructuring of roles and responsibilities is underway, considering the proposed organogram of the IAAS (Fig. 1).

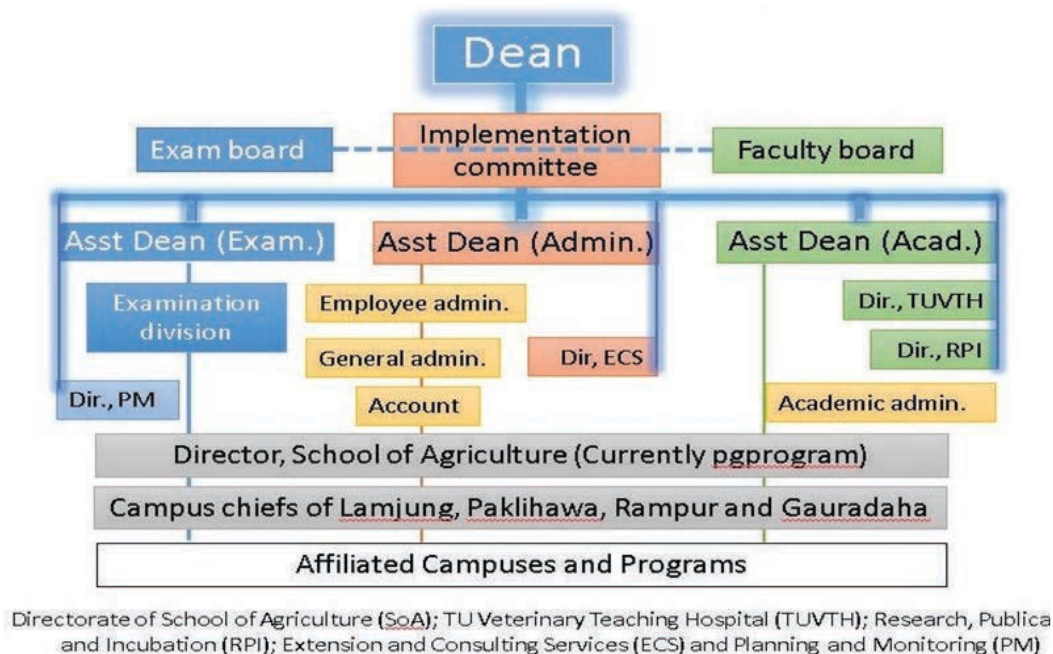


Figure 1: Current Organogram of the IAAS, TU

**Admission Policy:** Detailed requirements are available on the institute's website (<https://iaas.tu.edu.np>). However, the admission policy and entry requirements are as follows.

**Undergraduate** (B.Sc.Ag./Hort. or B.V.Sc. & AH): Candidates must have passed 10+2 Science or an equivalent level, with compulsory subjects including English, Physics, Chemistry, Biology, and Mathematics. The admission procedure follows the inclusive policy as per the provisions made by the Government of Nepal.

**Postgraduate:** Every year, the admission committee declares the quota (5–15 students per department) for more than 15 departments, considering the availability of faculty members. Please refer to the website for details.

**PhD:** The PhD program is offered under the provisions of PLAN A and PLAN B. Please refer to the website for details.

**Evaluation Schemes:** All degrees and programs of the IAAS are operated under a semester system on a credit-hour basis.

**Undergraduate:** There are internal and board examinations for every course. Internal evaluation carries 20% of the total marks, while the board examination carries 80% of the total marks.

**Postgraduate:** The assessment system in the postgraduate program combines internal assessment, term papers, and board examinations. Internal assessments, assignments, and presentations carry 50% of the



total marks, while the board examination carries the remaining 50%. Research theses are evaluated as satisfactory or unsatisfactory.

**Publications:** The IAAS periodically publishes the Journal of the Institute of Agriculture and Animal Science (JIAAS), along with research reports, theses, and extension manuals to disseminate knowledge to the agricultural community.

**Additional programs/courses introduced:** Since 2026, the IAAS has introduced new courses such as Agricultural Statistics, Seed Science and Technology, and Veterinary Epidemiology & Public Health.

**Networking and MoU with international and national partners:** Academic programs at the IAAS are reinforced through collaborations with international organizations such as IRRI, IFDC, FAO, and CIMMYT, and through the participation of Peace Corps volunteers, which introduces students to the global arena.

**Significant achievements at par with international standards:** The IAAS graduates are performing well

in research institutions, universities, development agencies, and governments worldwide. Many have won renowned scholarships and held leadership roles in leading international organizations.

**Achievements:** As of 2025, the IAAS has produced more than 3,000 junior-level technicians, more than 12,000 undergraduate graduates, 2,500 postgraduate graduates, and 48 doctoral graduates from different disciplines of agricultural sciences, animal sciences, and veterinary sciences.

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# Faculties

## Faculty of Humanities and Social Sciences

### Introduction

The Faculty of Humanities and Social Sciences (FoHSS) is one of the largest faculties in terms of the number of students and the range of programs and courses it offers. It has the mission of educating students and developing them into informed citizenry, as well as producing quality human resources required for the nation. The knowledge gained in this faculty also fosters the development of creative and critical thinking skills, equipping the students to remain relevant in an increasingly dynamic and evolving world.

In order to revitalize and upgrade humanities and social sciences education, FoHSS has prepared a strategic plan to move ahead with a specific vision, mission and goals, identifying the areas of intervention.

### Vision, Mission and Goals

**Vision:** As a leading faculty of TU, FoHSS envisions to become a widely recognized leading academic institution throughout the world in imparting quality education and to offer relevant courses with integration of modern technology in teaching, learning and research.

**Mission:** FoHSS has the mission of educating students and developing them into informed citizenry as well as producing quality human resources required for the nation by offering relevant academic courses, developing new curricula, and creating a friendly and conducive environment for learning and scholarship.

**Goals:** The faculty aims to upgrade humanities and social sciences education through quality teaching/learning and research activities, including regular assessment of courses offered by FoHSS.

FoHSS has been offering courses in several disciplines. The programs and courses are managed through twenty-six central departments and about a dozen master level programs. Besides, constituent and affiliated campuses/colleges spread over the country are running these courses. Through these constituent

and affiliated colleges of TU, FoHSS also offers courses in a four-year Bachelor's degree. Although most of the courses offered at the BA level lead to Master's and MPhil/ PhD degrees, some subjects are taught only at the Bachelor's level. These include Film Studies, International Languages, and Philosophy. Additionally, Mathematics, which principally belongs to the Institute of Science and Technology, is also taught under the faculty of Humanities and Social Sciences. The faculty offers Bachelor's and Master's degrees in most of the liberal arts disciplines.

### Admission Policy

FoHSS has implemented semester system in all its master level programs. The admissions are open on annual basis. Candidates will be qualified for the admission at their desired levels and programs after passing the entrance tests conducted by the Dean's Office. Candidates from any discipline in their higher secondary level can seek for admission in the same or new discipline at the undergraduate level. However, candidates seeking admission in MA and MPhil-PhD level may require immediate lower degrees in the same discipline and closely related disciplines.

### Organizational Structure

Within the broadly conceived organizational structure of Tribhuvan University, there are four faculties. Among them, the Faculty of Humanities and Social Sciences is the most diverse in terms of disciplines incorporated and courses it has offered. The faculty has been able to offer a variety of courses both in the constituent and affiliated campuses with the help of its large number of teaching faculties. Because of a wide variety of subjects and the large number of teaching faculties, FoHSS has the largest and strongest organizational structure within the university. In terms of the structural hierarchy, the faculty comes under the office of the Rector of Tribhuvan University and plays a leading role in overall academic activities. It includes the Faculty Board, the Research Committee, the Examination Committee, and Subject Committees as constituents in its structure.

## Research and Publication

Most of the Departments and Programs running Master's, MPhil/ PhD courses publish their Departmental Research Journal. The Office of the Dean is planning to publish an annual research journal entitled *Journal of Humanities and Social Sciences*. Recently, the Faculty has updated the research manual for PhD students. The research division cell of FoHSS is also preparing the abstracts and profiles of all the scholars who have been awarded PhD degrees from the beginning to the present.

## International Relations

FoHSS has a rich history of international relations of collaborative arrangements and Exchange Programs with Universities and institutions of different countries. Many departments and programs under FoHSS have signed a Memorandum of Understanding (MoU) and are working with concerned Departments, Universities, Professional Organizations, and Institutions. Similarly, students from different countries are studying in different departments and programs like the Central Department of Nepali, Bishwa Bhasa Campus, Conflict, Peace and Development Studies, International Relations and diplomacy. Social Work,

Strategic Studies (Army Command Staff College), Public Policy, Governance and Anti-corruption Studies and other departments under the Exchange Programs or other kinds of MoU.

## Programs and Subjects Offered

### Bachelors Program

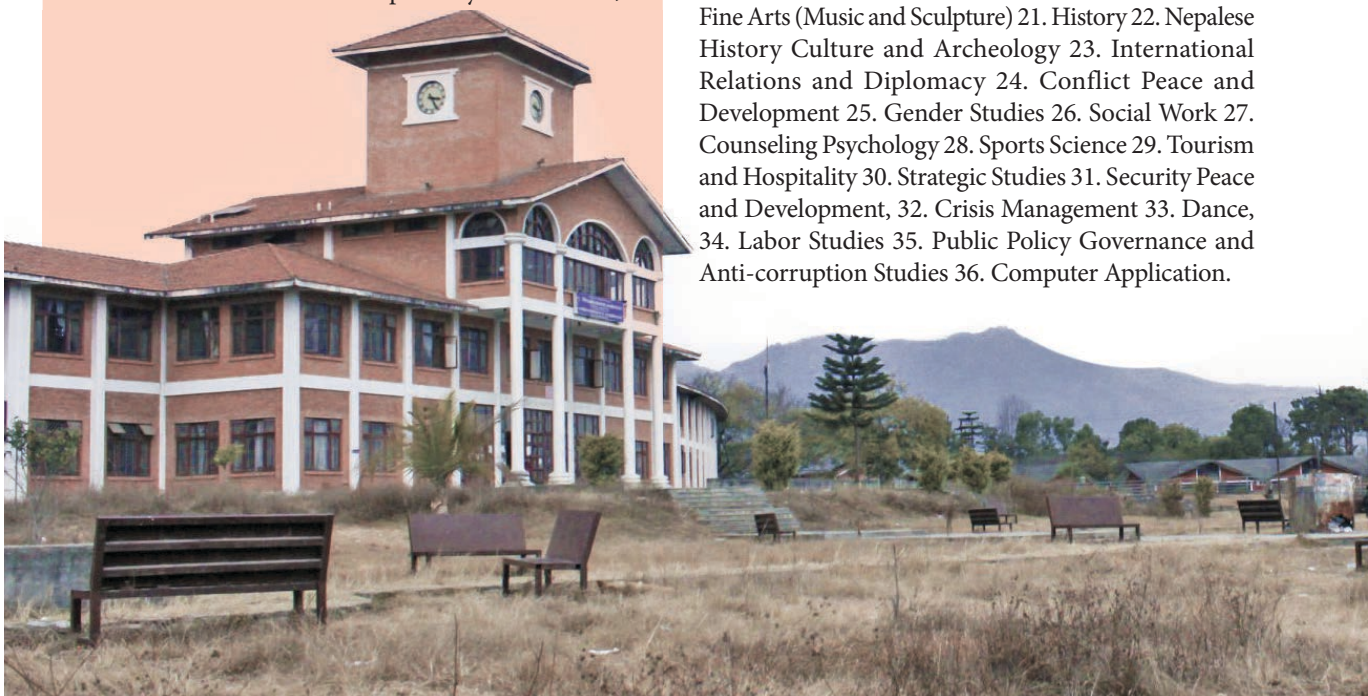
- BA (Bachelor of Arts with 31 Subjects)
- BFA (Bachelor of Fine Arts)
- BFS (Bachelor in Film Studies)
- BCA (Bachelor of Computer Applications)
- BPSG( Bachelor in Public Service and Governance) BSW (Bachelor of Social Work

### PGD (Post Graduate Diploma)

- Counseling Psychology
- School Counseling
- Woman Studies
- Yoga Bigyan
- Nutrition and Dietetics

### Master's Program

1. Nepali 2. English 3. Maithili 4. Sanskrit 5. Nepal Bhasa 6. Hindi 7. Linguistics 8. Geography 9. Economics 10. Home Science 11. Political Science 12. Library Science 13. Sociology 14. Anthropology 15. Psychology 16. Journalism and Mass Communication, 17. Population Studies 18. Buddhist Studies, 19. Rural Development 20. Fine Arts (Music and Sculpture) 21. History 22. Nepalese History Culture and Archeology 23. International Relations and Diplomacy 24. Conflict Peace and Development 25. Gender Studies 26. Social Work 27. Counseling Psychology 28. Sports Science 29. Tourism and Hospitality 30. Strategic Studies 31. Security Peace and Development, 32. Crisis Management 33. Dance, 34. Labor Studies 35. Public Policy Governance and Anti-corruption Studies 36. Computer Application.



## MPhil PhD Program

FoHSS has been running MPhil and PhD program. The MPhil program prepares scholars to undertake and pursue a PhD. Besides, these programs, by emphasizing research, scholarship, and pedagogy, help students grow professionally. Given the popularity and excellent outcomes of MPhil, FoHSS is planning to run this program in all disciplines offering Master's level programs. Students will be qualified for enrolling in PhD after the completion of M. MPhil degree.

## MPhil-PhD Program

1. Nepali 2. English 3. Nepal Bhasa 4. Hindi 5. Linguistics 6. Geography 7. Economics 8. Home Science 9. Political Science 10. Sociology 11. Anthropology 12. Psychology 13. Journalism and Mass Communication 14. Population Studies, 15. Buddhist Studies 16. Rural Development, 17. Fine Arts (Music and Sculpture) 18. History 19. Nepalese History, Culture and Archeology, 20. International Relations and Diplomacy 21. Conflict, Peace and Development Studies, 22. Gender Studies 23. Social Work

## Programs Recently Launched

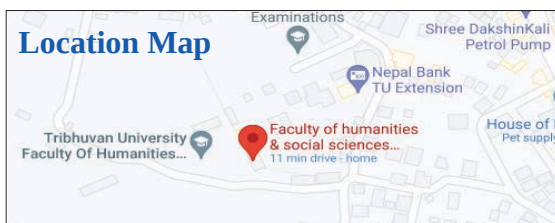
- Bachelor's in Public Service and Governance (2020)
- Master's in Public Policy, Governance, and Anti-Corruption Studies

## Strategies and Issues

- Based on the outcomes of the discussion, reviewed documents on activities, and strategic planning, FoHSS has streamlined the task of revitalizing and upgrading the quality of humanities and social sciences education from Bachelor's to PhD level. The strategic plan reflects the main purpose as well. For this, FoHSS has geared towards developing and

offering courses in each discipline under FoHSS that are current and relevant. Following the guidelines given by the University Grant Commission, FoHSS has started to design courses based on the Labor Market Driven Program (LMDP).

- To impart quality education, FoHSS has underlined a need to incorporating participatory pedagogy in classroom teaching.
- After the successful implementation of the semester system at the Master's level, the four-year Bachelor's level programs in all disciplines of humanities and social sciences have been the core for academic excellence under FoHSS. The four-year bachelor's degree has just completed one cycle, and the feedback will help the faculty to improve the quality of education.
- Restructuring the examination system with improved technology is also a vital task to be done by FoHSS. Therefore, incorporation of cutting-edge courses and reorienting the teaching as well as evaluation methods have been the key issues that underline the strategic plan of FoHSS.
- The faculty has planned to conduct at least one international conference a year.
- The faculty has plans to construct an examination hall with a capacity of 1000 (thousand) students with adequate facilities.
- Tribhuvan University has recently separated land for FoHSS, and the faculty has plans to construct a new building.
- The faculty plans to provide training and orientation on item construction and answer sheet evaluation.



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# Faculty of Education

## Introduction

Faculty of Education (FoE) was established as College of Education in 1956 AD, three years before the establishment of its mother institution, Tribhuvan University (TU) in 1959 AD with the aim of institutionalizing teacher training and teacher education programmes in Nepal. Dean's office is primarily located in Balkhu, Kathmandu, Nepal. This office oversees teacher training, academic curriculum development, and administrative operations for the largest faculty under Tribhuvan University. With 26 constituent campuses and 550 affiliated colleges across the country, the FoE has the extensive network of



teacher education institutions in Nepal. Since its establishment, FoE has been contributing to the nation by producing all kinds of human resources needed for schools and educational sector of the country. It has offered a range of educational programmes in several subject areas including language education, science and technology, mathematics, social studies and information and communication technology (ICT) in education, to name a few.

At present, the FoE offers educational programmes in Bachelor of Education (B.Ed.), Master of Education

(M.Ed.), Master of Social Studies Education (MSSEd), Master of Educational Science and Digital Pedagogy (MESDP), Master of Philosophy (M.Phil.) and Doctor of Philosophy (PhD) in Education. The Bachelor and Masters programmes provide the state-of-the-art contents to develop professional knowledge and skills of the graduates. Despite the goals of producing the most proficient and skilled human resources required for education sector, the implementation of the programme has been fragile due to several reasons such as resource limitations. This makes students' learning more theoretical than practical. While there is a huge expansion of the knowledge base globally, the FoE struggles to provide the most updated education to enable the graduate to cater to

students in rigorous events that develop their pedagogical competence.

### Vision

FoE envisions the promotion of quality education across the country through preparation of highly qualified teachers and human resource for the education sector.

### Mission

The mission of FoE is to provide leadership in the production of qualified human resource for the education sector and professional development of the resources as a center of excellence for teacher education.

### Goals and Objectives

The goal of FoE is to produce trained teacher educators, teachers, and educational researchers for the country. It also aims at producing educational planners and managers, curriculum designers and human resources needed for the educational sector of the country through its different programmes. The following are the major goals of FoE:

- To prepare trained teachers for school education in Nepal
- To produce teacher educators, education specialists, education managers and administrators;
- To produce high-level human resources for research in education through MPhil and PhD programmes;
- To conduct research studies that contribute to the betterment of education system in general and teacher education in particular;
- To contribute to the growth and development of the education sector of the country in collaboration with the Ministry of Education, Science and Technology (MoEST);
- To provide expert professional and technical consultancy services to agencies/organizations working in different education sectors;
- To provide expert input for the MoEST Nepal in the formation of education policy, programmes planning and their implementation and evaluation;
- To create global, national and sub-national forum for bringing about debates and discussion in order to address critical educational issues; and
- To share and disseminate outcomes of educational



the needs of the emerging educational market. In this emerging context, FoE is committed to reinvigorating the quality of the teacher education programmes by blending theoretical foundational knowledge with pedagogical professional competence. In doing so, the students need to be engaged in interactive pedagogy, instructional planning, material development, classroom management and robust assessment system. One of the flagship features of the teacher education program of FoE is practicum (i.e., teaching practice). FoE aims to develop this program as a showcasing one, by engaging

researches and innovations by linking them with the national and international organizations working in the education sector.

### Number of students, number of non-teaching staffs and teaching staffs

| Program                                                                                 | No of Students |
|-----------------------------------------------------------------------------------------|----------------|
| Doctor of Philosophy (PhD)                                                              | 75             |
| Master of Philosophy (MPhil)                                                            | 72             |
| Master of Educational Science and Digital Pedagogy (MESDP)                              |                |
| M.Ed. (Four Semesters)                                                                  | 149            |
| Master of Social Studies Education (MSSEd) (Six Semesters)                              |                |
| Four-year B.Ed. (Annual)                                                                | 7066           |
| Bachelor of Information and Communication Technology Education (BICTE) (Eightsemesters) | 138            |
| M. Ed. in Science Education (ODL) (Three Semesters)                                     |                |
| Post-Graduate Diploma in Education (PGDE) (ThreeSemesters)                              |                |

|                     |    |
|---------------------|----|
| Teaching staffs     | 1  |
| Non-Teaching staffs | 28 |

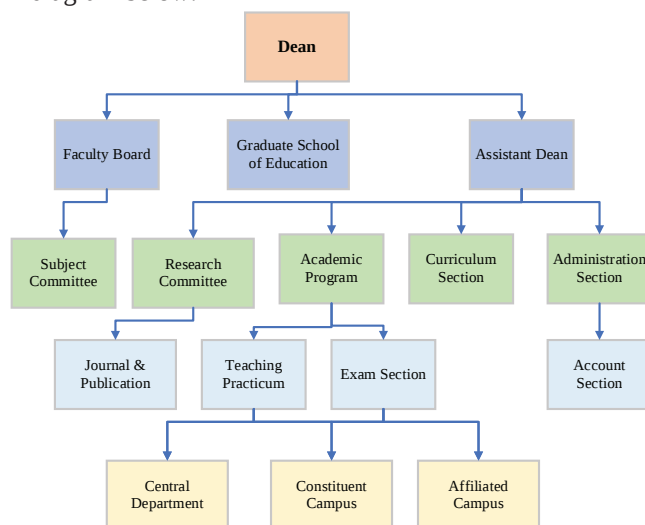
### MPhil/PhD Programme

The PhD programme in Education was initiated in 1996 AD with the aim of preparing high-level academics and researchers in the field of education. By 2025 AD, PhD degree has been awarded to 74 persons from the FoE. Currently, 281 scholars are pursuing their PhD research in different subjects such as English, Nepali, Health, Mathematics, Science, Curriculum, Educational Planning, Inclusive Education, and Social and Educational Studies. Master of Philosophy (MPhil) in Education, with specializations in Education Studies, Mathematics Education, English Education, Nepali Education, Social Studies Education, and Health Education is also being offered for students interested in

educational research. MPhil leading to PhD programme was started in 2017 AD to integrate courses of MPhil into the PhD programme. This integrated programme is designed to provide an opportunity for MPhil students to pursue the PhD programme upon the successful completion of their MPhil courses.

### Organizational Structure

The Dean's office of the FoE is located at Balkhu, Kathmandu. The faculty is headed by the Dean and assisted by Assistant Deans and Faculty Board. The organizational structure of the FoE is shown in the diagram below:



### Programs and courses offered

The FoE offers the following academic and professional programmes:

- Doctor of Philosophy (Ph D)
- Master of Philosophy (M Phil)
- Master of Education (M Ed) (4 semesters)
- Biology Education
- Chemistry Education
- Physics Education
- Curriculum and Evaluation
- Economics Education
- Education Planning and Management
- English Education

- Geography Education
- Health Education
- History Education
- ICT Education
- Math Education
- Physical Education
- Political Science Education
- Population Education
- Special Need Education
- Nepali Education
- Master of Social Studies Education (MSSEd) (Six semesters)
- Master of Education in Science Education (open and distance learning/ODL) (Three semesters)
- Bachelor of Information and Communication Technology Education (BICTE) (Eight semesters)
- Bachelor of Education (B. Ed.) (Annual)
  - Nepali
  - English
  - Mathematics
  - Economics
  - Science Education
  - EPM
  - Geography
  - Health and Physical Education
  - History
  - Political Science
  - Population Education Post-Graduate Diploma in Education (Three semesters) Bachelor's Program
  - Science Education
  - Social Studies Education
  - Economic Education
  - Geography Education

- History Education
- IPM
- Math
- Population
- Inclusive
- English
- Health
- Population
- ICT
- Political Science

### Admission Policy

The candidates who wish to get admission to the Master's and MPhil programmes under Faculty of Education must sit for the entrance examination. Admission to the four-year B.Ed. programme is open to all who have completed their grade 12 or equivalent degree. The PGD in Education in Social Studies is open to those having a Bachelor's degree in social sciences and other relevant subjects.

The MEd Programme is open to all who have completed their B.Ed. in the area of specialization they want to get admission in. MPhil Programmes is open to all students having a Master's degree from a recognized university. However, the graduates from non- education backgrounds have to take additional 4 credit hour course related to education.

### Evaluation Schemes

The evaluation policy is different across the programmes. The B.Ed. students have to sit for the final exams conducted by the Controller of Examinations, Tribhuvan University. Considering the nature of subjects, they also take practical exams. For the M.Ed. programme, students are evaluated through internal (40%) and external exams (60%). While subject teachers are responsible for internal evaluation, the Dean's Office conducts external exams. The MPhil candidates are evaluated by their subject teachers through internal assessments (60%) and the Dean's Office conducts semester-end written exam (40%). All MPhil and PhD candidates should carry out independent research and defend their dissertation for the degree.

## **Publication: Training/ Policy Report / Research**

### ***Research and Publication***

The Education Quarterly Journal, published annually by the Faculty of Education, Office of the Dean's, Tribhuvan University, focuses on research related to educational content, teaching, pedagogy, and professional innovation within the Faculty of Education. The journal follows an open-access policy to promote the free exchange of academic knowledge worldwide. Articles submitted through email undergo a double-anonymized peer review process, including desk review, reviewer evaluation, author revision, and final language editing before publication. The entire review and publication process usually takes around three months. The publication cost of the journal is fully supported by the Faculty of Education, Tribhuvan University, Kathmandu, Nepal.

### ***Professional Capacity Development Training for Faculty Members***

The FoE has successfully conducted a 75-hour faculty's Professional Capacity Enhancement Programme (PCEP) training for 150 faculty members in five cohorts in different regions of the country. The training was structured in five themes: Digital technology and e-learning, Assessment in Teaching and Learning, Participating and Innovative Pedagogy, Education and World of Work, and Research, and Writing and Publication. The training was conducted in a blended mode.

### ***Networking and MoU with National and International Partners***

There is an agreement between the FoE and OsloMet University, Norway to implement the Project Building Inclusive Education Programme in Nepal (BIEPN) with a grant from NORHED II, Norway, since August 2021. This project is being implemented in cooperation with Oslo Metropolitan University, Inland Norway University of Applied Sciences, Norway, and Mid-West University of Nepal. The overarching goal of the project is to assist in the establishment a robust teaching and research group on Special Needs/Inclusive Education at the FoE, Tribhuvan University. It is also expected that the capacity of faculties in Inclusive Education will be enhanced, and the number of faculty members and students holding PhD in this field will be increased

by establishing an MPhil/PhD programme in Inclusive Education/Special Needs Education. This will be further supported by faculty and student exchange including one semester stays at Inland Norway University and OsloMet University for five PhD scholarship students and at least two teaching and supervision staff from the FoE, Tribhuvan University. In addition, students and staff may participate in the summer school organized by University of Oslo in Oslo. The collaborative project will also contribute to the creation of SNE Department based an e-Library to make teaching and learning resources accessible to students and teachers, and the establishment of two resource centres- one at the Special Needs Education Department, Kirtipur and another at Sanothimi Campus- to provide hands-on experience for faculties and students.

The FoE of Tribhuvan University has developed and implemented the new Master's programme, Master of Educational Sciences in Digital Pedagogy, since 2023 handled by the Open and Distance Education (ODEC) of Tribhuvan University, Nepal. This programme has been launched in collaboration with JAMK University of Applied Sciences and HAMK University of Applied Sciences, with financial assistance from the Ministry of Foreign Affairs of the Government of Finland. The new course intends to prepare and train both novice and experienced teachers of Tribhuvan University and other universities of Nepal in the integration of ICT and digital pedagogy in higher education. The goal of the programme is to equip university teaching faculty with the 21st century pedagogical skills, with a particular focus on digital pedagogy.

There is a formal agreement (MoU) between Faculty of Education of Tribhuvan University and UNESCO-ICHEI (International Center for Higher Education and Innovation), China for enhancing capacity of Teachers in integration of ICT in higher education teaching and learning through short-term training and ICT infrastructure development. In the first phase of the project, UNESCO-ICHEI will provide equipment, technology, and technical supports to the FOE to establish a Smart Classroom in the Central Department of Education. They will also provide short-term training to teaching faculties about how to run smart classroom effectively in teaching and learning process with the integration of ICT. It also provides opportunities for teaching faculties to participate

in ICT related online courses/teacher professional development courses.

The FoE has implemented the ‘equitable access to higher education students with disabilities and students from marginalized groups in Nepal’ (EATHEN) project in collaboration with the Ministry of Education, Science and Technology (MoEST), Nepal Open University (NOU), JAMK University of Applied Sciences, Finland; Masaryk University, Czech Republic; Alma Mater Studiorum Università di Bologna UNIBO, Italy with financial support from ERASMUS+ Capacity Building in the Field of Higher Education Project from 2019 to 2022. The main goal of EATHEN- project was to enhance inclusive management practices and access to people with disabilities (PwD) and from marginalized groups and regions (MG) in Nepal to higher education. This also enhances implementation of the inclusive policies and strategies of MoEST in Nepal. Project activities have been implemented by the Dean’s Office, in collaboration with Prithvi Naryayan Multiple Campus, Pokhara and Dhankuta Multiple Campus, Dhankuta. Training provided to teachers and staffs enhanced their abilities to work with students with disabilities and students from marginal groups.

### Research Activities and Publications

The FoE conducts both small and large-scale research studies in areas of education in collaboration with national and international organizations. It encourages the faculty members by providing research grants to carry out small scale research studies on various educational issues. FoE has been implementing a collaborative research project titled “Inclusive education in Nepal: A study of network governance in selected municipalities”. This is national level study in the field of inclusive education funded by the Norwegian Research Council and implemented collaboratively by partners in Nepal (Faculty of Education Dean’s Office, TU; Central Department of Sociology, TU; and, Social and Academic Innovations, SAIPL), Norway (Oslo Metropolitan University and University of Southeastern Norway) and UK (University College London, Institute of Education). The research includes survey and qualitative field work components related to the status of inclusion in education (including inclusive education) in selected municipalities and schools. The FoE was awarded with the research grant by

Research Directorate of Tribhuvan University for conducting research in the National Priority Area in March 2022. With the research grant, FoE has conducted mixed-method research entitled “Teacher Education programs in Nepal: Reorienting Policies and Practices.” Adopting the theoretical framework of CIPP (context, inputs, process and product) model, this research aimed to assess the existing situation of teacher education programs of TU and other universities of Nepal and explore the opportunities for re-orienting and enhancing teacher education programs to address the country’s needs and expectations of quality teachers for quality (school) education.

### Further Programs courses to be developed

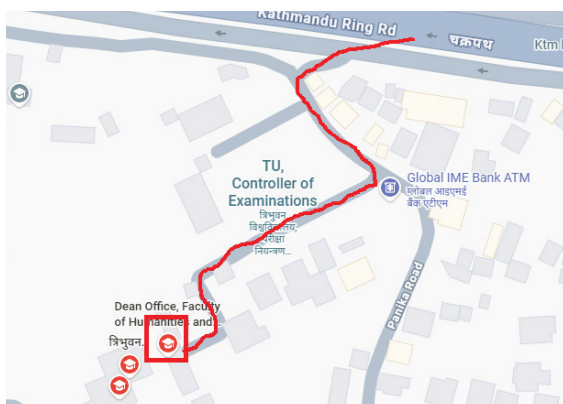
The FoE has been developing plans on teacher education and implementing new courses and programmes by mobilizing its resources to collaborate with national and international organizations. The M.Ed. in ICT has been running in the Central Department of Education, Kirtipur, and Sanathimi Campus since the academic year 2014/15. Likewise, M.Ed. in Special Needs Education (SNE) has been introduced in the Central Department of Education in collaboration with Changwon National University, South Korea in 2016. The SNE Courses were revised and renamed as Inclusive Education in 2023. The Master’s in Inclusive Education is currently being offered with a scholarship program at the Central Department of Education in collaboration with OsloMet University, Norway and with financial support from NORHED II Project.

The FoE has also been implementing a six-semester Master of Social Studies Education (MSSEd) Programme at the Central Department of Education through a blended mode (Face-to-face and Online) using its own resources since 2021. MSSEd. is an interdisciplinary course that integrates contents from the disciplinary areas such as history, geography, political science, economics and cross-cutting issues related to social sciences. These contents are integrated with classroom pedagogy. The new MSSEd. Programme has been designed to equip students with sound knowledge and skills for teaching Social Studies in schools from grade 8 to 12. Candidates holding Bachelor of Education in any subject from Tribhuvan University, or any recognized institutions are eligible to apply for admission to this program. The FoE has recently introduced a

three-semester Postgraduate Diploma in Education (PGDE) Programme administered in blended mode at the Central Department of Education and eight constituent campuses. This program has replaced the previous one- year B.Ed. Programme. The PGDE program aims to provide pedagogical training to individuals holding a bachelor's degree or equivalent, prospective teachers and currently teaching at the basic and secondary levels. The program serves as fundamental teacher training mechanism that helps sensitizing and orienting teachers/prospective teachers to the core aspects of their profession. The PGDE is a revised teacher education program for various subject tracks, required to be completed in three semesters (18 months). Upon completion of theoretical and practical courses at the campus, student teachers will participate in an internship in the selected schools for at least six months. In this way, the PGDE program is designed also to meet the professional development needs of teachers teaching in Basic and Secondary Schools, by employing critical and participatory pedagogy, engaging students in hands-on practical activities, and utilizing digital technologies.

The Master of Philosophy (MPhil) leading to PhD Program in Inclusive Education has been implemented at the Graduate School of Education in collaboration with Oslo Metropolitan University and Inland Norway University of Applied Sciences through NORHED II Project. Five female scholars enrolled in MPhil in Inclusive Education have received scholarship from the project. Furthermore, one faculty member has been pursuing his PhD in inclusive education at Inland Norway University of Applied Science in Norway since 2023.

## Location



## Future Direction

Based on my knowledge as a teacher educator working in the faculty for more than three decades at different capacities and roles, I feel that the existing mass teacher education programme need to be shifted to be selective, systematic and standard one, so that we can develop professional standards of the prospective teachers as per the changing context of teaching. There is a need of upskilling and reskilling the current and future human resource in the education sector. The need as per the contemporary market is the development of transformative teacher education programmes to contribute to enhancing the quality of education in Nepal. FoE is planning to initiate programmatic changes and including development of new courses to better prepare and equip their graduates with pedagogical competencies and the skills required for the 21st century market. There should be intensive teaching-internship course at the end of the programme to create opportunity for students to apply and reflect the knowledge and skills learned from in-campus engagement. FoE has been moving towards this direction, i.e., in a transformative journey, with additional focus on developing increasingly professional teacher education programmes by establishing stronger collaboration with the government and non-government organizations in Nepal and abroad.



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# Faculty of Management

TU Vision 2030 envisages Tribhuvan University in its preamble as:

A credible central university ranking high at the global level, Tribhuvan University will be recognized for quality education reinforced by research, innovation, knowledge creation, and transformative teaching-learning at an affordable cost, and for ensuring access and embracing diversity through the effective and efficient utilization of human and physical resources. Thus, this strategic vision of FoM is prepared to capture the ethos of the preamble.

## Vision

FOM envisions developing knowledgeable and skillful human resources who are passionate, committed, responsible, sincere, and dedicated to meeting the needs of the market and the world of work, which is engrossed with ever-increasing challenges and problems.

## Mission

FOM is committed and geared toward developing human capital and aspiring leaders equipped with the proper knowledge, skills, and attitude required for nation-building, as well as meeting the dynamic needs of the market and the world of work from both domestic and global perspectives through meaningful teaching-learning activities and impactful research, creating new frontiers of knowledge not only to solve growing challenges but also to contribute toward building a better tomorrow.

## Goals/Objectives

The goals and objectives of FOM are:

- To develop human resources through the teaching and learning process for the private, public, and government sectors in business, management, and administration.
- To produce socially responsible and creative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal.
- To conduct research and innovation to enhance quality education in the nation.
- To innovate and promote management programs catering to the various social and economic sectors of Nepal.
- To position itself as an apex academic institution from both Nepalese and global perspectives, establish linkages with leading universities and management institutes abroad, and collaborate with them in program development and implementation.

## Core Values

FOM's values are manifestations of its long-term commitments toward creating an enabling environment for effective teaching, learning, scholarly research, and extension services to society. These



values guide the decisions made by the university and determine how it engages with communities both nationally and globally. The following are FOM's core values:

**Excellence:** FOM is committed to maintaining excellence in academics, research, and extension by delivering quality education, engaging in innovative research, and providing effective extension services.

**Partnership:** FOM recognizes and values the benefits of local and global partnerships for improving education, research, and extension in order to address emerging issues and challenges.

**Good Governance:** FOM recognizes the significance

of good institutional governance in achieving high levels of operational efficiency, delivering results, and being effective.

**Creativity and Innovativeness:** FOM will focus on research and extension to advance solutions to complex problems faced by society.

**Leadership:** FOM promotes a culture of leadership among its faculty, staff, and students, encouraging commitment to teaching, learning, research, sharing, and extension that advances societal transformation.

**Honesty/Integrity:** FOM adheres to the highest ethical and moral standards, honesty, and sincerity in both personal and professional conduct.

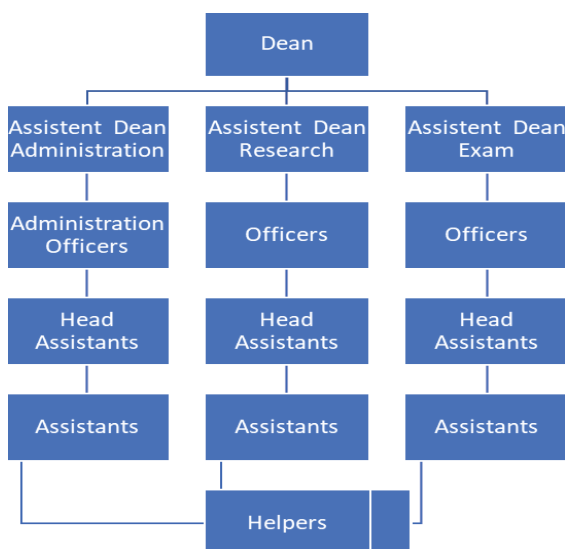
#### Number of students: 2025 Year

| Bachelor Level                                                                  |               |
|---------------------------------------------------------------------------------|---------------|
| Bachelor of Information Management (BIM)                                        | 14198         |
| Bachelor of Business Administration (BBA)                                       | 27831         |
| Bachelor of Business Administration in Finance (BBA-F)                          | 1280          |
| Bachelor of Mountaineering Studies (BMS)                                        | 160           |
| Bachelor of Business Management (BBM)                                           | 14871         |
| Bachelor of Hotel Management (BHM)                                              | 8585          |
| Bachelor of Public Administration (BPA)                                         | 782           |
| Bachelor of Travel and Tourism Management (BTM)                                 | 1724          |
| Bachelor of Business Studies (BBS)                                              | 58127         |
| <b>Total Bachelor's Students</b>                                                | <b>127558</b> |
| Master's Level                                                                  |               |
| Master of Business Administration (MBA)                                         | 276           |
| Master of Adventure Tourism Studies (MATS)                                      | 69            |
| Master of Business Administration in Global Leadership and Management (MBA-GLM) | 56            |
| Master of Business Administration in Corporate Leadership (MBA-CL)              | 64            |
| Master of Business Administration in Marketing (MBA-Marketing)                  | 104           |
| Master of Business Administration in Finance (MBA-F)                            | 445           |
| Master of Business Administration in Information Technology (MBA-IT)            | 57            |
| Master of Business Administration in Finance and Control (MBA-FC)               | 50            |
| Master of Business Management (MBM)                                             | 338           |
| Master of Business Studies (MBS)                                                | 49217         |
| Master of Hospitality Management (MHM)                                          | 58            |

|                                                                   |               |
|-------------------------------------------------------------------|---------------|
| Master of Public Administration (MPA)                             | 6031          |
| Master of Travel and Tourism Management (MTTM)                    | 60            |
| Master of Police Science (MPS)                                    | 34            |
| Post Graduate Diploma in Sustainable Business Management (PGDSBM) | 13            |
| Post Graduate Diploma in Police Sciences (PGDPS)                  | 186           |
| <b>Total Master's Students</b>                                    | <b>57058</b>  |
| <b>M.Phil.</b>                                                    |               |
| Master of Philosophy (M Phil) in Public Administration            | 62            |
| Master of Philosophy (M Phil) in Management                       | 58            |
| <b>Total M.Phil Student</b>                                       | <b>120</b>    |
| <b>PhD</b>                                                        |               |
| Doctoral Programme                                                | 48            |
| <b>Total Ph D Student</b>                                         | <b>48</b>     |
| <b>Total Student's</b>                                            | <b>184784</b> |

**Nation Building:** FOM is fully committed to engaging in the nation-building process itself, as well as inculcating values among its students.

#### Organogram (Organizational chart)



#### Program and Courses Offered:

The faculty runs both general and professional academic programmes. The programmes offered by the faculty are as follows:

- Bachelor's Level
- Postgraduate Diploma Level
- Master's Level
- M.Phil.
- Ph.D.

#### Bachelor's Programmes under the Annual System

- Bachelor of Business Studies (BBS)

#### Areas of Specialization:

- General Management
- Marketing Management
- Finance
- Accountancy
- Management Science

#### Bachelor's Programmes under the Semester System

- Bachelor of Business Administration (BBA)
- Bachelor of Information Management (BIM)
- Bachelor of Business Administration in Finance (BBA-F)
- Bachelor of Information Management (BIM)
- Bachelor of Travel and Tourism Management (BTTM)
- Bachelor of Hotel Management (BHM)
- Bachelor of Business Management (BBM)

- Bachelor of Public Administration (BPA)
- Bachelor of Mountaineering Studies (BMS)
- Postgraduate Diploma in Police Sciences (PGDPS)
- Bachelor of Information Management and Technology (BITM)
- Postgraduate Diploma in Sustainable Business Management (PGDSBM)

#### **Areas of Specialization:**

- Banking and Finance
- Industrial Management
- Marketing Management
- Travel and Tourism Management
- Management Information Systems

#### **Master's Programmes under the Semester System**

- Master of Business Administration (MBA)
- Master of Business Administration in Finance (MBA-F)
- Master of Business Administration in Marketing (MBA-Marketing)
- Master of Business Administration in Information Technology (MBA-IT)
- Master of Travel and Tourism Management (MTTM)
- Master of Hospitality Management (MHM)
- Master of Business Administration in Finance and Control (MBA-FC)
- Master of Business Management (MBM)
- MBA in Global Leadership Development (MBA-GLM)
- Master of Business Studies (MBS)
- Master of Adventure Tourism Studies (MATS)
- Master of Public Administration (MPA)
- Master of Police Science (MPS)
- Master of Business Administration in Corporate Leadership (MBA-CL)
- Master of Business Administration in Finance (MBA-F)
- Master of Philosophy (M.Phil.) in Management
- Master of Philosophy (M.Phil.) in Public Administration
- Doctoral Programme in Management
- Doctoral Programme in Public Administration

#### **Areas of Specialization:**

- General Management
- Marketing Management
- Finance
- Accountancy
- Management Science

#### **Master of Public Administration (MPA) Areas of Specialization:**

- Development Management
- Human Resource Management
- Local Governance and Development
- Civil Society Governance
- Public Policy

#### **Master of Philosophy in Management (M.Phil.) Areas of Specialization:**

- Management
- Finance
- Accountancy
- Marketing

#### **M.Phil. in Public Administration Areas of Specialization:**

- Public Policy
- Human Resource Management
- Local Governance and NGO Management

#### **Ph.D. Program in Management and Public Administration**

- Enlarging international relations to gain access to innovative programmes and support therein.

#### **Autonomy Program (under the Faculty of Management)**

- MBA in Financial Management (MBA-FM)
- Bachelor's Degree in Mountain Tourism Management (BMTM)
- Bachelor of Financial Administration (BFA)
- Master of Business Administration in Entrepreneurship (MBA-E)
- Master of Business Administration in Banking and Finance (MBA-BF)
- Master of Business Studies-Finance (MBS-F)
- Bachelor of Business Administration-Finance and Accounting (BBA-FA)

- Bachelor of Business Management Applied (BBM-A)
- Bachelor of Management Studies (BMS)

### Admission Procedure:

#### Bachelor's in Annual Program/Bachelor of Business Studies (BBS)

The minimum qualifications required to apply for the program are:

- A minimum of a +2 or equivalent degree with a D (1.8) or 45% under the annual system.

#### Bachelor's in Semester Program

The minimum qualifications required to apply for the program are:

- A minimum D+ grade in each subject of Grades 11 and 12 with a CGPA of 1.8 or more. Or
- A minimum score of second-division marks in 10+2, PCL, or equivalent in any discipline. Or
- Students who are awaiting Grade 11 and Grade 12 results can also apply. However, they have to submit the passed certificates of Grades 11 and 12 at the time of admission.

### Master's Program:

#### Master's in Business Studies (MBS)

The minimum qualifications required to apply for the program are:

- A minimum of a bachelor's degree or equivalent.

#### Master's in Semester Program

The minimum qualifications required to apply for the program are:

- For MHM – BHM with a minimum CGPA of 2.00 or second-division marks. Students who are awaiting the results of BHM can also apply. However, they have to submit a passed certificate at the time of admission.
- For MBM, MBA-F, MBA-M, MBA-CL, MTTM, and MATS – BBM, BBA, BTTM, BBS, BPA, BMS, or equivalent qualifications in any discipline with a minimum CGPA of 2.00 or second-division marks.

Students who are awaiting bachelor's-level results can also apply. However, they have to submit a passed certificate at the time of admission.

The Department/Campus shall conduct a three-stage admission test for the appropriate screening of applicants after a written test conducted by the Office of the Dean, Faculty of Management, based on the GMAT format. Applicants shall be screened at each stage.

- **Group Discussion:** Groups discuss a given topic. Applicants' performance is evaluated by a panel of judges based on leadership, language, logical arguments, and conclusions.
- **Individual presentation:** Applicants present their views and opinions on a given topic to the panel of judges.
- **Personal Interview:** A personal interview will be conducted by a panel of judges based on the applicant's motivation level, attitude, and capability to handle the pressure and rigor of the master's program.

### MPhil

The Faculty Dean shall conduct a written test. Then, a three-stage admission test is conducted for appropriate screening.

- **Group discussion:** Groups discuss a given topic. Applicants' performance is evaluated by a panel of judges based on leadership, language, logical arguments, and conclusions.
- **Individual presentation:** Applicants present their views and opinions on a given topic to the panel of judges.
- **Personal interview:** A personal interview will be conducted by a panel of judges based on the applicant's motivation level, attitude, and capability to handle the pressure and rigor of the master's program.

### PhD

- An MPhil degree is the minimum requirement for enrollment.
- Other requirements as per PhD Regulations, 2026.

### Evaluation Scheme:

Written board examinations for bachelor's level, master's level, and MPhil programs.

### Research and Publications

- Ministry of Labour, Employment and Social Services (Prime Minister Employment Programme), Singhadurbar, Kathmandu
- Academic Performance in Management Education During the COVID-19 Pandemic: A Case Study of

the Faculty of Management, Tribhuvan University, from the Faculty of Management, Office of the Dean, Tribhuvan University

- Journal of Nepalese Management Academia, Volumes I and II

#### Further Programs and Courses to be Developed:

- Master of Business Administration in Cooperative Management & Entrepreneurship (MBA-CME)

- Executive Master of Business Administration (EMBA)
- Master of Public Policy Management and Governance (PPMG)
- Master of Business Administration in Agri-Business (MBA-AG)
- Master of Business Administration in Health Care Management (MBA-HCM)
- Research Journal Publication

#### Networking and MoU with National and International Partners

| S.No. | Institution's Name                                                       | Objective                                                       |
|-------|--------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1     | Ministry of Industry                                                     | Entrepreneurship development                                    |
| 2     | Idea Studio Nepal                                                        | Promoting an entrepreneurial ecosystem                          |
| 3     | Handong Global University, South Korea                                   | Joint education and research projects                           |
| 4     | Indra Bhakta Shrestha Scholarship Fund                                   | Two MBA students will be provided scholarship annually          |
| 5     | Nabil Bank                                                               | Promotion of social entrepreneurship through NABIL SSE          |
| 6     | Investment Board of Nepal                                                | Research in investment areas                                    |
| 7     | Southwestern University of Finance and Economics, China                  | Faculty exchange/ students exchange and Research collaboration  |
| 8     | Birla Institute of Management and Technology, India                      | Academic / research collaboration                               |
| 9     | Skill lab                                                                | Career Service Centre                                           |
| 10    | Fourth Valley Concierge Corporation, Tokyo, PitPa Inc., and Lead-X Nepal | World 1st Cross Border - Digital Credentials Project            |
| 11    | Genese Academy                                                           | Academic course on Cloud Computing                              |
| 12    | Bhanu Municipality , Tanahu, Nepal                                       | Entrepreneurship development and social issues                  |
| 13    | Association of Management Development in South Asia                      | Faculty Development Program (FDP)                               |
| 14    | University of UPF, Barcelona School of Management, Spain                 | Technical Assistantship for Environment Social Governance (ESG) |



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# Faculty of Law

## Introduction

The Faculty of Law is one of the oldest faculties of T.U. which was established in 1959 AD as an Institute of Law and it was renamed as the Faculty of Law in 1974 AD. However, the Law College was established in 1954 AD with offering LL.B. courses with an affiliation to Patna University of India. After establishment of T.U., the Law College came under the T.U. The Faculty of Law is located at Balkhu, Kathmandu, Nepal.

## Objectives

The Faculty of Law, TU has the following basic objectives:

- To produce legal human resources and professionals to enter into the professional of law, legal research, judicial and government services and legal consultants for public and private enterprises;
- To develop a base of legal excellence among students with international and indigenous understandings;
- To promote research by the faculty and the students in order to understand the insights of law and justice;
- To inculcate in students a sense of responsibility towards the society, the nation and the world and of respect for human life.

## Constituent and Affiliated Campus under the Faculty of Law, TU

The Faculty of Law has six constituent campuses and two affiliated campuses offering different annual and semester system programs under the Faculty of Law.

### Constituent Campuses

- Nepal Law Campus, Exhibition Road, Kathmandu: Offers Master Level LL.M. Four and Six Semester Program, Bachelor Level B.A.LL.B. 10 Semester Program, and LL.B. 3 Years Program
- Prithivi Narayan Campus, Pokhara: Offers Master Level LL.M. Six Semester Program, Bachelor Level

B.A.LL.B. 10 Semester Program, and LL.B. 3 Years Program

- Butwal Multiple Campus, Butwal: Offers Bachelor Level B.A.LL.B. 10 Semester Program, and LL.B. 3 Years Program
- Mahendra Multiple Campus, Dharan: Offers Bachelor Level B.A.LL.B. 10 Semester Program, and LL.B. 3 Years Program
- Mahendra Multiple Campus, Nepalgunj: Offers Bachelor Level B.A.LL.B. 10 Semester Program, and LL.B. 3 Years Program
- Mahendra Bindeshori Multiple Campus, Rajbiraj: Offers Bachelor Level LL.B. 3 Years Program
- Padma Kanya Multiple Campus, Baagbazar, Kathmandu: Offers Bachelor Level LL.B. 3 Years Program
- Bhaktapur Multiple Campus, Bhaktapur: Offers Bachelor Level LL.B. 3 Years Program
- Ramswarup Ramsagar Multiple (Ra.Ra.B) Campus, Janakpur: Offers Bachelor Level LL.B. 3 Years Program
- Degree Campus, Biratnagar: Offers Bachelor Level LL.B. 3 Years Program
- Surkhet Multiple Campus, Surkhet, Birendranagar: Offers Bachelor Level LL.B. 3 Years Program

### Affiliated Campus

- **National Law College, Lalitpur:** Offers Master's Level LL.M. Four-Semester Program, Bachelor Level B.A.LL.B. 10-Semester Program
- **Harikhetan Campus, Birgunj:** Offers Bachelor Level LL.B. 3-Year Program

### The academic Programmes offered

#### PhD (Doctor of Philosophy) (<http://www.fol.edu.np>)

This programme was started in 1999 AD at this Faculty. From (1999-2020) 107 students had enrolled in Ph.D. Annual System; out of them 65

Students have already been awarded. From 2021 entrance test examination for Ph.D. enrollment was introduced and the students intending to get enroll in Ph.D. programme should appear the entrance examination. There are altogether 39 Students in Ph.D. semester system till 2026 A.D. and out of them 4 students have been awarded with Ph.D. (Semester System) under the faculty of Law. There is total 10 seats for Ph.D. program, where two seats are reserved for foreigners out of ten.

#### **LL.M. (Master of Laws)– Four Semesters (2 Years)** (<http://www.fol.edu.np>)

This programme is a regular Master Level programme under Faculty of Law, Tribhuvan University. This programme was started in 1997 AD in Nepal Law Campus. The students who have Bachelor's Degree in law is qualified to get admission in this programme from the merit list of entrance examination. Currently, this programme is offered in two campuses in the Kathmandu Valley-Nepal Law Campus, Exhibition Road and the National Law College, Lalitpur with the seat capacity of 50/50 students. Altogether this program offers total seat capacity of 100 students across the country. A person seeking admission in this programme should be in the merit list of entrance examination.

#### **LL.M (Master of Laws) – Six Semesters (3 Years)** (<http://www.fol.edu.np>)

This is one of the special programme offers by the Faculty of Law, T.U. Both Four and Six Semester Programs are conducted with the same courses and syllabus; the only difference is about the year consumed to complete the Course. Initially, this programme was offered only at Nepal Law Campus with a seat capacity of 35 students. Currently, fifteen additional seats have been added at Nepal Law Campus which makes the total seat capacity to fifty students. Furthermore, thirty-five seats for this programme have been introduced at Prithivi Narayan Campus, Pokhara with the objective of promoting competent human resources in the field of law and justice. Altogether this program provides total seat capacity of eighty-five students across the country under the Faculty of Law, T.U. A person who desires to get admission in this

programme should be in the merit list of entrance examination. The entrance exam is conducted together for both two years and three year's LL.M Programme.

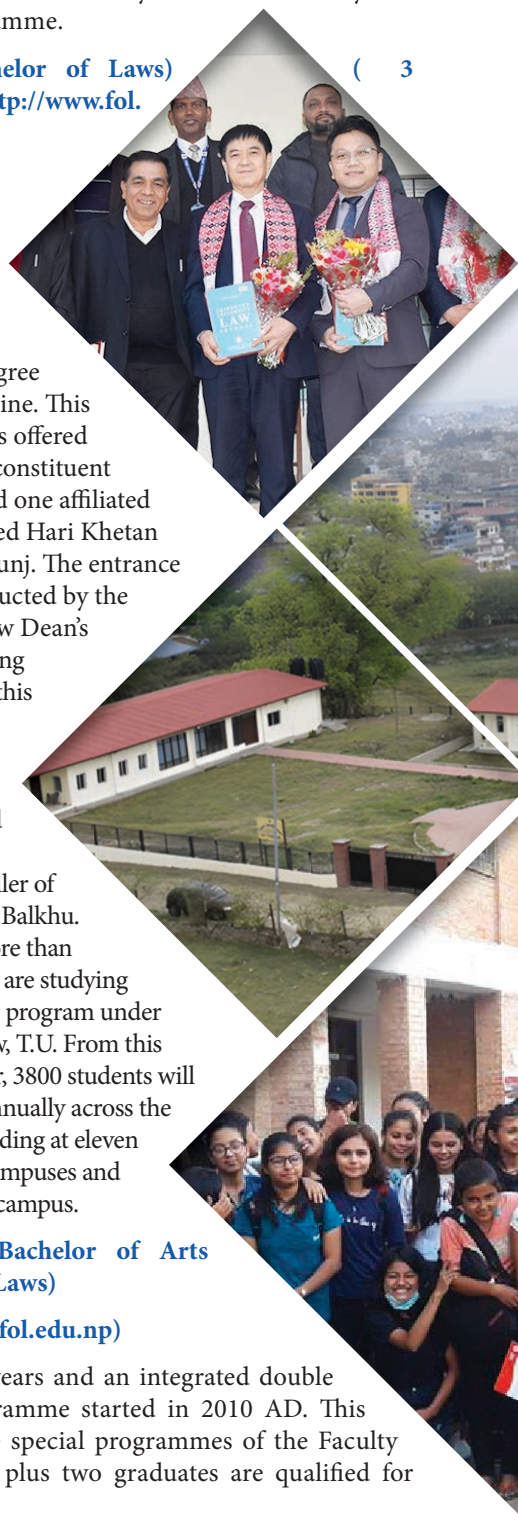
#### **LL.B. (Bachelor of Laws) ( 3 Years)** (<http://www.fol.edu.np>)

LL.B. is a three - year programme, that can be pursued after completing a bachelor's degree in any discipline. This programme is offered in all eleven constituent campuses and one affiliated campus named Hari Khetan College, Birgunj. The entrance exam is conducted by the Faculty of Law Dean's office for getting admission in this programme, however, the annual exams are conducted by T.U. Office of the Controller of Examination, Balkhu. Currently, more than 7000 students are studying in three - year program under Faculty of Law, T.U. From this academic year, 3800 students will be enrolled annually across the country, including at eleven constituent campuses and one affiliated campus.

#### **B.A.LL.B. (Bachelor of Arts Bachelor of Laws)**

(<http://www.fol.edu.np>)

This is five years and an integrated double degree programme started in 2010 AD. This is one of the special programmes of the Faculty of Law. Ten plus two graduates are qualified for



admission in this programme should be within the merit list of entrance exam. In total, 570 students get admission on this program each year from 2025. Out of them 160 at Nepal Law Campus, 80 Students at Prithvi Narayan Campus, 70 at Mahendra Multiple Campus, Nepaljung; 70 at Butwal Multiple Campus, Butwal; 70 at Mahendra Multiple Campus, Dharan, and 105 at National Law College, Sanepa.

### Research Committee

The Research Committee is entrusted with conducting the PhD Programme, carrying out research activities, and promoting quality research in the field of law.

There is a nine-member Research Committee headed by the Dean. Research Center: There are two research centers under the Faculty of Law.

They are as follows:

#### Center for Human Rights (CHR):

The Center for Human Rights was established in 2058 (2001 AD) as a National Center under the Chairmanship of senior Professor of Human Rights Law.

At present, the Center is headed by the Dean. There are two bodies in the Center- General Body and Standing Committee. The General Body is a regulatory body that makes policy decision and the Standing Committee is a working body that implements the decision of the General Body of the Center. There is a separate Management By-Laws to regulate the Center.

#### Center for Environmental Law, Nepal (CEL, Nepal):

The Center for Environmental Law was established on June 05, 2002 AD on the occasion of the World

Environment Day. The Center was chaired by the Senior Professor of Environmental Law but at present the Dean is the Ex-officio Chairperson of the Center. There are two bodies in the Center- General Body and Standing Committee. The General Body is a regulatory body that makes policy decision and the Standing Committee is a working body that implements the decision of the General Body of the Center. The Center is a member of IUCN Academy of Environmental Law. There is a separate Management By-Laws to regulate the Center.

**Publications:** The FoL has published the first volume of peer reviewed journal titled, "Tribhuvan University Law Journal" (TULJ) ISSN 3059-9644 registered in the Nepal Journal Online platform (NepJoL). The Year 1, Vol, 1 January, 2025 is the first publication as a research-based peer reviewed journal. Similarly, the TULJ Vol, 2 Year, 2 May, 2026 is also published and is available in the NepJoL with DoI number.

Further, FoL TU has also published Research Report Writing Guidelines, 2080 for making research work more systematic and scientific in nature. This guideline has helped to adopt coherence outlook in the research work.

#### Collaborations with other Universities and Law Schools:

Tribhuvan University has signed memorandum of understanding (MoU) with several universities across the world, including; Law School of Xizang Minzu University, Weicheng District, Sianyang City, Shaanxi Province, China; XIAN JIAOTONG University, Xi'an, Shaanxi, China; the University of Washington, Law School, St. Luis; The University of Nottingham, Law School, UK; University of Delhi, India, and the University of Kashmir and others. The University of Washington, Law School, St. Luis and The University of Nottingham, Law School, UK had teachers and students exchange programme.

#### Students and teaching faculties

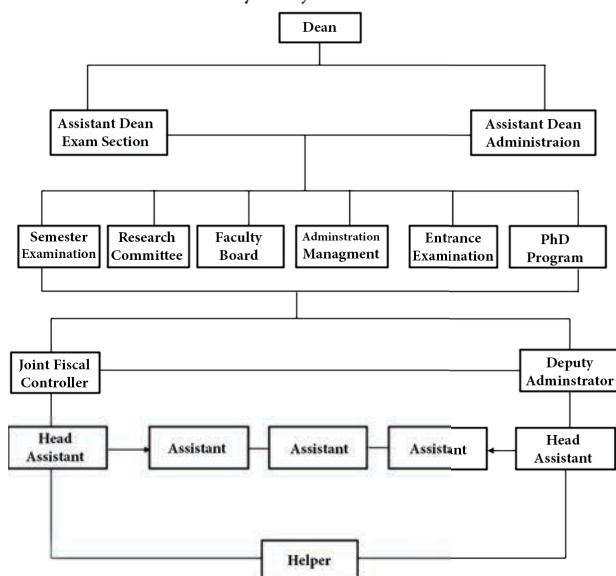
In total, there are approximately 15000 students studying in constituent and private campuses in different programmes run by the Faculty of Law whereas we have only 5 Professors, 4 Associate Professors and 27 Assistant Professors; that is, altogether 36 permanent teachers working across

six constituent campuses. Apart from these, approximately 90 teachers, including course - contract and part - time teachers, are currently teaching in various campuses.

Compared to the growing pressure and demands of students, the number of teaching faculties and staff is not proportionate. In response to the increasing interest and expectations of students, the Faculty of Law (FoL) is in the process of launching new programmes in emerging legal fields.

### Organizational Structure

The faculty of Law is directed by the Dean and assisted by two Assistant Deans. The major decision under the faculty is taken by Faculty Board and Research Committee whereas the curriculum related revisions are under taken by Subjective Committees.



### Physical Infrastructure

The official building of Faculty of Law has been completed and is shifted at Balkhu behind the Office of the Controller of Examinations. The new building has the facility of library, meeting/Seminar Hall, classrooms for PhD programme.

Further Programmes/Courses to be developed

Future Programmes

### 1. Infrastructure Development Programmes:

Construction of administrative, academic, library, SAARC Legal Research Center's buildings and a

quarter (guest house) for foreign researchers at TU Master Plan premises, kirtipur.

### 2. Academic Development:

- Establish as Center of Excellence
- Revision of 3-year LL.B Curriculum, Four and Six Semesters' LL.M. Curriculum and reactivation of teaching and learning environment in all constituent campuses is in the progress,
- Expansion of LL.B and B.A.LL.B Programmes in constituent campuses.
- Faculties' Academic Empowerment Programme, including faculty development workshops, digital and AI literacy training, seminars and academic dialogues, publication and research support, professional skill enhancement support and so on.

**3. Institutional Development:** Establishment of Law and Policy Research Center as an umbrella entity (or principal body), under which several specialized sub-theme centers may be established, such as the Tribhuvan University WTO Study and Research Center, Tribhuvan University Global Policy Study Centers, and on contemporary bilateral and global issues.

**4. International Relations:** Establish relationship with some leading universities' law schools of Asia-Pacific, America and Europe to enhance legal education and research through exchange of faculties and students as well as conduct joint research.

Prof. Dr. D.N Parajuli

Dean

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# Research Centres

## Centre for Economic Development & Administration

### Introduction

The Centre for Economic Development and Administration (CEDA) was established on May 15, 1969 under a tripartite agreement between the Government of Nepal, Tribhuvan University and the Ford Foundation. Started as an autonomous institution, the Centre was later integrated into Tribhuvan University and given the status of an Institute on December 15, 1975 after the National Education System Plan (NESP) was implemented. Since then, CEDA has been serving as a policy-research centre contributing to the national development policies and strategies. Similarly, the Centre's activities are basically confined to research, consultancy and training programs.

### Goals

The goal of the Centre is to contribute to the nation-building through analytical and problem-solving works in the areas of socioeconomic and administrative development.

### Objectives

- To assist the policy makers in formulating and implementing the development policies, plans, and programs;
- To provide the policy makers with conceptual, empirical, and value premises for shaping the development policies, plans, and programs;
- To recommend the policymakers alternative policies, ideas, and options;
- To foster intelligent and informed discussions on the issues and problems in the Nepalese public affairs to promote and establish an enlightened, conscious, and

influential public opinion;

- To help various agencies of the Tribhuvan University in their diverse programs and to enhance their role in the national development;
- To engage oneself with international collaboration in the study and pursuit of development changes.

### Activities

- Led the Seventh BIMSTEC Think Tank Meeting, “Strengthening Nepal’s Leadership in Regional Policy and Culture Cooperation,” held on 30–31 May 2025.
- Conducted the Pre-Budget Discussion 2083/84, funded by the UGC.
- Organized ICEDA-2026: the International Conference on Economic Development and Administration.
- Organized a seminar on “US Tariff Policy and Geopolitics: Economic Impact Assessment of the Nepal–India–China Corridor” in collaboration with the Friends of Silk Road Club–Nepal under the Nepal–China Friendship Forum.
- Organized a talk programme on “Migration, Remittance and Agricultural Productivity” on 15 December 2025.
- Organized a talk programme on “Wellbeing and Policy: Evidence for Action,” presented by Marie Briguglio of the University of Malta on 9 November 2025.

### Research activities

CEDA has conducted more than five hundred research studies till now. The findings of the major research studies are directly used for policy formulation, plan implementation, monitoring, and evaluation. It has also completed about one and a half dozen research studies related directly to Tribhuvan University. The status of the latest research activities is as follows:



| Year | Name of the Project                                                                                                                                    | Donor Agency                                                     | Team Leader/<br>Coordinator | Status    |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------|-----------|
| 2026 | <ul style="list-style-type: none"> <li>Student Outmigration from Nepal: Drivers and Policy Responses.</li> </ul>                                       | Special Research Grant, UGC                                      | Prof.Dr. Arjun Kumar Baral  | On-going  |
|      | <ul style="list-style-type: none"> <li>Study on Nepal's Fixed Exchange Rate Regime with India</li> </ul>                                               | Nepal Rastra Bank                                                | Dr. Ramesh Chandra Poudel   | On-going  |
| 2025 | <ul style="list-style-type: none"> <li>Economic Impact Assessment and Opportunities of LDC Graduation in Nepal</li> </ul>                              | Research Coordination and Development Council(RCDC, T.U)         | Prof.Sanjaya Acharya        | On-going  |
|      | <ul style="list-style-type: none"> <li>Training Needs Assessment for Developing Skilled and Competent Human Resources for the Labor Market.</li> </ul> | Government Of Nepal Ministry of Youth, Labour and Employment     | Prof.Dr. Arjun Kumar Baral  | Completed |
| 2024 | The Impact of Indian Labor Migration in Nepal                                                                                                          | Research Coordination and Development Council (RCDC)             | Dr. Raghubir Bista          | On-going  |
| 2023 | A National Study on Returnee Migrant Workers, Their Economic Whereabouts and potentialities in Economic Development of Nepal                           | Research Coordination and Development Council (RCDC), TU         | Dr. Ramesh Chandra Poudel   | On-going  |
| 2022 | COVID-19 and Management Strategies in Tourism Industry of Nepal                                                                                        | National Priority Project, Funded by Nepal Government through TU | Prof.Dr Dhurba Kumar Gautam | Completed |

## Publication

The Centre publishes research reports, bibliographies, case studies, seminar reports and occasional papers. It has its own half yearly newsletter, "CEDA News" through which the progress of the ongoing projects/ activities is made public. It has been publishing its bi-annual publication, "Journal of Development and Administrative Studies (JODAS)" since 1978. It is a double-blind peer-reviewed scholarly and highly academic journal of Tribhuvan University. It publishes articles on development, economics, business, management and administrative problems of Nepal and that of other developing countries. The Centre has so far brought out some five hundreds research reports including seminar proceedings. Recently CEDA publishes Journal of Development and Administrative Studies, Vol 32. No (1-2), 2024, Vol 33. No (1), 2026.

## Networking and MOU with National and International Partners:

- Ceda is member of BIMSTEC Network of Policy Think Tank (BNPTT).

- MOU between the Centre for Economic Development and Administration (CEDA), Tribhuvan University Nepal and the Centre for Regional Development (CRD) Chonnam National University, Gwangju, South Korea.
- MOU between Nepal China Friendship Forum (NCFF) and Centre for Economic Development and Administration (CEDA), Tribhuvan University Nepal

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## Centre for Nepal and Asian Studies

The genesis of the Centre for Nepal and Asian Studies (CNAS) dates back to 1966, when the Tribhuvan University Syndicate conceived a plan to establish the Institute of Nepalology (Nepal Adhayan Sansthan). In 1968, it was named the Institute of Nepalology, still in principle, and in 1969, it came into existence. Under the Tribhuvan University Act, 1971, it was renamed the Institute of Nepal and Asian Studies on July 16, 1972, with a mandate covering both teaching and research. The Institute was converted into the Centre for Nepal and Asian Studies (CNAS) in 1977 and is one of the four research centers of Tribhuvan University. It is dedicated to research in the humanities and social sciences.

It is located on the northwest side of

the university premises, with its three-storied building comprising 40 office rooms, two large and medium-sized seminar halls, a small meeting hall, and a library-cum-documentation center. Within its premises, the Centre has also established the Tatwagyaneshwar Temple and a statue of Buddha, reflecting its engagement with South Asian Bhugola Darshan and its effort to represent this tradition within global academic discourse. The Centre operates under the leadership of the Executive Director, who serves as both the academic and administrative head, with researchers from History, Political Science, Sociology, Anthropology, Rural Development, Nepali, English, and Culture, as well as administrative and accounting staff.



The major objectives of the Centre are to plan and conduct research on the problems of national integration and the impact of modernization; promote and undertake studies on current development issues, ethnic diversity, tradition and change in political values, and cultural studies of Nepal and Asian countries; undertake issue-specific research on environment studies, gender studies, population studies, migration studies, applied linguistic and socio-linguistic studies; encourage academic exchanges with other research organizations both within and outside Nepal; act as a venue for contact, affiliation, and coordination of research activities of Nepalese and foreign scholars working on Nepali studies; maintain a comprehensive bibliographic database of Nepal, SAARC, and South Asia; organize national as well as international seminars on current political and security issues; and disseminate research work on Nepal through publications.

This Centre has been publishing several research reports, books, two journals (Contribution to Nepalese Studies and Nepal Adhyayan Journal), the Strategic Studies Series (SSS), and the CNAS Forum since its establishment and, more recently, in the areas of history, culture, linguistics, religion, politics, and other diverse fields. Currently, the Centre is conducting several faculty research projects. The focus has primarily been on nationalism and on exploring pre-ontic research questions (कः Kah or क-प्रश्न Ka-Praśna) to expand the scope of "Wh" questions.

The other ongoing projects include a National Priority Area Research Project (NPAR), supported by Innovative Research Grants (IRGG), Tribhuvan University, on tourism; collaborative research projects, namely Empowering Social Work Practice Education in Nepal, co-funded by the European Union through the Erasmus+ Capacity Building in Higher Education (CBHE) Programme; and Bringing "Norms" Back Home: Troop Contributing Countries and Their Domestic Engagement with UN Peacekeeping Norms, funded by the Economic and Social Research Council (ESRC/UKRI) with universities abroad.

Furthermore, the Centre hosts the Indian Council for Cultural Relations (ICCR) Chair and several other scholars from South Asia, the wider Asian region, and across the globe who have been affiliated with this Centre across various research fields.

The Centre has international affiliations with the National Centre for Scientific Research, France; the Graduate School for International Development and Cooperation, Hiroshima University, Japan; the Institute of Social and Cultural Anthropology, Oxford University, UK; the School of Oriental and African Studies (SOAS), University of London, UK; the School for International Training, Vermont, USA; the Nityananda Institute, Oregon, USA; and the Center for International Exchange and Cooperation, Andong National University, South Korea, among others. The Centre is an institutional member of the UNESCO-ICCROM Asian Academy for Heritage Management.



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# Research Centre for Applied Science and Technology

## Establishment

The Research Centre for Applied Science and Technology (RECAST) was established on September 8, 1977 (Bhadra 23, 2034 BS) within the organizational framework of Tribhuvan University (TU) in accordance with the Tribhuvan University Act of 1976. Until 1999, RECAST operated as a secretariat to the National Council of Science and Technology (NCST),

Government of Nepal. RECAST has focused on enhancing, adapting, generating, and disseminating appropriate technologies to optimize the utilization of natural resources for the overall development of the nation.

**Vision:** RECAST is conducting innovative applied research with a vision of becoming a leading research institution of Tribhuvan University.

**Mission:** RECAST is focusing on the development of new or improved products, processes, or systems that directly translates scientific knowledge into applications. Such research helps in knowledge dissemination, which positively impacts in the socio-economic development of the country.

**Objectives:** RECAST was established with four main objectives:

- To undertake research for the identification, development, conservation, utilization and dissemination of local/indigenous technologies;
- To search and identify novel technologies appropriate to Nepal and explore their prospects

for technology transfer and adaptation;

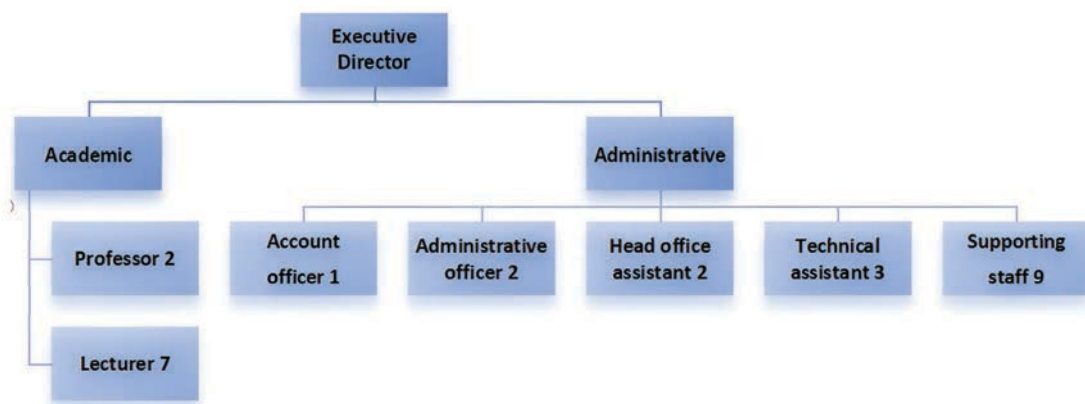
- To provide services for government, public, private, scientific and local communities;
- To conduct research works in basic and applied sciences.

### Present Situation/Research Activities

RECAST is working on different areas with the support from national/international organizations such as Research Coordination and Development Council, Research Directorate, TU, Ministry of Education Science and Technology, University Grants Commission, Nepal Academy of Science and Technology. Our research areas include Biodiversity Conservation, Natural Products, Biotechnology, Food and Agriculture, Materials Science and Nanotechnology. RECAST is equipped with state-of-the-art analytical tools such as spectroscopic, microscopic, scanning calorimetric, and high-performance computing facilities. RECAST provides research facilities to enthusiastic young researchers/students from various academic institutions. Some projects currently running at RECAST in 2026 are:

| S. No | Name of Project                                                                                                                          | Period      | Principal Investigator        | Supporting institution/type of support                                                       |
|-------|------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------|----------------------------------------------------------------------------------------------|
| 1.    | Biodiversity Conservation and Disaster Risk Management in Nepal: Integrating Science-based Approach and Traditional Ecological Knowledge | 2023 - 2026 | Professor Dr. Ram P Chaudhary | Research Coordination and Development Council (RCDC), Research Directorate, TU, Kirtipur/IRG |
| 2.    | Innovative cold storage solution for enhancing citrus storage and marketability: A multidisciplinary approach                            | 2026-2028   | Dr. Deependra Parajuli        | Research Coordination and Development Council (RCDC), Research Directorate, TU, Kirtipur/IRG |

### Organogram





## Human Resources

Currently, there is a team of 27 personnel, comprising 10 full-time faculty members and 17 administrative staff members aligned to different laboratories and units: Applied Biotechnology Laboratory; Applied Computational Sciences; Biodiversity and Nature Conservation; Documentation Unit; Food Technology Laboratory; Materials Science Laboratory; Nanotechnology Research Laboratory; Natural Products Laboratory.

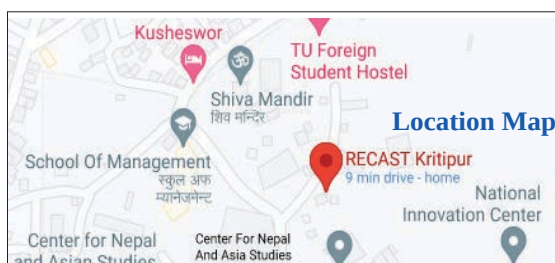
## Research Publications

Our researchers have published more than 50 research/review articles in peer-reviewed national and international journals in 2025 and also contributed to books. PhD dissertations as well as MSc theses have been supervised by our faculties.

## Networking and MoU

RECAST has established collaboration/partnership with many national and international organizations. RECAST has established network with Department of Pharmaceutical Biology, University of Regensburg, Martin Luther University, Halle, Institute of polymer research, Dresden, Germany, Department of Pharmacognosy and Herbal Medicines, Wrocław

Medical University, Poland, College of Science and Technology, Andra University, India, Institute of Zoology, Chinese Academy of Science to conduct joint research activities.



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# Research Centre for Educational Innovation and Development

## Introduction

Research Centre for Educational Innovation and Development (CERID) is a leading national research center working in the field of education in Nepal. It is well-dedicated to the promotion of education through educational research, training and innovative work. With the commitment of promoting quality education, this center was established in 1975 under the National Education Committee, Government of Nepal. Later, it became a wing of Tribhuvan University in 1979, and has been governed by the rules and regulations of the university. These days, CERID is running as an autonomous body as per the decentralization policy of the university. With this arrangement, CERID can undertake research activities solely on its own or in collaboration with national and international institutions. Overall, its activities are directed towards undertaking policy research, educational innovations and relevant issue-based studies.

## Vision

CERID envisions to become a leading educational research institution for enhancing the quality of education.

## Mission statement

- Establishing links between educational knowledge and development endeavors
- Developing human resource in the field of education at various levels
- Fulfillment of the needs of educational research-cum innovation required for national development

## Goals

- To generate research-based knowledge by undertaking research and evaluation activities as well as innovative experiments in various aspects of formal and non-formal education,
- To carry out research projects considering the link between education and development,
- To facilitate educational policy formation, planning and implementation,
- To develop the human resources required for implementing educational programs,
- To disseminate and share experiences, ideas and information of educational importance by organizing conferences, seminars, workshops, and also by publishing reports, journals and newsletters.

## CERID's mode of operation

The Executive Director, who is appointed by the university, heads this research center. The Centre runs under CERID Management and Development Council. Under the Decentralization Regulations of the university, CERID can exercise a great deal of autonomy in undertaking research and conducting activities on its own initiative.

The following are the broad areas of research and innovation under the scope of CERID

- Basic school to higher education
- Curriculum, instructional materials and pedagogy
- Educational governance, organization, management, administration, monitoring and evaluation
- Non-formal education, early childhood development, religious and indigenous education
- Development of educational human resource
- ICT and education

## Collaborative relationship

CERID has undertaken various research studies in collaboration with different wings and ministries of the Government of Nepal including the National Planning Commission, Ministry of Education, Department of Education, and University Grants Commission of Nepal.

Internationally, it has established links with renowned universities such as University of Alberta (Canada), University of Massachusetts (USA), University of Liverpool (UK), National University of Educational Planning and Administration (India), University of East Anglia, UK, University of Sussex, UK, Concordia University, Canada. CERID is in working to establish relationship with several international agencies – namely UNESCO, UNICEF, NORAD, etc. It is a member of some network organizations like International Institute of Educational Planning (IIEP), Paris and Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP).

## CERID's contributions in the past

CERID has undertaken very important research projects and innovative activities that have significantly contributed to the development of education and nation building in the context of Nepal. Some historically important works

carried out under CERID are as follows.

- i) **Literacy promotion initiatives:** CERID conducted an experimental project on New Approach to Adult Education Program in the 1970s. Similarly, it undertook the World Education funded 3-year pilot project on Integrated Non-formal Education Program – which included awareness raising as well as functional literacy.
- ii) **Instructional improvement:** In 1982, CERID collaborated with International Development Research Centre (IDRC), Canada, and undertook 3 nationally important experimental projects – namely Instructional Improvement in Primary Schools (1982-86); Learning Enhancement Through Language Enrichment (1987-91); and Pre-School Education for Better Nutrition (1992-94). These undertakings became very significant in the history of Education in Nepal – as the first project provided the groundwork for implementing “Primary Education Project”; the second one provided adequate evidences and process for implementation of multilingual education in Nepal; and the third project became the base for community-based approach to holistic early childhood development in the country.
- iii) **Identifying educational barriers:** With the support of World Education Inc/USA, a three-year project was conducted in the 1980s on Determinants of Participation in Rural Nepal – which aimed to identify and assess the various factors affecting the participation of children in primary school classes.
- iv) **Linking non-formal education with income generation:** An important project was conducted in the early 1990s on Non-formal Education and Rural Income Generation for Chepang (Prajya) Women and Youths, for which the prestigious ‘Raja Roy Award’ instituted by UNESCO Staff Association, Bangkok was conferred to CERID.
- v) **Formative Research Project (FRP):** This project was started in 2001 and continued up to 2009. In the beginning, this project contributed to the second phase of Basic and Primary Education Project (BPEP II), and later on it contributed towards the implementation of Education for All (EFA) in the country. The project was undertaken with the technical support of Norway towards facilitating effective implementation of BPEP and EFA.
- vi) **Studies on community learning:** Some major research studies have been undertaken on Community Learning Centres (CLCs), which include: An Assessment of CLC Operation in Nepal (2004); and A Study on Community Ownership and External Intervention for Sustainability of Community Learning Centres in Nepal (2007) – supported by UNESCO Bangkok.
- vii) **Evaluation studies:** CERID has done a number of evaluation studies concerning educational programs and policies, which include: (a) UNICEF-supported Education for Girls and Women in Nepal, (b) UNESCO-supported Education for Rural Development in Seti Zone, (c) USAID- supported Radio Education Teacher Training Project, and (d) FAO-supported Nutrition Education and Vitamin A Project.
- viii) **Survey studies:** Various educational surveys have been conducted in the past. Some important ones include: Parents’/Guardians’ Knowledge, Attitude and Practices on Early Childhood Development and Primary Education (UNICEF-supported), Literacy Survey of Nepal (UNESCO supported), Early Learning and Development Standards (ELDS) survey, Water, Sanitation and Hygiene survey (UNICEF-supported), etc.
- ix) **Knowledge dissemination through publication:** CERID has been playing a role for disseminating knowledge and innovative ideas that bear on This role is visualized through two journals Education and Development (English medium) and Bikasko Nimti Shiksha (Nepali medium). These journals publish articles written by reputed experts and specialists. Besides, Journal of Early Childhood Development has also been published by this centre from time to time. Useful teacher’s manuals, handbooks, pictorials, storybooks, literacy materials etc. have also been published.
- x) **Organizing seminars:** CERID’s works are also concerned with organizing nationally important seminars and discussion events (including ‘Dialogue Sessions’) on the pertinent themes and issues of national importance. Right from the beginning of the institution in the 1970s, several such events have been organized every year. Some of such events have been organized by this institution alone, while others have been completed in partnership with Government of Nepal as well as international development partners including: UGC Nepal, UNESCO, UNICEF, Asia South Pacific Bureau of Adult Education (ASPBAE), Asian Program of Educational Innovation for Development (APEID), etc.

#### Research activities

The main research-related activities completed by CERID during 2013-25 are (i) higher education, (ii) school

education, (iii) non-formal education, (iv) Nepalese language studies, (v) dialogue sessions.

- i) **Higher education:** Three studies have been completed on Nepalese higher education, entitled as: (1) A Study on Effectiveness of Engineering Education Program Implementation; (2) Improving Students' Learning of English Through Teacher Participation in Action Research: The Case of Vocabulary and Reading Comprehension at B.Ed. Level; and (3) A Study on Effectiveness of BBA (Bachelor of Business Administration) and BIM (Bachelor of Information Management) Program Implementation. The three studies were supported respectively by Institute of Engineering/Tribhuvan University, University Grants Commission/Nepal, and Faculty of Management/Tribhuvan University.

CERID has completed a research entitled Research-Teaching Interface: Situation Analysis of Tribhuvan University in Nepal (FY 2074/75), which attempted to explore how far the Deans Offices, Research Centre, constituent campuses and faculties of TU are engaged in research works and making publications. In the same way, a study on Academic Performance in Higher Education: A Study on the Factors and Issues of Student Performance in Examination (completed in 2019) has been conducted in collaboration with University Grant Commission.

Most recently, CERID has completed a national priority research entitled "Pedagogical Inputs through Online Mode and their Effects on Students' Achievement in the Context of Covid-19 Pandemic: A Case of Higher Education Institutions in Nepal (2022-2024)" funded by Research Directorate, Tribhuvan University.

- ii) **School education:** The project entitled Longitudinal Study on System Indicators (a part of Formative Research Project for School Sector Reform Program) has been conducted by CERID for Department of Education (DOE), Government of Nepal every year. This project aims at identifying the changing status of school situation in several indicators including the students' upgrading in schools. Another study entitled Baseline Survey for Promoting Safety and Security in Schools in Nepal was conducted with the support of Plan Nepal. Verification of Incentives Linked Indicators on Student Database was another project supported by Department of Education, Government of Nepal.
- iii) **Non-formal education:** With the support of Non-formal Education Centre (Ministry of Education),

the project of preparing an Inventory of Non-formal Education Providers in Nepal was completed. In the Inventory, database of the NFE providers has been prepared that included the national as well as international agencies working for NFE promotion in Nepal. Another project supported by Non-formal Education Centre was entitled Mid-term Evaluation of Literacy and Livelihood Skill Development Project for Conflict Affected Women and Children.

- (iv) **Nepalese language studies:** A study entitled Language shift in Nepal: A general study was undertaken in the fiscal year 2074/75, in collaboration with the Language Commission. This study has drawn some findings regarding how languages in Nepal are facing shift under the influence of media, market and migration. And, it has also explored how language shift is apparent across the generations. On this theme, another study has recently been conducted on Media Effects on Interlingual Shift: A Study on the Languages of Nepal (FY 2075/76). This study has shown how media influence is shaping interlingual shift in the languages of Nepal.

- (v) **Dialogue sessions:** A series of dialogue sessions had been organized and conducted by CERID. An outstanding one was on the broader theme 'Youth and Uncertainty in Nepal' (FY 2075/76), in collaboration with Action Aid Nepal. Similarly, a one-day Dialogue Program among Universities and Research Organizations funded by UGC Nepal was conducted at CERID in May 2024. These dialogue sessions were conducted and communicated to the concerned stakeholders including researchers, university teachers and students, policy makers and other interested people. However, currently there has been an interruption in these dialogue series.

### Key Research Activities for the last five years

- (i) **DLIs Verification (2020-2025):** In collaboration with Ministry of Education, Science and Technology (MoEST), Government of Nepal, CERID conducted DLIs verification for the Fiscal Year 2020/21, 2021/22, 2022/23, 2023/24 and 2024/25. These verifications were mainly based on large sample survey throughout the country.
- (ii) **Family literacy and intergenerational learning (2019-2021):** In collaboration with the University of East Anglia, UK, the University of Santo Tomas, Philippines, University of Malawi, Malawi, Bahirdar University, Ethiopia, CERID conducted a research on family literacy and intergenerational learning.

In Nepal, four communities that include Chamling Rai, Gurung, Brahmin-Kshatriya and Muslim were studied particularly targeting their culture, indigenous medicinal practices, language learning and the transfer of knowledge and skills into the younger generations. Besides the research report, CERID developed a policy brief, field documentary, and indigenous knowledge and skills documentation manual for orienting government bodies including Community Learning Centres (CLCs) to promote the transfer of local indigenous knowledge and skills and cultural values to the new generations.

**(iii) ReMALIC Research (2021-2022):** In collaboration with Open University London, University of Dhaka, Bangladesh, Ahfad University of Women, Sudan, Regional Centre of Teacher Training, Senegal and Monash college, Australia, CERID conducted a research project entitled “Reaching out to Marginalized Populations in Under-resourced Countries”. Two communities and the schools were involved in this research. The research has explored the access, opportunity and experience of the school children of the Tharu community of Nawalparasi and a squatter community of Kathmandu Metropolitan City on English language and technology.

**(iv) Research in Sports (2021-2022):** In collaboration with the Ministry of Youth and Sports, Government of Nepal, CERID conducted research on the physical fitness of national players in the country. This is the first ever conducted research for exploring the existing physical fitness of the players and providing policy inputs and guidelines for the government of Nepal.

**(v) Need Analysis in Higher Education (2020-2022):** With the research grants from the University Grants Commission, CERID conducted need analysis in higher education relating the major stakeholders including community and policy makers. The research is targeted to provide the policy inputs to the university executives to reframe higher education policy and programs in line with the needs of state, community and students and parents.

**(vi) National Priority Research (2022-2026):** Winning the competitive research grants from the Research Directorate of Tribhuvan University, CERID has been running a few national priority research studies in Nepal. Pedagogical Inputs through Online Mode and their Effects on Students’ Achievement in the Context of Covid-19 Pandemic: A Case of Higher Education Institutions in Nepal (2022-2024),

Integrated Curriculum Implementation in Nepal (2022-2025). Implementation of National Midday Meal Program at the Community Schools of Nepal (2022-2025), and Revitalizing Social Sciences in Tribhuvan University: Historical Trends, Present Status and Future Directions (2023-2026) are a few major research projects being undertaken. These research studies are all targeted to explore the existing status of the programs and provide policy inputs for the concerned stakeholders.

**(vii) Model School Detailed Project Report (DPR):** Preparation of report with the roadmap for quality enhancement of Nijamati Residential School, Dhankuta (2025-2025) funded by the Ministry of Social Development, Education Directorate, Koshi Province.

**(viii) Skill Training Impact:** Impact Evaluation of Skill Development Training Conducted by the National Academy of Vocational Training (2025-2025) funded by Ministry of Labour, Employment and Social Security.

**(ix) Effectiveness of Programs, Methods and Materials:** (a) Assessing the effectiveness of technical stream program at the secondary level [9-12], (b) examine the role and effectiveness of Community Learning Centers (CLCs) in promoting literacy, alternative education, and lifelong learning: skill based, (c) evaluate the effectiveness of multi-grade and multi-level (MGML) teaching methods with reference to learning achievement, and (d) assessing the use and effectiveness of audiovisual materials in enhancing learning at school level education (2025-2025) funded by Centre for Education and Human resource Development (CEHRD) Sanothimi, Bhaktapur.

**(x) Educational Policy Reform:** Find out the status of policy intervention regarding school mergers/ adjustments/closures based on student numbers, focusing on the school-student ratio (2025-2025) funded (CEHRD) Sanothimi, Bhaktapur.

**(xi) Impact Study:** (a) Analyze the management and use of school libraries, science, and information technology (IT) laboratories and their outcomes and impact on utilization and learning, (2081-82) funded by CEHRD, and (b) A Study on the Impact of Post-Disaster Physical Infrastructure Construction on Promoting Quality Learning (2025) funded by Central Level Project Implementation Unit (CLPIU) Sanothimi, Bhaktapur.

In FY 2082-83, CERID is conducting an impact study

in collaboration with CEHRD on the following topics:

- IEMIS Verification
- Youth Aspiration Implications for Education
- Home-Grown School Feeding
- High Repetition Rates in Community Schools, Especially at Lower Grades in the Basic Level
- Online Teacher Capacity Development
- Distribution and Management of Sanitary Pads in Community Schools

Similarly, CERID is also conducting research on “Educational Losses and Remedial Strategies for Children Affected by the Jajarkot and Bajhang Earthquakes of 2080” in collaboration with CLPIU.

**(xii) Workshop and Training:** A Workshop on Research Grant Writing for Faculties and Researchers funded by UGC, Nepal, and Quantitative Data Analysis Using SPSS funded by UGC, Nepal.

xii) Other Ongoing Research: Impact and Effectiveness of Scholarship and Equity Grants on Higher Education in Nepal

Navigating the Trend of Overseas Higher Education: Motivations, Conditions and Policy Implications for Nepal

Post-SEE TVET Pathways Harmonization: A Study under Diploma and Grades 9–12 Technical Stream Programs in Nepal

Effectiveness of the Flipped Learning Model for Teaching Higher-Level Mathematics and Science Students at Tribhuvan University

Role of CERID in Research since its Establishment to the Present Condition

Current Status of the Maithili Language: Representation in Education and Challenges

xiii) Journal Publication: CERID publishes two peer-reviewed annual journals, Education and Development and Bikasko Nimti Shiksha. CERID has adopted a policy focused on enhancing the quality of the journals to upgrade them to Scopus-indexed journals within the next few years and has committed to publishing them on a biannual basis going forward.

## Documentation

CERID has a library with 10716 books, 134 journals in the relevant academic areas, and 1300 research reports in the field of education. The main areas covered in this collection include educational policies,

research methodology, teaching and pedagogy, science, economics, political science, language, environment, ecology, chemistry, physics, culture, and religion.

## Human Resource

Working with the rules and regulations of Tribhuvan University, CERID has a group of well-recognized and experienced faculty members having expertise in various areas of education. The faculty members are listed below.

### Executive Director

Dr. Rajendra Kunwar

### Researchers

Assoc. Prof. Indira Pant

Assoc. Prof. Raju Manandhar

Asst. Prof. Dr. Shree Kirshna Panthee

Asst. Prof. Dr. Narendra Raj Paneru

Asst. Prof. Om Chandra Thasineku

Asst. Prof. Dr. Dev Raj Acharya

Asst. Prof. Dipak Khanal

Asst. Prof. Dr. Krishan Bahadur Thapa

Asst. Prof. Mahendra Neupane

Asst. Prof. Indresh Thakur

Besides, CERID has a pool of experts in several specialization areas - including Early Childhood Education, Special Needs Education, Curriculum, Mathematics Education, Science Education, Information and Communication Technology (ICT) Education, Social Studies, and so on. The pool of experts includes the human resources that can work in educational surveys, policy research, as well as intervention studies. Rosters are built involving these experts from Tribhuvan University, and CERID makes arrangements to seek their service as required.

Dr. Rajendra Kunwar

Executive Director

CERID, Tribhuvan University

Balkhu, kathmandu, Nepal

Phone No. 01-4286732

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Website: <http://www.cerid.org>



# Curriculum Development Centre

Curriculum Development Centre (CDC) was established in 2030 B.S. with the primary objective of developing curricula for the various faculties and institutes of Tribhuvan University. Subsequently, the Centre also assumed responsibility for issuing equivalence

curricula but also organizes seminars, orientation programs, and workshops to facilitate effective curriculum implementation. Furthermore, it encourages teachers and scholars to produce quality textbooks and other instructional materials.

In addition, the CDC serves as the secretariat of Equivalence Determination Committee Board, chaired by the Rector of Tribhuvan University. The Board is responsible for determining and granting equivalence to academic certificates obtained from various national and international universities and institutions. The Centre also provides institutional equivalence and grading for academic programs operated in

certificates to students who graduated from other universities and institutions within Nepal, as well as from foreign educational institutions. CDC was later reconstituted under TU rules of the Organization and Academic Administration Rules, 2050 B.S.

To effectively carry out its functions and responsibilities, the CDC forms various committees related to equivalence determination, credit transfer, grading, verification of certificates from foreign universities, and subject-specific academic matters. The Centre currently operates through two major divisions: the Equivalence Section and the Credit Transfer Section.

Under the provisions of the University rules and decisions of the Executive Council, CDC is entrusted with several important academic and administrative responsibilities. These include curriculum design, revision, publication, and dissemination; administration of equivalence processes; verification of academic certificates of Tribhuvan University teachers and staffs; supervision of academic programs conducted in Nepal by foreign universities with approval from Nepal Government; and development of standards and criteria for equivalence, subject to approval by the Academic Council.

The CDC functions under the Office of the Rector and is headed by the Executive Director. It also oversees two subject committees for compulsory subjects—Nepali and English—each led by a chairperson selected from the respective discipline. In collaboration with these subject committees, the CDC not only develops compulsory

Nepal with the approval of Nepal Government. Likewise, the center's Executive Director becomes an ex-officio member of TU Academic Council, Faculty Boards of all Faculties and Institutes of TU, and Equivalence Determination Committee Board of CDC under the Ministry of Education and Sports and of CDC under CTEVT.

Furthermore, the Centre publishes the Curriculum Development Journal, an annual bilingual and multidisciplinary research journal. It also publishes and distributes booklets of various Tribhuvan University curricula, as well as booklet sets of TU Rules (Red Books Sets).

In light of the Government of Nepal's decision to transfer the authority for equivalence-related functions to the University Grants Commission (UGC), effective from 1st Shrawan 2083 B.S., a committee has already been constituted to provide recommendations for the institutional restructuring of the CDC.

Prof. Ram Krishna Tiwari, PhD  
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## TU Service Commission

The university has its own Service Commission headed by the Chairman. There are mainly two responsibilities of the commission:

- To administer competitive written examinations and interviews for the applicants who wish to enter the university service and recommend the successful candidates for the appointment to positions of teaching and administration.
- To administer required examinations for teachers and administrative staff of the university for their promotion and recommend the successful candidates for the appointment.

Kishore Thapa  
Chairman  
TU Service Commission  
Kirtipur, Kathmandu, Nepal  
PO Box 8212  
Phone: 977-1- 4330841  
Email: chairman@tusc.tu.edu.np  
Website: www.tuservicecommission.edu.np



## Appellate Commission

Tribhuvan University has an Appellate Commission to look into and give decisions on the appeals filed by university employees for their grievances and dissent on decisions and matters of appointments, promotions, divisional/sectional action, and so on.

Surya Prasad Adhikari  
Chairman  
Appellate Commission  
Central Administrative Building  
Kirtipur, Kathmandu, Nepal  
Phone: 977-1-4330397  
Fax: 977-1-4331964  
Email: chair.ac@tu.edu.np



## Office of Academic Council

According to TU Act 2049 B.S. there is an Academic Council consisting of 50 members as follows:

- Vice Chancellor - Chairman
  - Rector - Deputy Chairman
  - Registrar - Member
  - Deans of Institutes - Member
  - Deans of Faculties - Member
  - Heads of Subject Committees represented by at least one member from each Institute and Faculty - 10 Member
  - Other members from different disciplines - 28
- Total - 50

### Main Functions

- To manage for meetings
- To decide the curricula for the subjects to be studied and taught at the university
- To ascertain the mode of examinations
- To prescribe the eligibility criteria for enrolment in the subjects to be taught at the university
- To advise the Executive Council in academic matters
- To formulate research policies
- To approve the recommendations and decisions made by the Faculty Board for their implementation
- To carry out other identified functions

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# Natural History Museum

Half a century ago, in 1975, Tribhuvan University, Institute of Science and Technology, Natural History Museum (NHM), pioneered the wonders of our natural heritage and beyond. We reflect on the journey that transformed the NHM, Nepal's one of the prominent institutions. The NHM, nestled on the UNESCO World Heritage Site, beautiful Swayambhu Hill, in Kathmandu, Nepal, is devoted to the preservation and promotion of Nepal's rich natural heritage, combining cultural aspects with scientific enthusiasm, making the area appealing for researchers, students, and nature lovers.

From the beginning, the NHM has become a living, breathing archive of our planet Earth, with each show touching on the rhythms of nature in harmony with human life, the intimate relationship between humanity and nature, and the wonders of natural history. The NHM houses a number of animals, plants, and paleontological specimens either through wet/dry preservation or through taxidermy,

which is a scientific art with the combination of knowledge and skill for the preservation of the skin of vertebrates along with their fur, feathers, or scales and mounting them on artificial body armatures until they appear lifelike. The NHM has thousands of taxidermy collections and has also been performing activities and trainings in Nepal since its establishment. It enables people to explore collections for research, inspiration, learning, and enjoyment.

**The Natural History Museum as the scientific authority on fauna for CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora)**

Given the growing importance of wildlife and plant species in scientific, cultural, economic, recreational, and ecological perspectives, where illegal collection and trade activities are controlled due to the growing demands at an international level, there is equal responsibility on the part of the government and the general

public for the protection of wildlife and plant species.

With this recognition of need, the “Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)” came into being. Nepal became the 12th country in the world to sign the CITES Convention on July 12, 1975. Nepal has been consistently implementing the provisions of the convention since its adoption. There are currently 185 Parties to the convention.

In Nepal, according to the Forests, National Parks, Soil Conservation, Environment and Endangered Wildlife Related Act and Regulations Compilation, B.S. 2081, Section 16 states the implementation of the CITES Convention. The Department of National Parks and Wildlife Conservation has been designated as the Management Authority for matters related to wildlife and wildlife specimens. For matters related to plants and plant specimens, the Department of Forests and Soil Conservation has been designated as the Management Authority. The Natural History Museum, Swayambhu under Institute of Science and Technology, Tribhuvan University has been designated as the Scientific Authority for wildlife-related matters since 1990, whereas the Government of Nepal’s Department of Plant Resources has been designated as the Scientific Authority for plant-related matters. Section 19 specifies the following duties, responsibilities, and powers of the Scientific Authority (Natural History Museum for fauna). Similarly, in Section 25 (1), among the laboratories that may be designated for conducting scientific examinations for the purpose of Sub-section (7) of Section 30 of the Act, the laboratory of the Natural History Museum under Tribhuvan University is also included. Likewise, according to Section 28 (4) related to fund management, provision has been made for a representative of Tribhuvan University, Natural History Museum has been included in the Fund Management Committee. Furthermore, under Section 36, provision has also been made for an officer-level representative of the Natural History Museum to be included in the Technical Committee. In addition, according to Section 31, in order to effectively implement this Act and the Convention, a National Coordination Committee for endangered wild fauna and flora has been formed, consisting of twelve members including a coordinator. The committee is responsible for recommending policy, legal, and institutional measures to the Government of Nepal for the conservation and promotion of

endangered species of wild fauna and flora, as well as for providing necessary support and coordination for the implementation of the Act. Provision has also been made for the Chief of the Natural History Museum to serve as a member of this committee (see also Endangered Wildlife and Plant International Trade Control Act, B.S. 2080). Information can also be accessed from the official CITES website (<https://cites.org/eng/parties/country-profiles/np/national-authorities>). As per the CITES provisions, decisions regarding the export and import of wildlife and plant species listed under the Convention must be made by the Management Authority based on the recommendations of the Scientific Authority. All concerned agencies have been regularly carrying out their respective responsibilities with active participation. The museum provides expert views on CITES, a forum for interaction, and opportunities for collaboration and networking. In addition, the Natural History Museum hosts seminars for students and the community as well, inside and outside the museum.

### Objectives

- To collect and preserve floral, faunal, geological, and other natural specimens from different parts of Nepal
- To study and research, or make provision for study and research on the natural resources, the ecology, and the environment of Nepal
- To provide training on the natural history of Nepal
- To prepare documents of natural history and related fields
- To establish collaboration with the business community, as well as other national and international natural history, educational, and environmental institutions/organizations
- To create general interest in the conservation of natural heritage and related fields, and to raise general consciousness of polluted environments and conserving natural resources
- To create general awareness among people about preservation, conservation, and sustainable uses of natural resources

The NHM pursues a multifaceted approach to its goals:

- **Collection and Preservation:** Being a breathing center of discovery, the NHM systematically gathers and safeguards floral, faunal, and geological specimens from different parts of Nepal. These collections hold historical and scientific significance and support groundbreaking research in taxonomy, conservation, and evolutionary biology. The NHM also houses vector mosquitoes in its vector information center, where visitors can get informed about their life cycle and morphological features in artistic form, along with a documentary and preserved specimens.
- **CITES:** Since 1990, the NHM is serving as Nepal's scientific authority (fauna) for CITES, providing expert advice to control wildlife trafficking and supporting legal enforcement. The NHM cooperates with the Government of Nepal, the Department of National Parks and Wildlife Conservation, District Forest Office (s), the Nepal Police, the Armed Police Force, etc.
- **Research and study:** The NHM is contributing to scientific knowledge on natural resources, environmental issues, etc.
- **Conservation education and training:** Offers/ conducts seminars, workshops, training, and awareness/educational programs to students and communities.
- **Collaborations/Cooperations:** Collaborations with national and international institutions/ organizations, including government bodies, to broaden its impact. Collaborations, such as the EntoCAP Project, with the Nepal Health Research Council, recently with Lily's Leaves, Community Police, Environment Law Society Nepal, Nepalese Ornithological Union etc.
- **Publications:** The NHM publishes the Journal of the Natural History Museum, a peer-reviewed journal, with contributions from esteemed academics. It also publishes books and reports, and faculty members contribute articles to national and international journals.

#### Our contributions:

- Journal of Natural History Museum
- Journal articles

- Books
- Book chapters
- Dissertations
- Reports
- Other publications
- Presentations, etc.

#### Highlights

- **MoUs:** i) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University and the Community Police Service Center-Community Service Forum, Swayambhu, Kathmandu, Nepal. ii) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University, Swayambhu, Kathmandu and Lily's Leaves, Lalitpur, Nepal. iii) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University, Swayambhu, Kathmandu and Central Department of Microbiology, Tribhuvan University, Kirtipur, Kathmandu, Nepal. iv) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University, Swayambhu, Kathmandu and Environment Law Society Nepal. v) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University, Swayambhu, Kathmandu and Himalayan Conservancy. vi) A memorandum of understanding (MoU) between the Natural History Museum, Tribhuvan University, Swayambhu, Kathmandu and Nepalese Ornithological Union.
- **Programs:** i.) Awareness program conducted on the Convention on International Trade in Endangered Species (CITES) and specimen preservation techniques (in cooperation with the Community Police Service Center-Community Service Forum). ii) Cheer Pheasant Conservation Workshop (with Nepalese Ornithological Union). iii) Dengue awareness/education program in cooperation with the Community Police Service Center-Community Service Forum an Geetamata Secondary School, Dallu, Kathmandu. 27 August 2025. iv) Awareness program conducted on the Convention on International Trade in Endangered Species (CITES) and Animal Taxidermy techniques for the Government of Nepal, Ministry of Defense,

Nepalese Army at the Natural History Museum. 2082-7-14. v) Celebration of National Wildlife Week in Cooperation of Environment Law Society Nepal, in Shivapuri Rural Municipality, Sherabagar, Nuwakot. 2083/1/7. vi) Bird survey in Swayambhu Religious Forest Area in cooperation of Nepalese Ornithological Union. January to December 2026.

- **Collections growth:** The museum acquired a full-body specimen of a black panther, a full-body specimen of a common leopard, more than 80 ant specimens, more than 90 hornet specimens, 14 fish specimens, 48 reptile specimens, and a proposed new tick species, *Ixodes yeti*. In addition, more than 50 medicinal plant species, each labeled with a laminated description, have been installed in flower vases throughout the Natural History Museum premises. These include *Artemisia* sp. (Titepatee), *Rauwolfia serpentina* (Sarpagandha), and *Chrysanthemum* sp. (Godavari).
- **Tagging/Updates:** Re-tagging and updates of botanical and zoological specimens. The tag reformation of bryophytes and medicinal plants has been completed in the exhibition hall.
- **Re-arrangement and management of bryophyte specimens:** Completed. (in the room in old yellow building).
- **Plot development and plantations:** *Artemisia* sp. (Titepatee), *Rauwolfia serpentina* (Sarpagandha), and *Chrysanthemum* sp. (Godavari) at the NHM premises.
- **Sanitation and cleanliness:** Altogether eight trucks of garbage were removed in cooperation with Kathmandu Metropolitan City. Four days NHM premises cleaning campaign was conducted in cordial cooperation with Ward No. 15, Kathmandu Metropolitan City. Altogether ten trucks of garbage were taken out. The NHM premises, along with the museum hall has been maintained.
- **Community partnerships:** Working with Nepal Police, Community Police Service, and local people to increase access to museum resources and bring biodiversity, CITES, wildlife crime education/awareness to society.
- **Database on GBIF:** Database preparation and 13036 lepidoptera and 48 fossil records are now available

on GBIF in cooperation with ICIMOD. Students from Tribhuvan University, Central Department of Zoology and Patan Multiple Campus worked as interns. This accomplishment represents a major step toward the digitization, preservation, and global dissemination of Nepal's invaluable natural heritage.

- **Green house and vermicomposting site:** The ongoing development of the greenhouse, garden and vermicomposting site within the premises of the Natural History Museum in cooperation of Lilly's Leaves Nepal stands as a remarkable achievement towards strengthening scientific research, biodiversity conservation, environmental education, and nature-based learning for future generations. This initiative is transforming the museum premises into a vibrant center for plant conservation, ecological awareness, and hands-on academic research for students, researchers, conservationists, and visitors to study native flora, plant diversity, ecosystem relationships, and sustainable environmental practices in a natural setting.
- **Digitization of some CITES listed animal specimens:** The ongoing digitization of some CITES listed animal specimens through the meaningful collaboration between the Natural History Museum and Environment Law Society Nepal marks an achievement in Nepal's scientific and conservation journey. By transforming valuable biological collections into digital records, this initiative is strengthening biodiversity research, preservation, education, and global accessibility of Nepal's rich natural heritage for future generations.
- **The Tribhuvan University Natural History Museum Hem-Ganga Bird Research and Conservation Honor Award Presentation and twenty precious oil paintings** of birds created by Hem Paudyal, an artist and poet, were handed over to the Natural History Museum by his wife, senior literary figure Ganga Karmacharya Paudyal, to Museum Chief Dr. Ishan Gautam. The museum also presented her with a letter of appreciation. For the continuation of the award, an endowment fund of Rs. 500,000 has been established at the Tribhuvan University, Natural History Museum by writer Ganga Karmacharya Paudyal on behalf of Hem Paudyal's family.

- The Natural History Museum and Nepalese Ornithological Union have committed to work to preserve Nepal's natural history and raise public awareness of bird diversity through scientific documentation and conservation efforts.

## Challenges

There are significant challenges in the operations of the Natural History Museum because of lack of adequate human resources in areas such as academics, administration, and accounts departments. This museum is currently understaffed although it has many obligations both at national and international level that include conserving biodiversity, research, education, and CITES implementation in Nepal.

These challenges include:

- Lack of Academic Staff, lack of administrative staff, and administrative human resource limitations. Lack of accounting staff leads to ineffective financial management, auditing, budgeting, and reporting. Limitations in prioritization affect organizational growth. Human resource deficiencies also hamper planning and expansion projects, museum development plan and hinder its ability to seek external financing and collaborate internationally. In addition, over 50,000 biological specimens need professional maintenance, yet technical manpower remains inadequate. Thus, this reduces efficiency in organizing exhibitions, trainings, workshops, and visitor management. Lack of trained staff increases risks of deterioration, data loss, and poor documentation.
- The museum struggles to modernize displays, digital systems, and visitor services due to workforce shortages and budget limitations.
- Inadequate staffing reflects broader structural problems in Nepal's public academic and administrative systems.
- The museum has been utilizing 21.1 ropani (1.073 ha) of land including its premises where there are three buildings and two sheds since its inception (1975). After the implementation of the New Education System in B.S. 2028 the science program operated by Anandakuti Vidyapith was merged into Amrit Science College. Subsequently, the Government transferred the ownership of the land

along with certain physical assets of Anandakuti to the Tribhuvan University, Institute of Science and Technology, Natural History Museum. Hence, since that time, the utilization of the land is ongoing. According to the B.S. 2081 report of the Committee for Investigation of Land and Fixed Assets of Tribhuvan University submitted to the Government of Nepal, the said land belongs to Tribhuvan University. Therefore, it is necessary to initiate the procedural steps for issuing the land ownership in the name of Tribhuvan University and for formally establishing ownership of the land by the TU.

## Addressing these challenges requires

- Recruitment of suitable academic, administrative, and financial staff members.
- Training and capacity building of the staff members.
- Strengthening institutional funding and policy support.
- Modernization of museum management systems.
- As this is the country's only Natural History Museum of national and international significance, and also the Scientific Authority for the wildlife under CITES, there is much potential for development of the physical infrastructure of the museum.
- The initiation of procedures to transfer the land ownership to Tribhuvan University is also imperative.



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# Office of the Planning Directorate

## Introduction

The Planning Directorate is an important administrative body of Tribhuvan University (TU), functioning directly under the Office of the Vice-Chancellor. It serves as the university's strategic center for planning, budgeting, monitoring, evaluation, and institutional reform.

Located at the TU Central Office in Kirtipur, Kathmandu, the Directorate plays a vital role in supporting the university's long-term development goals. It provides evidence-based policy advice, coordinates the implementation of development programs, and ensures that university plans are aligned with national priorities and international collaborations. The Directorate also works as the secretariat of the Tribhuvan University Planning Council, assisting in high-level decision-making related to institutional planning, resource allocation, and performance assessment.

Tribhuvan University remains Nepal's leading institution of higher education, serving a diverse student population across a wide range of academic fields. The university offers undergraduate, graduate, postgraduate, and doctoral programs through its faculties, institutes, constituent campuses, and affiliated colleges across the country.

## Objectives

The Planning Directorate aims to strengthen Tribhuvan University's planning, budgeting, implementation, monitoring, and institutional development systems. Its key objectives are to prepare and review short-, medium-, and long-term development plans; formulate and manage development budgets; monitor university-wide programs; and support national higher education reform initiatives such as NEHEP.

The Directorate also provides strategic support in line with the Vice-Chancellor's vision, TU Vision 2030, and the strategic priorities for 2024–2028. It works to enhance faculty and staff capacity, strengthen academic governance and leadership, promote digital transformation, and improve project planning, monitoring, and evaluation.

In addition, the Directorate coordinates with the University Grants Commission, Government of Nepal, Ministry of Education, Science and Technology, Ministry of Finance, National Planning Commission, and development partners to secure policy, technical, and financial support. It also oversees affiliation-related responsibilities and supports institutional alignment with national education policies and international standards.

## Organizational Structure

The Planning Directorate operates under the Office of the Vice-Chancellor of Tribhuvan University. It functions according to the directives, priorities, and strategic vision of the Vice-Chancellor.

The Directorate is headed by the Planning Director and supported by professional staff working across different functional units. Although Tribhuvan University has formally decided to establish a separate Affiliation Management Directorate, it has not yet been implemented in practice. Therefore, at present, the Planning Director also oversees the responsibilities of the Affiliation Management Directorate.

The proposed functional units under the Planning Directorate are as follows:

- Monitoring and Evaluation Unit
- Development Budget and Planning Unit
- Project Coordination and Support Unit
- Engineering and IT Unit

## Affiliated Bodies and Collaborating Institutions

The Planning Directorate coordinates with key university bodies, government agencies, and development partners for planning, budgeting, monitoring, and institutional development. These include:

- Tribhuvan University Planning Council: A 29-member advisory body chaired by the Vice-Chancellor. It includes representatives from the National Planning Commission, Ministry of Finance, Ministry of Education, and other relevant institutions. The Planning Director serves as the

Member-Secretary. The Council discusses, reviews, and endorses TU's annual programs and budgets.

- University Grants Commission
- Office of the Vice-Chancellor, TU
- Office of the Rector and Office of the Registrar
- Government ministries and national institutions
- International development partners and funding agencies

### Policy Framework

The Planning Directorate promotes a governance approach based on strategic planning, transparency, inclusiveness, and evidence-based decision-making. Its main policy direction is to align Tribhuvan University's development with national priorities, the Sustainable Development Goals, and international standards of higher education.

A major priority of the Directorate is the implementation of the Strategic Plan 2024–2028. This plan is being carried out by aligning TU Vision 2030 with the Vice-Chancellor's Business Plan to ensure institutional consistency, prioritized actions, and measurable progress.

### Policy Implementation and Achievements

To translate its policy framework into practice, the Planning Directorate has undertaken the following measures:

- Developed scorecard-based criteria to support fair, transparent, and evidence-based budget allocation across faculties, institutes, and campuses.
- Strengthened participatory planning by involving academic and administrative stakeholders in planning and decision-making processes.
- Promoted the use of digital platforms for real-time monitoring, evaluation, reporting, and performance tracking.
- Aligned development programs and institutional priorities with TU Vision 2030 and the Strategic Plan 2024–2028 to ensure coherence, accountability, and measurable outcomes.
- Certified 451 affiliated colleges as public colleges through a systematic verification and approval process.

- Developed and implemented a uniform charter format for affiliated colleges to promote consistency, transparency, and institutional accountability.
- Initiated a rapid assessment of the physical infrastructure of TU campuses and departments to support evidence-based planning and resource allocation.
- Started the development of a comprehensive college database to improve institutional records, planning, monitoring, and decision-making.
- Initiated the development of the TU Integrated Educational Management Information System and proceeded with awarding the task to a contractor for its implementation.

### Evaluation System

The evaluation system of the Planning Directorate focuses on stakeholder satisfaction through structured and transparent mechanisms. In addition, the Directorate regularly engages with faculties, institutes, and campuses through feedback sessions, review workshops, and consultative meetings. These mechanisms help promote continuous improvement, ensure responsiveness to stakeholder needs, and maintain alignment with institutional goals.

### Research and Publications

The Planning Directorate holds a significant role in connecting research activities with policy development at Tribhuvan University. It prepares and coordinates important institutional documents that support strategic planning, strengthen transparency, and encourage evidence-based decision-making. Major publications and outputs include:

- Tribhuvan University Policy and Programs – prepared on a regular basis
- TU Strategic Plan (2024–2028) – implemented in a phased and systematic manner
- Allocation of Development Budget – carried out according to established criteria
- Monitoring and Evaluation Guidelines – brought into implementation
- Special Reports and Institutional Dashboards – approximately 50 percent completed
- Periodic Statistics and Data Development – prepared

to support institutional planning and review

Together, these publications and outputs help guide the university's strategic direction and strengthen institutional accountability.

### A Statistical Overview

This section presents a detailed breakdown of student enrollment for the academic year 2077–2081, categorized by faculty and institute. The data reflects TU's academic reach, institutional capacity, and student demand trends across various disciplines.

#### Faculty-wise Student Enrollment at Tribhuvan University (2077–2081)

| S.N | Faculty/Institute      | 2077/078       | 2078/079       | 2079/080       | 2080/081       | 2081/082       |
|-----|------------------------|----------------|----------------|----------------|----------------|----------------|
|     |                        | Student Number | Student Number | Student Number | Student Number | Student Number |
| 1   | Engineering            | 32488          | 29072          | 73219          | 56350          | 32109          |
| 2   | Agriculture            | 4236           | 2596           | 5207           | 3290           | 450            |
| 3   | Medicine               | 8889           | 10049          | 9725           | 6399           | 11503          |
| 4   | Forestry               | 1476           | 2391           | 2143           | 1145           | 1260           |
| 5   | Science And Technology | 27147          | 39504          | 46069          | 22401          | 21950          |
|     | <b>Technical Total</b> | <b>74236</b>   | <b>83612</b>   | <b>136363</b>  | <b>89585</b>   | <b>67272</b>   |
| 6   | Law                    | 19461          | 26116          | 5618           | 7387           | 2175           |
| 7   | Management             | 179871         | 247025         | 270120         | 268129         | 299416         |
| 8   | Education              | 88469          | 99807          | 111615         | 97966          | 133570         |
| 9   | Humanities             | 60616          | 81309          | 64003          | 68332          | 58737          |
|     | <b>Total</b>           | <b>348417</b>  | <b>454257</b>  | <b>451356</b>  | <b>441814</b>  | <b>493898</b>  |
|     | <b>Grand Total</b>     | <b>422653</b>  | <b>537869</b>  | <b>587719</b>  | <b>531399</b>  | <b>561170</b>  |
|     | Constituent Campus     | 161341         | 222355         | 215039         | 213258         | 204270         |
|     | Affiliated             | 261312         | 315514         | 372680         | 318141         | 356900         |
|     | Constituent Campus %   | 38.1733952     | 41.33999171    | 36.58874394    | 40.13142667    | 36.40073418    |
|     | Constituent Campus %   | 61.8266048     | 58.66000829    | 63.41125606    | 59.86857333    | 63.59926582    |

#### Total List of Graduate Students :2075-2081

| S.N | Faculty/Institute | 2075/2076 | 2076/2077 | 2077/2078 | 2078/2079 | 2079/2080 | 2080/2081 | 2081/2082 |
|-----|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1   | Agriculture       | 505       | 389       | 462       | 476       | 650       | 648       | 476       |
| 2   | Forestry          | 264       | 230       | 279       | 224       | 310       | 304       | 245       |
| 3   | Engineering       | 2972      | 2843      | 826       | 3831      | 2916      | 5304      | 1463      |
| 4   | Medicine          | 2175      | 1922      | 1340      | 2044      | 2882      | 1770      | 2280      |
| 5   | Science           | 6433      | 6127      | 2974      | 6074      | 7292      | 7007      | 7464      |
| 6   | Humanities        | 13695     | 9615      | 7507      | 13519     | 15035     | 13623     | 14851     |

|   |             |       |       |       |       |       |       |       |
|---|-------------|-------|-------|-------|-------|-------|-------|-------|
| 7 | Management  | 22845 | 19330 | 8343  | 22942 | 29355 | 31090 | 43610 |
| 8 | Law         | 1666  | 1915  | 880   | 1002  | 2364  | 3086  | 2335  |
| 9 | Education   | 20006 | 14812 | 7118  | 15068 | 18421 | 11317 | 16467 |
|   | Grand Total | 70561 | 57183 | 29729 | 65180 | 79225 | 74149 | 89191 |

Source: Office of The Controller of Examination

### The distribution of multiple and unitary campuses of TU : 2081/82

| S.N | Province      | Total | Multiple Campus | Unitary Campus |
|-----|---------------|-------|-----------------|----------------|
| 1   | Koshi         | 12    | 8               | 4              |
| 2   | Madhesh       | 5     | 4               | 1              |
| 3   | Bagmati       | 26    | 7               | 19             |
| 4   | Gandaki       | 7     | 3               | 4              |
| 5   | Lumbini       | 8     | 5               | 3              |
| 6   | Karnali       | 2     | 2               | 0              |
| 7   | Sudur Paschim | 4     | 2               | 2              |
|     | Total         | 64    | 31              | 33             |

### Certification of Community Campuses by Tribhuvan University

Tribhuvan University (TU) has 1,053 affiliated colleges across Nepal. In line with a decision made by its Executive Council, TU has initiated certification process for these affiliated institutions. The certification is being carried out based on defined criteria to ensure improved quality and accountability. The current focus is on community (public) campuses, with certifications underway across all seven provinces.

The provincial breakdown of certified community campuses is presented below:

| Province       | No. of Campuses |
|----------------|-----------------|
| Koshi          | 75              |
| Madhesh        | 30              |
| Bagmati        | 133             |
| Gandaki        | 72              |
| Lumbini        | 79              |
| Karnali        | 17              |
| Sudur Pashchim | 45              |
| Total          | 451             |

### Prospective Enhancements

- The Planning Directorate has identified several practical enhancements to strengthen its institutional role and improve planning functions. These proposed activities are aligned with available resources, institutional priorities, and implementation capacity.
- The Directorate plans to introduce a **Basic Digital Planning Dashboard** to display key performance indicators, support data-based decision-making, and assist in budget tracking.
- It also aims to develop **Online Monitoring and Evaluation Tools**, including web-based reporting templates and indicator-tracking systems, to improve regular monitoring and coordination among TU offices and campuses.
- A **Foundational Planning Training Program** will be organized through short-term workshops for academic leaders and administrators on strategic planning, data use, and performance reporting.
- The Directorate further plans to establish a **Planning Resource Corner** to collect and share reference materials on development planning and institutional best practices.
- To support international engagement, a focal person or small unit will be assigned for **International Collaboration Coordination**, including partner communication, grant documentation, and basic technical support.

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## Open and Distance Education Centre (ODEC)

### Introduction

Tribhuvan University (TU), Nepal's the oldest and largest public university, serves a diverse student population across its constituent campuses, schools, departments, affiliated campuses. Established in 2015, the Open and Distance Education Centre (ODEC), aims to expand access to quality higher education through open and distance learning modalities. One of the constituent academic organizations of the university, ODEC aims to provide quality higher education access to a wide range of individuals through virtual modes. ODEC has the mandate to facilitate and deliver higher education

programs in all the subjects approved by the university through online blended mode across the country. Growing demand of distance education conflicting schedule to attend the face-to-face mode education for the working professionals, penetration of Information and Communication Technology (ICT) in pedagogy of TU's policy to managedual mode programs, including blended learning to serve the mass are some of the factors that justify the establishment of ODEC in TU and its efforts in the same direction.

Open and Distance Education Centre has been running Master of Education Science in Digital Pedagogy (MESDP) for students of constituent and affiliated campuses of TU since 2023 and several online modes of teaching and learning workshops for teachers' professional development since its inception. Executive Council of Tribhuvan University decided to run Master of Public Administration (MPA) from ODEC through online blended mode. From the academic year 2082/2083, ODEC has started online and blended modes of instruction for the Master of Public Administration (MPA) program. As part of a capacity development initiative, ODEC has already conducted the first phase of Learning Management System (LMS) training for 20 faculty members from the Department of Public Administration. ODEC offers trainings, webinars, and conferences for capacity building of faculties for their continuous professional development. Previously, ODEC conducted LMS training to all the faculty members of Tribhuvan University across the country during Covid-19 pandemic period which included faculty members of campuses, central departments, schools, and institutes. Furthermore, ODEC has also conducted digital pedagogy training across 7 provinces of Nepal which includes 280 participants from constituent and affiliated campuses of TU from February, 2024 to August 2024.

#### **Academic Programs Conducted from ODEC**

- Master of Education Science in Digital Pedagogy (MESDP)
- Master of Public Administration (MPA) programs
- Faculty development programs in areas of pedagogy, research and academic writing

Higher education institutions worldwide are increasingly adopting digital and blended learning

modalities to respond to the changing needs of learners, advancements in information and communication technologies, and the demand for flexible access to education. TU serves a highly diverse student population across constituent campuses, schools, and departments nationwide.

Despite prior efforts by the Open and Distance Education Centre (ODEC) to promote digital pedagogy and LMS-based teaching, particularly during the COVID-19 pandemic, the absence of a centralized, integrated LMS infrastructure at the university level continues to constrain effective coordination, quality assurance, and system-wide standardization. Currently, campuses and departments employ disintegrated and informal digital platforms, resulting in inconsistencies in course delivery, assessment practices, academic records management, and student support services. This limits institutional oversight, weakens academic governance, and challenges the sustainability of digital learning initiatives.

The growing portfolio of ODEC-managed academic programs, including the Master of Education Science in Digital Pedagogy (MESDP) and the Master of Public Administration (MPA) offered in online and blended modes, further emphasizes the need for an institutionally supported LMS framework. As TU expands its dual-mode and blended learning agenda in alignment with national higher education policies and global trends, a centralized LMS becomes essential to ensure academic credibility, equity of access, and consistent learning experiences across campuses and disciplines.



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# University Campus





Located in Kirtipur, the University Campus has been evolving as the Center of Excellence for the pursuit of quality higher education, both theoretical and practical. The majority of faculties and institutions and central departments are located on the University Campus. Many of the students from home and abroad in pursuit of their Master's degree, MPhil degree, Doctoral and Post-doctoral degrees in various disciplines and schools in different faculties and institutes embark on their journey to the University of Campus in of Tribhuvan University in Kirtipur. The University Campus has been conducting the program to transform the Campus into a Center for Academic Excellence (CoAE).

Different Research Centers, along with different Departments and Schools, in the University Campus. This University Campus Complex comprises almost all of the Central Departments and Research Centers. Central offices of the University are also located within its premises extended to about 3500 ropanies of land.

**Vision:** The vision of the University Campus is to produce competent, competitive, productive and conscious citizens in order to meet the demands of national need and international markets by ensuring inclusive equitable and quality education opportunity to all citizens.

**Mission:** The mission of the campus is to impart standard higher education at the University Campus by developing it as a Center of Academic Excellence and ensure that the Campus will be developed as the National Center for teaching, research, and knowledge enterprise in the country with full institutional commitment, collaborative efforts among researchers, academics, government and development agencies giving momentum in disciplinary or interdisciplinary areas of research and teaching excellence. The CoAE will focus on high quality Research and Education in different disciplines; world-class research program that is recognized for excellence in different fields, and training and development services extended to the academic institutions and the community at large at the national and international levels.

**Goals:** The goal of the University Campus is to concentrate on talents in the arena, mobilize private and public sectors and collaboratively apply the talents to the tasks of up-scaling high quality education and research for developing economy status and improving the quality of life of people.

**Objectives:** Some of the major objectives of the University Campus are:

- To raise the quality in research and teaching in order to improve its international competitiveness.

#### **Specific objectives of the University Campus**

- To undertake and maintain the world-class teaching

and research in areas which are important to nation's development

- To develop nation-wide multidisciplinary and multi-sectorial research partnerships that coordinate the research and development priorities of all partners
- To create an enhanced technology and knowledge in order to improve the Nation's economic and social development
- To establish link with International Academic centers and make CoAE as an international repute
- To provide a high-quality environment for education and research in areas of national importance
- To extend international collaboration for research, seminars, and conferences
- To promote public-private partnership in the field of research and education
- To enhance publishing articles in international peer-reviewed and citation indexed journals
- To establish the link between the University and industry for the application of research results
- To reform teaching and learning modality for quality education involving both faculties and the students in research activities and set uniform modality for MPhil and PhD programs
- To set up and strengthen research laboratories and libraries with facilities that can cater/address national needs

### **Policies**

The main policies of the University Campus are:

#### **A. Develop Academic and Institutional Infrastructure**

- To develop and implement land use and physical infrastructure plan
- To renovate existing infrastructures
- To introduce performance based system in career development for teaching and non-teaching staff
- To establish Central laboratory of Science and Technology
- To add basic infrastructures
- To make attractive and clean environment in the premises of the University Campus

#### **B. Transform University Campus into the Center of National and International Repute**

- To produce graduates equipped with skills, knowledge with positive attitudes, cultured, and sensitive to human values
- To enhance quality of academic administration
- To develop the University Campus as knowledge enterprise
- To run on-line academic programs

- To stimulate faculties and students to use their time in productive ways (teaching, learning, research and working culture) while being in the Campus

#### **C. Strengthen Financial Sustainability and Ensure Good Governance**

- To mobilize internal and external financial resources
- To maintain financial discipline and accountability
- To establish an incubation center in the campus to boost financial status of the students while in study
- To design and implement monitoring and evaluation mechanism
- To protect University Complex by establishing strong security unit

#### **D. Strengthen Collaboration, Cooperation, Coordination and Competency**

- To expand National and International linkages and networking
- To develop linkage with local stakeholders
- To develop relations with external Agencies inside and outside the country
- To pursue industrial sponsorships for students from across the country

#### **E. Recruit, Train and Motivate Competent Human Resources**

- To recruit and promote qualified and Competent researchers and teaching faculties
- To recruit talent researchers and teachers from faster routes
- To maintain equity in gender, disability, caste, ethnic groups, backward regions
- To develop research and development capability of institutions and faculties
- To strengthen all-round security management in the University Campus
- To enhance academic quality of teaching faculties and efficiency of administrative human resources

#### **Co-curricular Activities**

- Election of Free Student Union:** The University Campus has successfully completed the election of the Free Student Union (FSU) on 18 Chaitra 2081 using Electronic Voting Machines. The current FSU body has 21 members working committee under the leadership of Mr. Dipak Raj Joshi.
- Blood Donation and Health Camp Conduction:** The students from different departments and free student union have conducted several volunteer programs on blood donation and health check-up in relevant measures.

- C. Human Resource Up-grading: Different departments have organized national and international seminars and work-shops in diverse areas for up-grading human resources of the campus. Research centers have also organized such seminars to add in police making and human resource upgrading. The University Campus has also recently organized a 7 days long rigorous practical seminar-cum workshop on “Quantitate Analysis of Data and Tools and Techniques in Research” to faceplate academic and research activities of the teachers with the expectation of academic excellence of the campus
- D. Discourse Programs: The University Campus teachers, staff and students have organized several discourse programs on current and relevant issues like higher education policies, economic reform strategies, academia-industry relationship concepts, role of youths in national developments, use of recent IT and AI advances, sanitation and environment, good governance and political stability, academic writings, documentation and official management, etc.
- E. Facilitation of Students’ Sports: The University Campus has facilitated VC cup, PM cup, FSU cup and other sports by providing essential tools and logistics to the students on behave of the campus in different times.

#### **Beautifications Programs**

- A. Plantation and Gardening: The University Campus has conducted several plantation, gardening bush cutting, trimming, and painting and campaigns routinely and on special celebration days with combined involvement of students, teachers and faculty in campus premises
- B. Cleanliness Programs: Some essential constructions, such smart street lights, parking spots, waste collection posts, internal road maintenance, grass cutting, clean drinking water management, have almost been carried out. Demolishing of rudimentary structures like quarters, toilets, storage and selling cabins and tea stalls has been done to add in the beautification of camps premises.

#### **Renovation Works**

- A. Auditorium Hall Renovation: An auditorium hall of University Campus, located at the Department of Education has been renovated and being used by all the departments, students and staff for conducting programs, seminars and meetings.
- B. Hostel Renovation: Boys’ and Girls’ hostels of the University Campus are renovated in different reformations, such as toilets, kitchen, furniture, drinking water, electricity, doors, windows, roof maintenance, and fencing boundaries.
- C. New Hostel Operation for Girls: There was a building

constructed for girls hostel some 20 years ago; nevertheless, the infrastructure has been not been managed for girls students. It was in deteriorated condition and thus renovated massively and operated properly for accommodation of about 80 girls from this year. Boundary fencing has also been constructed.

- D. Renovation of Public Toilets: Some public toilets in the University Campus premises which were in degraded conditions have been renovated with moderate facilities.
- E. Renovation of Departments and Staff Quarters: Libraries, laboratories, toilets, etc have been up-gradated with recent aids and tools. Massive renovation is done in the department of geography, Nepali, education, mathematics, Sanskrit, etc. Similarly, teachers and staff quarters are renovated along with roofing and fencing boundaries.
- F. Renovation of Principal’s Office: The principal’s office of university campus is renovated massively like tiling, marbling, painting, toilets and baths up-grading, systematic electrification, internet and cc camera management, furniture and partition construction, front porch construction, etc. A seminar hall with accommodation capacity of 80 individuals has been constructed in ground floor of the office building. It contains moderate facilities to conduct seminars and meetings.

#### **Infrastructure Development**

The University Campus has numerous administrative, academic, and physical infrastructure duties. Aside from the routine activities of the office, several other infra structural and maintenance projects have been completed during this fiscal year. Some of the infra structural development works performed during the current fiscal year are:

- A. Construction of New Staff Quarters: To overcome the shortage of residential quarters for staff, 14 new quarters are constructed near Gangkhel road side of campus premises and distributed to the university staff on priority basis.
- B. Construction of New Cafeteria Building: There are many scattered poorly run cafeteria in the campus premises posing managerial and environmental hazard accompanied with low quality food items and drinks. Keeping this problem in mind a two storied multipurpose cafeteria building is constructed recently and is going to be operated soon. It will serve healthy food articles with adequate accommodation facilities for the users.
- C. Construction of New Students’ Welfare Cente: The campus felt the need of well-furnished and organized building for all-round management of student’s co-curricular activities and thus has constructed a two

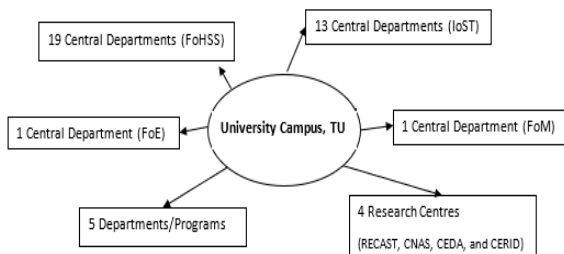
storied multipurpose new building in the campus premises which is to be operated soon.

- D. Installation of Nepal Bank Ltd ATM: The teachers, staff and the students are provided with Nepal bank Ltd ATM facility to ease their day to day transactions within the campus premises in co-ordination with Nepal bank Ltd Kirtipur branch. The machine has been installed in the corner room of the department of education.

### University Campus Faculties and Staff

There are 44 Central Departments belonging to Humanities and Social Sciences (FoHSS), Faculty of Education (FoE), Faculty of Management (FoM) and Institute of Science and Technology (IoST) in the University Campus. The FoE has 1 Central Department and 16 subject specific departments and FoM has 1 Central Department with 6 subject specific departments. Likewise, the FoHSS has 19 Central Departments. Recently, 4 programs under the FoHSS have been upgraded to central departments. IoST has 13 Central Departments including 1 in Dharan. There are 5 programs to be upgraded in to central departments after the feasibility of relevance in the university. Similarly, there are four Research Centres: RECAST, CNAS, CEDA, and CERID within the premises of the University Campus.

Block diagram 1: Block diagram showing the brief information regarding the Central Departments, Departments, and research centers in University Campus.



This Campus is one of the central and leading Campuses of Tribhuvan University with modern teaching/learning and research facilities as well as physical infrastructures such as class room, library, laboratory, cafeteria, health center, boys' and girls' hostel, sport complex, playground, auditorium hall, faculty quarters, and golden jubilee garden. The record available from different departments and the principal's office, the number of faculties, administrative and utility staffs are listed in Table 1.

Table 1: Number of faculties, administrative and utility staffs in central departments, and principal's office (excluding research centres).

The University Campus runs Masters, M. Phil., Ph. D. and Post-Doctoral programs in different disciplines in the Central Department and Research Centers. From the data available so far the attraction of the students in all

| Faculties/staffs                 | Number of faculty/staff | Total |
|----------------------------------|-------------------------|-------|
| Faculties                        | 580                     | 920   |
| Administrative and utility staff | 340                     |       |

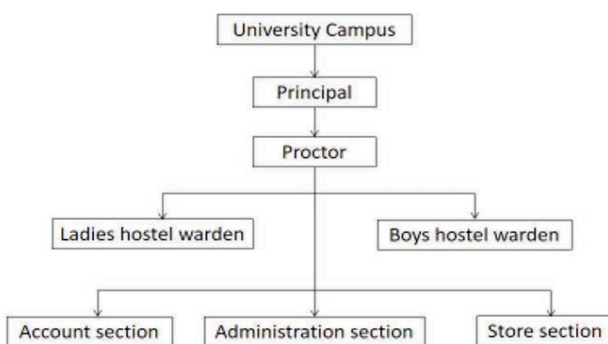
the levels has been increased. Student Details for Ph. D., M Phil and Master's Level are listed in Table 2.

Table 2: Number of students in different levels of University Campus

| Level            | Student Number | Total  |
|------------------|----------------|--------|
| PhD Students     | ~ 800          | ~ 6200 |
| MPhil Students   | ~ 400          |        |
| Masters Students | ~ 5000         |        |

Every organization has its fundamental structure incorporating leading and supplementary human resources and office sections. University Campus runs under the Principal's office. The organization of the University Campus is briefly shown in the block diagram 2. Block diagram 2: Scheme of organizational structure of University Campus, Tribhuvan University, Kirtipur, Kathmandu, Nepal.

### Organizational Structure of University Campus, Kirtipur



The Principal's office of the University Campus is responsible for the co-ordination of administrative and academic programs in the Campus according to the University Vision, Mission, Goals, Objectives and Rules and Regulations.

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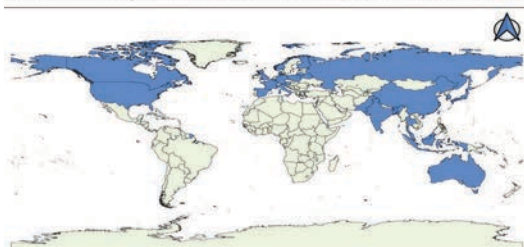


# Centre for International Relations

## About CIR

After nearly three decades, Tribhuvan University (TU) aimed to shift its focus from conventional pedagogical approaches to a research-oriented university and subsequently established CIR under the Vice Chancellor's Office in 1998 as a primary institutional mechanism for promoting international engagement, facilitating academic cooperation, and fostering mutual understanding between TU and higher education institutions and other international institutions across the globe. Over the decades, CIR has facilitated the establishment of new institutional relationships by signing MoUs with over 235 institutions across the globe (Figure 1); the exchange of students, faculty, and staff among partner institutions; connecting relevant partners for establishing joint research ventures; organizing joint events (conferences, seminars, etc.); and joint publications, among others. All these activities ultimately contribute to enhancing TU's reach and strengthening the research and academic profile of the university in the long run.

Number of MoUs Signed between Tribhuvan University and Universities Worldwide



**Figure 1:** Countries (blue-shaded) of the institutions with which TU has signed an MoU

## Activities in FY 2082–083

A variety of internationalization activities have been implemented by TU with the facilitation of CIR. Though it is not a comprehensive database, as information is scattered among various units of the university, based on the data/information available with CIR, here are some of the key activities implemented in FY 2082–083 and their statistics.

- **New MoUs signed:** 12 (Total = 236, with the largest four countries being India (42), China (37), USA (33), and Japan (22)).
- **International students enrolled for independent research (non-degree):** 25 [15 from the USA; 2 each from the UK and South Africa; and 1 each from Austria, Australia, Brazil, Canada, Czech Republic, and South Korea].
- **Students enrolled as short-term students (for one semester or so):** 43
- **Faculty/teachers (mostly Chinese language teachers):** 6
- Students enrolled in regular academic programs (based

on visas processed by CIR): 15 (this number may not include those who are studying at various campuses without notice/information to CIR).

- Organizing various events/activities:
  - i. Interaction programs with the Vice Chancellor, Rector, Registrar, and all Deans on “Action Plan for Internationalization with 1% International Students” held on 5 February 2026 in Kathmandu;
  - ii. Joint seminar on “Prospects of Developing Graduate Programs on Entrepreneurship in Nepal” organized together with Gyeongsang National University in the presence of H.E. Park Tea Young, Ambassador of South Korea to Nepal, on 16 January 2026;
  - iii. An event titled “Nepal’s Readiness for Internationalization of Higher Education: A Discourse” was organized jointly with the Study in Nepal Initiative on 9 April 2026;
  - iv. International Conference on Climate Samvaad 2026 organized jointly with Central University of Jammu in Jammu, India (25–27 May 2026).

**Other activities:** In addition, several other initiatives for developing institutional relationships and organizing joint international events are underway; the design and operationalization of the CIR website were initiated; an international guideline of TU to integrate various aspects related to internationalization was drafted; and various templates related to the core activities of CIR and associated databases were developed, while available information was digitized and disseminated through CIR’s website.

**Key Learning:** Obtaining a highly reliable university-wide database on various aspects of internationalization has continued to be a challenge. As a result, there could be discrepancies in the data presented in this report. We have yet to develop a plan on the number of international students TU can host every year in different programs and communicate it clearly through an integrated brochure, which is an important document for reaching target students and scholars. A university-wide commitment is required to achieve the goal of internationalization of the university in a real sense.

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## TU Health Centre

Tribhuvan University Health Centre (TUHC) was established in 2028 B.S. at Kirtipur, Kathmandu. It is located inside the premises of the University Campus.

The main objective of the health centre is to provide primary health services to the patients, visitors and students from different faculties and institutes, teaching and non-teaching staff and their families. Provision for emergency consultation during off-hours is also available. The services provided at this centre are: disease treatment, general body check-up, counselling regarding different health and social issues and conducting minor operations. The mission of the Health Centre is to provide satisfaction to the patients.

TUHC operates these services to provide an affordable treatment for improving the overall health condition of any patient who visits this centre under the policy of the center. In this regard, TUHC provides free health services to the students, staff (teaching and non-teaching), along with their family members.

Patients' examination system in TUHC starts with the enquiry and check-up with respect to the patients' health problems followed by the analysis of the disease by doctors assented by nurse and health workers.

TUHC also provides the primary health services such as minor operation, medicine distribution etc. Any disease diagnosed incurable at TUHC is further recommended to the concerned hospitals and the departments with a recommendation letter.

TUHC is working to bring efficiency to the treatment of patients. Despite several challenges, TUHC is doing its best to promote a healthy environment within the University Campus, TU premises, implementing the motto "Health is the biggest wealth" into practice.



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# Student Welfare and Sports Directorate

## Introduction

Tribhuvan University has established the Student Welfare and Sports Directorate as an independent unit to serve the welfare of students and promote their sports activities, operating as a wing under the Rector's office. The directorate, led by the Director, supports students in their cultural and social activities, promoting their physical and intellectual development. The Student Welfare and Sports Directorate has the following goals:

- To develop an annual plan for organizing and managing students' extra-curricular activities.
- To conduct training, seminars, and workshops focusing on extracurricular activities and students' welfare
- To promote sports activities on every campus and facilitate participation in international tournaments
- To prepare the university sports team and provide training to participate in national and international university games
- To provide trainers and coaches to campuses/ colleges for facilitating the athletes.
- To prepare guidelines for the students' scholarship and implement the students' health insurance program
- To maintain cordial relationships between national student associations and organizations, sports bodies of international universities, and student exchange programmes for sports activities
- To establish a bilateral relationship between international universities and a student exchange programme for study and sports activities.
- To work as the secretariat of the Student Welfare Council and the Free Students' Union election
- To prepare, execute, and monitor effective directorates for the Free Student Union election
- To activate, monitor, advise, and provide necessary directions and guidelines for the Student Welfare Committee and the Student Welfare Chief
- To extend collaboration with individuals, organizations, and universities for students' scholarship and establish a Memorandum of Understanding (MOU) for further support

## Activities

- Provide a scholarship for deserving students
- Prepare university directories for scholarships,

hostel, and sports

- Conduct students' elections timely in different constituent and affiliated campuses
- Provide and facilitate health insurance for university students in constituent campuses
- Organize and support extracurricular activities for university students

## Recent Decisions

- The Student Welfare Council of all constituent campuses under this directorate has been changed into a student grievances hearing and career counseling unit.
- The Academic Council has amended the 11-member ECA Credit Hour Preparation Committee under the leadership of the Director, Dr. Parajuli. It will prepare the curriculum and submit it to the council in 4 months.

## Activities and Achievements 2082

### • Tribhuvan University Vice-Chancellor (VC) Cup National Sports Competition 2082

The Tribhuvan University Vice-Chancellor (VC) Cup National Sports Competition 2082, organized by the Directorate of Student Welfare



and Sports, was held in Kathmandu from Magh 14-18, 2082. Serving as the official selection trial for the upcoming University Cup National Sports Competition 2082 (organized by the National Sports Council), the event saw participation from 38 constituent campuses with 1,368 student-athletes competing in five sports: volleyball, basketball,

athletics, badminton, and table tennis. Ratna Rajya Campus emerged as the overall champion, followed by Mahendraratna Tahachal Campus. The selected players from this competition will now represent Tribhuvan University at the University Cup, and may also qualify for international university sports events like FISU.

- **Historic Success in National University Sports Competition**



- Tribhuvan University became the Champion for the third consecutive time in the Third University Cup National Sports Competition 2082, organized by the National Sports Council.
- TU secured:
  - o 18 Gold Medals (out of 19)
  - o 6 Silver Medals
  - o 1 Bronze Medal
- Successfully captured the Running Shield for the third consecutive edition.
- TU athletes were selected for upcoming national and international university-level competitions.

- **Initiative for the introduction of the National Cadet Corps (NCC) Program**

- Prepared a detailed concept paper for introducing the Senior Division National Cadet Corps (NCC) program at TU.
- Proposed pilot implementation with 540 students in the initial phase.
- Developed a preliminary framework to integrate NCC training into the academic system with **1–3 academic credits**.

- Initiated institutional coordination with the National Cadet Corps (NCC) Headquarters, Nepal.

- **Development of National Service Scheme (NSS) Framework**

- Initiated preparation of the concept framework for the National Service Scheme (NSS) to promote volunteerism, social responsibility, and community engagement among students.
- Started groundwork for integrating service-learning into the university credit system.

- **Institutional Development of Sports, Fine Arts, and Innovation Programs**

- Initiated policy-level development to integrate sports, cultural activities, fine arts, and innovation programs into the university system.
- Developed a preliminary framework for the Science, Innovation, Technology, and Entrepreneurship (SITE) program.
- Initiated structured student talent promotion mechanisms.

- **Talent Hunt and Freeship Scheme Initiative**

- Began policy development for identifying and supporting talented students in Olympiads, academics, sports, fine arts, innovation, reality show winners, and entrepreneurship.
- Proposed provisions for:
  - o Freeship programs
  - o Research Assistantship (RA)
  - o Teaching Assistantship (TA)
  - o Merit-based student support

- **Initiative for Co-curricular Academic Credit System**

- Started development of a framework to provide academic credit recognition for NCC, NSS, sports, fine arts, and innovation activities.
- Initiated the adoption of an international-style holistic education model.

- **Comprehensive Health Program and Digital Health Portal Initiative**

- Developed preliminary concept for a contributory comprehensive health support

system for students, faculty, and staff.

- Initiated planning for a centralized digital health management portal.

#### • **Institutional Initiative for International University Participation**

- Initiated policy discussions for the structured participation of Nepalese university students in international university competitions.
- Began coordination efforts with international university sports bodies and stakeholders.
- Initiated discussions for a national inter-university coordination mechanism for international representation.

#### • **Policy and Institutional Reform Initiatives**

- Started the formation of specialized committees for concept paper development related to co-curricular and student development programs.
- Initiated development of an integrated university-level framework for holistic student development and student support systems.

#### • **Promotion of Holistic Student Development**

Strengthened institutional vision toward developing: Leadership, Discipline, National service orientation, Innovation, Sportsmanship, Cultural participation, International exposure among university students.

#### • **First Student Welfare Chiefs' Conclave & Third International Conference on Vedanta and Science 2026**



Organized at Shree Nrisingha Dham, Salyantar, Dhading on 26–27 Baisakh 2083, this historic twin event brought together over 200 participants—including campus chiefs, student welfare heads, and international scientists and philosophers from Nepal, India, the USA, Australia and Hungary.

Under the theme “*From Unity to Multiplicity: Expression of Structured Wholeness*,” the conference featured expert presentations on physics, biology, consciousness, medicine, ecology, AI, and a panel on “Is Consciousness Fundamental or Emergent?” Concurrently, the first-ever meeting of TU’s student welfare chiefs gathered ground-level insights on infrastructure, health, sports, scholarships, and student council formation, demonstrating that effective administrative solutions emerge when connectedness and consciousness guide the way. Almost all the Student Welfare Chiefs, along with a few Campus Chiefs, attended the conclave and expressed their views. Director Dr. Deependra Parajuli highlighted the importance of the venue, noting that it will be submerged 40 meters below the water level once the Budhigandaki Hydropower Project is implemented.

#### • **Health Care Agreement with Koshi Province**

On 19 Poush 2082, Tribhuvan University signed a landmark agreement with the Koshi Province Ministry of Health and seven hospitals across the province—including Koshi Hospital and BPKIHS, Dharan—to facilitate health treatment for its teachers, students, and staff under the contributory welfare fund scheme. The MoU was signed by TU Registrar Prof. Dr. Kedar Rijal and Directorate of Student Welfare and Sports Director Dr. Deependra Parajuli in the presence of Provincial Health Minister Hon. Bhupendra Rai, covering 12 constituent campuses of TU. This first-of-its-kind provincial collaboration aims to strengthen health education and service delivery, ensuring easier access to quality healthcare for the TU community.

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# Information and Public Relation Division

Tribhuvan University Information Section has been reformed on May 15, 2015, into the Information and Public Relations Division under the office of the Registrar, TU. It is a formal body to make public the necessary activities and information regarding educational, academic, and administrative affairs of the university. At the central level of the university administration, this division is also responsible for making press releases about the important policy decisions of TU. The main functions of this division are as follows:

- To provide news on important TU activities in the national news media
- To publish the monthly bulletin of the university
- To publish the TU Annual Publication
- To publish the TU brochure
- To publish the TU Today
- To publish the TU notices
- To publish news on website
- To produce audio-visual information on TU activities

- To publish the TU calendar and TU telephone directory
- To update and maintain the official website of the university
- To promote public relations
- To flow information

## Future Activities

- Collecting university news on academic, educational, administrative, financial, planning and broadcasting them on Television and the Radio
- Collecting information regarding academic and non-academic staff and students, and disseminating the message through different media

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# Research Directorate

## Vision and Mission

The Research Directorate at Tribhuvan University, which facilitates research activities in the university, functions under the Rector's Office. The apex body of the university research was initially established as the Research Division in 1974. Restructured on 15 May 2015, this research center is headed by the University Rector. The Directorate serves as the secretariat of the Research Coordination and Development Council (RCDC), which consists of twenty-seven members, including Deans, Executive Directors, Department Heads, Campus Chiefs, experienced professors, and research organizations of the government. Responsible for regulating research activities, formulating research policies, and coordinating research-related tasks across faculties, institutes, research centres, central departments, master's programs, and campuses, the Directorate is an administrative apex body for academic research. Besides, the Directorate monitors research performance, ensures quality, and promotes sustainability in the research activities of the university.

The Research Directorate, with its primary policy of promoting the knowledge production in interdisciplinary and multidisciplinary research areas that can be of a high importance for the greater national interest and relevance in service to the humanity at large. Furthermore, the Directorate is committed to creating research-friendly environment in university by fostering excellence in research, organizing workshops and seminars, facilitating coordination and networking among researchers, and involving students, staff and faculty in fundamental as well as applied and collaborative research activities. It provides opportunities for faculty members to conduct mini-research projects, collaborative research, and research projects on national priority areas. Additionally, the Directorate coordinates research projects sponsored by external clients. It also supports students' research activities through dissertation grants. The faculty and staff members of the Directorate possess extensive experience in various research fields such as Science and Technology, Engineering, Forestry, Agriculture and Animal Sciences, Medicine, Humanities and Social Sciences, Management, Education, and Law.

The Research Directorate primarily plays vital roles in upgrading the university's global rank amidst the world class universities. The center has been undertaking crucial roles and responsibilities in enhancing research output, improving publication quality, fostering international collaborations, and securing research funding from the government as well as contributors home and abroad in order to match with world class university standards. On the front of creating fund for research and development, the center facilitates the university to promote Memorandums of Understanding (MoUs) with government research organizations, the world

class universities, and funding institutes. These efforts aim to engage TU students, staff and faculty in research and provide financial support to them. Furthermore, the Directorate also carries out responsibilities outlined in the management system of the Research Directorate, TU 2072 BS (2015 AD).

## Goals

To advance research and development, the Research Directorate has set the following specific goals:

- To facilitate the TU staff and faculty, students, and other national and international organizations in conducting various types of research, ranging from mini-research to national priority areas projects
- To organize workshops and seminars, and conferences and symposia on research methodology and concurrent government sector policies
- To coordinate research activities with national and international, governmental and non-governmental organizations through Memorandum of Understanding (MoU) and Government-to-Government (G to G) research modals and operating strategies
- To publish T U Journal, including various types of articles, including multidisciplinary and interdisciplinary
- To establish TU as a center of excellence through teaching, research and development.

## Research Activities

The Directorate has provides different types of research grants, periodically. These grants include Small research grants, National Priority Area Research (NPAR) Grants, iii) Research Endowment Fund. The NPAR grant has four categories ranging from one million to one ten million per project.

### Small Research Project

One of the key research initiatives of the Directorate is the research capacity building of young and newly introduced students, staff and faculty awarding mini-research grants each year since its establishment. The numbers and the amount of the grant are determined by the working committee of RCDC. Over time, these numbers have been gradually increasing to adapt the changing scenario. This grant's sum has increased to RS 200, 000s, during the fiscal year 2079–2080. In total, 30 researchers have received awards for their study and submitted their completed research projects. Seventy-one researchers submitted proposals for the requested projects for the fiscal year 2080–2081. awards for that fiscal year. For the fiscal year 2081-82, only 30 applicants out of 143 proposals for their research projects. In fiscal year 2082-83, in total 30 researchers out of 128 submissions have received awards for their research projects.

### **Research Endowment Fund**

For the first time in the history of TU, an initiative has been launched in the form of a Collaborative and Thesis/ Dissertation Grant under the Research Endowment Fund generated from the interest accrued on fixed deposits. It aims to promote high-level academic research and interdisciplinary and multidisciplinary research to address national priority research issues in the country. Collaborative research grants and thesis/dissertation research grants are the two categories of research grants that the Directorate has started to issue under the Research Endowment Fund. This scheme covers grants for Master, Ph.D., and M.Phil. Degrees. This project is part of a yearly research program that TU faculty and students can participate in. During the fiscal year 2078–79, grants for five collaborative research projects, ten doctoral dissertations, and fifteen master's theses were awarded. Following a lapse of one year, the Directorate made a call to submit research proposals to award five collaborative research grants, eighteen Ph.D. dissertation grants, five M.Phil. dissertations, and fifty master's theses grants for the fiscal year 2080–81. After evaluation, five collaborative research grants, eighteen Ph.D. dissertation grants, two M.Phil. dissertation, and fifty Master's thesis grants have been distributed. Currently, the evaluation process on the endowment fund for the fiscal year 2082–83, where the expected recipients for Master are 50, PhD 18, and M.Phil. 5, is ongoing.

### **National Priority Areas Research**

It is one of the most important grant types introduced in the fiscal year 2077–78. This grant is managed from the research fund of the Government through University Grants Commission, Nepal. This grant aims to support the faculty and students to conduct a high-quality research in the priority areas of the government as specified in the current Five-Year Plan and other policies. Further, this scheme aims to support researchers to conduct high-quality research and publication and evidence-based policy feedback to the government. There are four different categories: i) Emerging Faculty Research Grant (EFRG), ii) Major Research Grant (MRG), iii) Excellence Research Grant (ERG), and iv) Innovative Research Grant (IRG). The grant amounts are one million rupees (EFRG), two million rupees (MRG), Five million rupees (ERG) and ten million rupees (IRG) for different categories. In total, 17 projects were granted fund in the 2077–78, 11 projects in 2078–79 years. It has granted fund to 30 research projects in the categories of EFRG, MRG, and ERG for the fiscal year 2079–80. Furthermore, three projects have received funding in the Innovative Research Grant category. From the fiscal year 2077–78, three final reports have been received after the completion of dissemination workshop and four draft reports have been presented by the researchers and are ready for dissemination workshop. For the fiscal year 2081–82, in total 103 three research proposals were received, among which a total of 37 proposals were funded. These included four IRG,

four ERG, ten MRG, and Nineteen EFRG. The Directorate also made a call for NPAR grants for the year 2082/83, for which a total of 76 research proposals is received. However, the evaluation process has not yet proceeded due to uninsured fund from the concerned authority.

### **Research Publications**

#### ***Tribhuvan University Journal***

The Directorate publishes Tribhuvan University Journal (TUI), which is a multidisciplinary double-blind peer-reviewed journal. The journal is published biannually in June and December. TUI is indexed in NepJOL (<https://www.nepjol.info/index.php/TUI>), and the journal archive can be accessed on the NepJOL website. TUI is now eligible for single star and the formal process to get single star is going on. TUI published Volume 39, Numbers 1 (June 2024) and 2 (December 2024), which included thirty-seven academic research articles across a range of subject areas. At the moment, TUI is a JPPS-compliant journal where every paper has a DOI number. Research articles have been received for TUI Volume 40, Number 1 (June 2025), and the review procedure is presently in progress.

### **Research Workshops**

#### ***Research Interaction Workshop***

The Research Directorate has been organizing research and interaction workshops on a regular basis. Lately, it had organized a half-day workshop in June 2022 at Rector's Office with the faculties enrolled under the fast-track program in TU. The newly appointed faculty members based on academic merit participated and discussed the research policies and research funding opportunities in TU. Similarly, a half-day research interaction workshop was organized at Hotel Yellow Pagoda, Jamal on March 18, 2022. The workshop was attended by distinguished authorities of Tribhuvan University, including the Vice-Chancellor, Rector, and Registrar. Additionally, there were forty delegates present, Executive Directors of Research Centers, Deans of the faculties and institutes, members of the Expert Group, the Research Policy Formulation Draft Committee, members of the Ethical Review Guidelines Draft Committee, and members of the National Priority Area Research Procedure and Guideline Formulation Draft Committee. The workshop's agenda focused on discussing the challenges faced during the launch of the National Priority Areas Research initiative. The focus of the program was on some of the approaches and strategies to address specific concerns and overall administrative and documentation process. The workshop revised the working procedure to ensure smoother implementation and broader coverage of the research initiative. The Directorate has organized a two-day workshop at the Central Library on 21 and 22 September 2023, with the theme "Improving Journal Management." In total, 30 participants from different departments and

campuses who oversee the editing of their journals had participated in the program facilitated by three experts.

### **Regional Level Research Methodology Workshop**

With the objective of disseminating skills and knowledge of research methodology at the regional level of the country, several workshops are being launched to orient and equip both teachers and staff members of the campuses with various components of research.

This year, the TU Grassroot Community of Scholars (TU-GCS) was encouraged to initiate a 3-month research capacity-building workshop. The workshop aimed to train young and novice researchers and faculties of TU and beyond in writing research proposals and manuscripts for publication in standard journals. The workshop was conducted virtually on a volunteer basis, serving as an example of successful experimentation of a volunteer model of professional development networking and support in academia.

### **Policy Workshop**

A policy workshop was jointly organized by the Research Directorate, the secretariat of RCDC, and the Policy Research Institute (PRI) on 20 April 2021. The workshop was attended by all 27 members of RCDC from TU, along with the members of the research experts group. The main objective of the workshop was to critically analyse various dimensions of the National Research Policy 2077, which was drafted for the first time by the National Planning Commission (NPC), and discuss its successful implementation. During the workshop, three key expert speakers, Prof. Dr. Pitamber Sharma, Prof. Dr. Pushkar Bajracharya, and Prof. Dr. Pramod K Jha, along with the members of RCDC, presented 22 points feedback, including comments, inputs, and suggestions for the improvement of the policy. These suggestions were later submitted to Prof. Dr. Puspa Raj Kadel, the Honorable Vice-Chair of the National Planning Commission.

### **Policy Document Preparation**

#### **Tribhuvan University Research Policy**

A five-member Research Policy Formulation Draft Committee was formed, headed by Professor Emeritus Dr. Ram Prasad Chaudhary. The committee consisted of members Prof. Dr. Rejina Maskey, Prof. Dr. Mahanand Chalise, Prof. Dr. Pushpa Kamal Subedi, and Executive Director of the Research Directorate as the member secretary. The committee has submitted the draft policy to the Chair of the Research Coordination and Development Council (RCDC) and the Rector of Tribhuvan University. Furthermore, it was sent to the members of the Research Experts Group for their comments and suggestions. The policy now requires broader consultation among stakeholders before its finalization.

#### **Formation of Ethical Review Board and Preparation of Ethical Review Guidelines**

Tribhuvan University formulated the Research Ethics Review Operational Procedure, which was approved by the TU

Executive Council in 2078 BS, and established an Ethical Review Board (ERB) in 2079 BS following the provisions outlined in the operational procedure. ERB is established under the Office of the Rector of TU and has its secretariat in Research Directorate. ERB-TU consists of seven members appointed by the TU Executive Council. The current board members are as follows:

Chairperson - Prof. Dr. Chitra Bahadur Budhathoki, Central Department of Education, TU

Member - Prof. Dr. Sushan Acharya, Central Department of Education, TU

Member - Prof. Dr. Mohan Raj Sharma, Institute of Medicine, TU

Member Dr. Meghnath Dhimal, Nepal Health Research Council, Government of Nepal

Member Prof. Dr. Armila Rajbhandari (nyachhyon), Central Department of Chemistry, TU

Member Ms. Shuva Laxmi Shakya, Deputy Mayor, Kirtipur Municipality

Member Secretary - Prof. Dr. Ishwar Koirala, Director, Research Directorate, TU

### **Problems and Way Forward**

Navigating a rapidly changing research and innovation landscape requires substantial fund and advanced technology for the Research Directorate of the university. As the apex body of TU Research, this Directorate should be equipped with adequate resources, including human, financial and infrastructural to effectively carry out all research activities, publications, trainings, and workshops. Currently, the Directorate lacks essential resources, such as fast internet connectivity, IT-friendly research faculty and staff, and most importantly, infrastructure (digital equipment) necessary for a research-friendly, Central Level University Research Coordinating Agency (CLURCA) to properly undertake expanded responsibilities and accountabilities. Likewise, the Directorate needs to increase the annual funding budget. In this phase of informatics in technology, it is crucial for the Directorate to have its own Video Conferencing Hall, equipped with instruments, and a Website Portal for disseminating all research activities and publications to a global audience. Furthermore, the Directorate still needs to work to enhance the research culture in the university and to upgrade the quality of the TU Journal.

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# Tribhuvan University

## Central Library

### Introduction

Tribhuvan University Central Library (TUCL) was established in 1959 AD in Tripureshwor, Kathmandu. When the construction of the current library building at Kirtipur was completed in 1967, the library collection was moved to Kirtipur from Tripureshwor. Due to the massive Earthquake of 2015 and the growing number of books and clientele, the new building was essential. So, the new library building has been constructed recently just beside the existing building. Now onwards, the library provides services from both buildings.

TUCL has more than four hundred thousand volumes of documents comprising mostly textbooks, reference books, theses/dissertations, and back volumes of bound periodicals. It is the largest library in Nepal in regards to collections, professional services and area it occupies. TUCL also serves the government ministries, foreign researchers, diplomatic missions and the public communities.

### Objectives

The sole objective of TUCL is to help Tribhuvan University in attaining its objectives. Besides, as the biggest and the most reliable library in the nation, TUCL is responsible for achieving the following objectives.

- To preserve the intellectual heritage of the nation,
- To promote resource sharing, networking and exchange of databases,
- To provide documentation and information services and bring out relevant publications,
- To help for developing TU libraries and promote scholarly standards, guidelines and best practices,
- To promote professional expertise in information management for the librarians of all the colleges under the umbrella of Tribhuvan University.



## Functions

To attain the above mentioned objectives, TUCL supports the university's teaching, learning and research activities by procuring relevant documents in accordance with the university's curricula and rendering

various services to satisfy the clientele's needs. Generally, the library performs the following functions:

- Technical processing to facilitate in organizing and browsing the documents,
- User education - to make the library clientele aware of its collection, organization and borrowing rules, services being rendered,
- Publications of serials lists, annual reports, bibliographies etc.,
- Maintaining in-house databases,
- Preserving the materials acquired and other materials of historical significance, and
- Conducting in-service trainings, seminars and other information dissemination activities.

## TUCL Collection

Our collection has been curated through a combination of purchases, gifts, donations, and acquisitions from repositories. To facilitate easy access and navigation, TUCL categorized its materials into distinct sections. The general collection, intended for borrowing by

library members, comprises various types of books. Additionally, TUCL has maintained separate collections for reference books, textbooks, abstracts, bound volumes of periodicals and audiovisual materials. The uniqueness and distinctiveness TUCL library collection are underscored by these features.

## Nepal Collection

The 'Books on Nepal' section encompasses publications from within and outside the country, including dissertations and theses submitted by master's degree students, as well as MPhil and PhD scholars affiliated with Tribhuvan University and its constituent colleges.

## ISBN Depository

In the depository collection, TUCL retains two copies of each newly published book, deposited by writers and publishers as an ISBN copy.

## TU Archive, Rare Books and Manuscripts

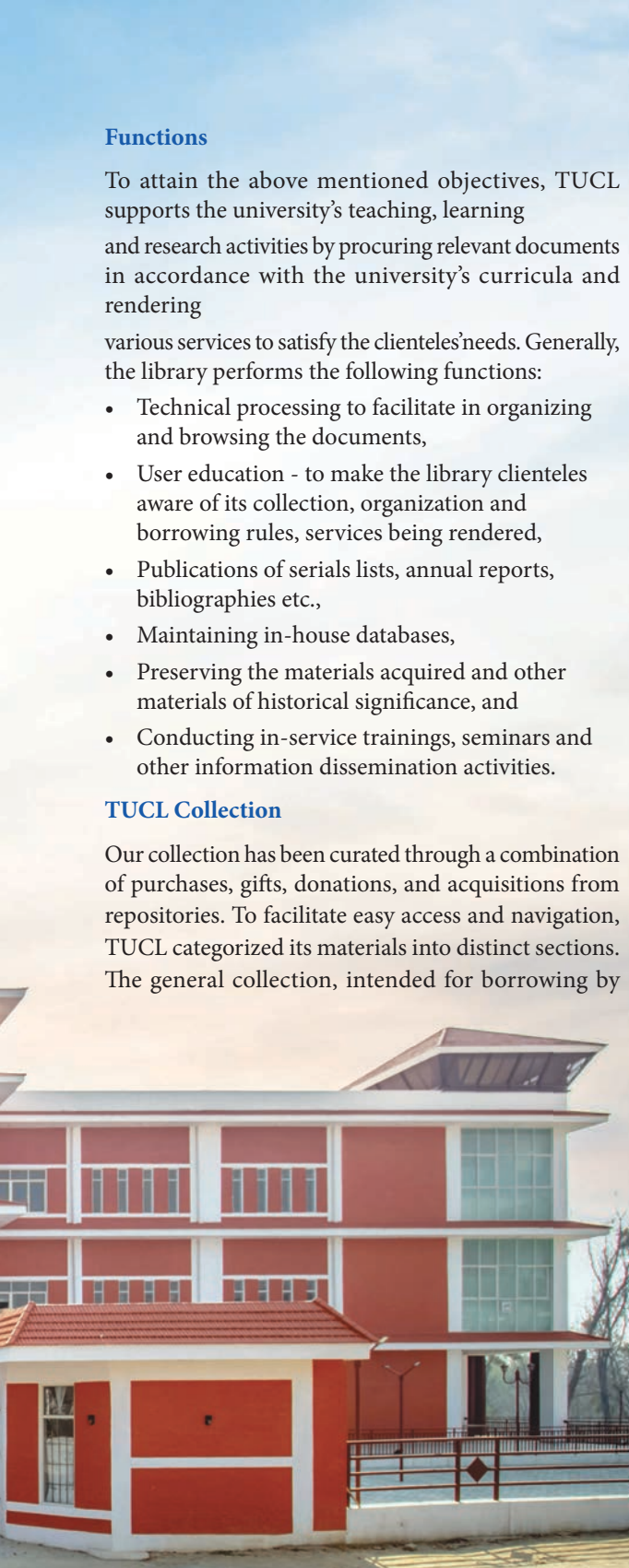
This section houses old documents of archival importance related to Tribhuvan University, as well as other documents of historical significance and ancient manuscripts. The preservation of these manuscripts involves the use of acid-free cardboard boxes, made possible through collaboration with the University of Hamburg, Centre for the Study of Manuscript Cultures (CSMC), Germany.

## UN Depository Collection

Since 1964, TUCL has functioned as the 'United Nations Organization Depository Library' for Nepal. Here, TUCL stores documents published by the United Nations, its various agencies, and other international bodies, contributing to the dissemination of valuable information.

## Periodicals Collection

TUCL has a large collection of Journals, Magazines and Newspapers published in Nepal and abroad. For example, TUCL has a collection of *Gorkhapatra* and *The Rising Nepal* since 1969 (2025 B.S). Similarly, the library has a collection of many other Nepali daily newspapers and Nepali and foreign magazines and Journals. It is maintained in hard-bound forms month/year-wise depending on the frequency of its publications.



## Special Corners

Some countries have designated specific corners to showcase the unique aspects of their culture. In these designated corners, rare items, literature of historical significance, history books, documents and materials related to geography are curated. Currently, TUCL already has dedicated corners for American studies, Japanese studies, and Trans-Himalayan studies (featuring Chinese books). Additionally, TUCL has an India Studies Corner at new building premises.

## Extensive Services

In addition to the regular library duties, TUCL has also been entrusted with some responsibilities by TU and other international organizations as follows:

### Plagiarism Detection

Tribhuvan University Central Library (TUCL) offers an anti-plagiarism service to support academic integrity across Tribhuvan University and its affiliated campuses. Under the university's guidelines, plagiarism checking has been made mandatory for academic documents such as research papers, theses, and reports before submission, and the Central Library is designated as the central authority for managing this service.

TUCL has subscribed to professional plagiarism detection software (such as iThenticate/Turnitin) and provides software user IDs to university units and campuses upon request. This enables faculty, students, and researchers to submit their work for plagiarism screening, helping in detecting and controlling instances of plagiarism in academic writing.

### ISBN Agency of Nepal

TU Central library has been serving as the ISBN (International Standard Book Number) National Agency for the last 25 years i.e. since January 2000. To get an ISBN one has to fill in a form provided by the library or can be downloaded from the library's website. TUCL has also been providing ISBN online service since 15 June 2020 (Ashar 2077 B.S). A fee of NRs.300/- for processing purpose has to be paid for each title. ISBN is issued immediately after the submission of the form. Two copies of each title of a published book have to be submitted to the TUCL for maintaining ISBN depository collection. Over 53

thousand books have been added to this collection so far. TUCL provides this service both online and in person. To get the ISBN through online, one needs to visit [www.tucl.tu.edu.np](http://www.tucl.tu.edu.np)

### Nepal Journal Online (NepJOL)

NepJOL is a unique online e-resources database created and maintained by TUCL in collaboration with INASP, UK, and was launched in 2007. The database encompasses a wide range of disciplines, featuring indigenous Nepalese journals. For more information on joining your journal in NepJOL, the submission process and accessing the articles, please visit URL: <https://www.nepjol.info/>

### E-resources

TUCL provides services to its users by subscribing to international electronic databases through a remote access system, which is offered free of charge to all faculty, students, staff, and researchers at TU. Users from TU are required to use their official TU e-mail, while users from other institutions can access in collaboration with TUCL. TUCL has recently subscribed to the EBSCO host Database, which covers a wide range of multidisciplinary subjects from various leading publishers. TUCL has subscribed to JSTOR and Project MUSE databases, which are accessible only through an IP-based system.

Additionally, TUCL has signed Memorandum of Understanding (MoU) with the National Digital Library of India (NDLI) and the Asian Development Bank for access to e-resources. Similarly, other open access databases such as DOAJ, DOAB, UN Digital Library, etc., have also been incorporated into the remote access system. The easy access to e-books, theses and dissertations, periodical journals, old questions, audio/video lectures, presentations, newspapers is available via <https://tucl.remotexts.co/user/login>.

### Institutional Repository

TUCL has successfully developed a new format for a digital library using D-space software. Electronic Thesis and Dissertation (ETD), E-books, Journals, Magazines, Research papers, and various other electronic resources are stored in this digital library. All units of TU, as

well as other interested institutes, have the option of freely uploading their resources. Users can view and download free the required resources from <https://elibrary.tucl.edu.np>

### Library Orientation

Library orientation programs are conducted for the Master's degree first semester students immediately after their enrollment in their respective departments and to MPhil and PhD research scholars also. Similarly, online orientation programs are also conducted to facilitate easy access to resources.

### Membership

#### Regular Membership

- All the bona fide students, the permanent and teaching assistants of the University Campus Kirtipur, the permanent teachers of TU constituent campuses and the administrative staff of TU can be members of the library.
- Teaching assistants on the University campus need to deposit a refundable amount NRs.1500.00 (One thousand five hundred) to be a member of the library.

- Students need to submit a recommendation letter from their respective departments to renew their membership every semester.
- Students from the departments that have a compulsory provision to submit the thesis should also produce a recommendation letter from their respective department as proof of their eligibility for membership.
- To obtain a clearance certificate, one has to return all the books borrowed along with the library card.

#### Private Membership

Any Nepalese citizen can be a private member of the library. Non-Nepalese nationals need to produce an official recommendation letter from their employer or a photocopy of their valid visa/passport along with a refundable deposit of NRs. 3000/- to be a member of the library. In case of Nepali nationals, NRs.1500/- (refundable) has to be deposited. The monthly fee for these private members is NRs.100/-. If paid in advance, the library subsidizes the amount of the total annual fee to NRs. 600/- for a period of one year. Similarly, the readers who are already members or want to get private membership should pay extra NRs. 200 charged for online resources annually.

### Privilege and Conditions of Loan

| Membership Types                              | Books Allowed                                            | Loan Period |
|-----------------------------------------------|----------------------------------------------------------|-------------|
| University Campus Teachers                    | 7 books                                                  | 90 days     |
| Permanent Teachers of TU Constituent campuses | 3 books                                                  | 90 days     |
| Research Scholars                             | 4 books                                                  | 90 days     |
| University Campus Teaching Assistant          | 4 books                                                  | 90 days     |
| Admin. Staff of TU                            | 2 books                                                  | 3 weeks     |
| Students of the TU Campus                     | 2 books                                                  | 3 weeks     |
| Private Members                               | 2 books                                                  | 3 weeks     |
| Temporary Members                             | Can't borrow, but can use books inside the library only. |             |

## Temporary Membership

If an individual wants to use the library resources for a few weeks only, he/she could be granted a temporary membership. The temporary membership charge is NRs. 100.00 for a period of 15 days. Temporary members get one reference card only, which is to be used inside the library.

## Reference Membership

If an individual wants to use the library regularly, one can obtain a reference membership. The reference membership charge is NRs. 600/- for a six-month period and NRs. 1000/- for a year. Reference card-holders do not have the privilege to borrow books from the library. If MPhil and PhD students outside TU want to be members of the library, they need to obtain private membership.

## Arrangement of Books

For the arrangement of books on the shelves, the world-renowned Dewey Decimal Classification (DDC) system has been used. According to this library classification system, each book is assigned a specific numerical notation symbol representing the thought content of the book, or genre in the case of literature. The notation symbol numbers range from 000-999 with their decimal subdivisions corresponding to their subject of specificity. Along with this notation, the author symbol and date of publication are also added to further specify the book for ease of shelving and retrieval process. This notation symbol number is then affixed on the spine of each book and the books are shelved according to this sequence number.

### Notation ranges      Subjects

|          |                                               |
|----------|-----------------------------------------------|
| 000- 099 | Computer science, information & general works |
| 100-199  | Philosophy and psychology                     |
| 200- 299 | Religion                                      |
| 300- 399 | Social sciences                               |
| 400- 499 | Languages                                     |
| 500- 599 | Science                                       |
| 600- 699 | Technology                                    |
| 700- 799 | Arts and recreation                           |
| 800- 899 | Literature                                    |
| 900- 999 | History and geography                         |

## Finding and Borrowing the Books

TUCL has maintained both the traditional manual catalogue cards and a computer database to help its clientele to browse their desired documents. The electronic database is accessible through the Online Public Access Catalogue (OPAC) terminals installed at different locations of the library. The OPAC can also be accessed through the library's website ([www.tucl.tu.edu.np](http://www.tucl.tu.edu.np))

To find a particular book of one's interest, first of all, please consult the catalogue. Search can be made either by author or title or by subject. Card catalogues have been arranged alphabetically as in a dictionary. Then obtain its 'Call number' (a combination of the notation symbol, author symbol and date of publication) written in the upper left corner of the catalogue card or get the call number from the computer database record. Then go to the designated book-shelves exploring the notation sequence numbers affixed on the spine of the books.

To borrow a book, please bring it to the 'Circulation counter' along with your 'E-card', and then get the book checked-out. Similarly, while returning a book, please produce the book at the circulation counter.

## General Rules and Regulations

- While entering the library, one should deposit one's belongings like bags, briefcases etc. at the property counter. The Property counter will provide a token to recollect such items later.
- The users are requested not to put any valuable items in their bags etc. The library does not take any responsibility for the loss of any such items left behind.
- If an issued book is found mutilated/damaged while at the time of returning, the library will not accept the book and the borrower will be held responsible for its compensation.
- A reserved book will neither be renewed nor issued to any other reader and user.
- Overdue charge shall be levied NRs. 1/- per vol. per day for all categories of members.
- Food, drinks, smoking etc. are not allowed inside the library.
- Library users/visitors should switch-off their cell-phones while in the library.

- The user should produce one's reference card to use the library resources of the special and close sections of the library.
- The librarian has the right to terminate membership when any member is found indulged in any type of improper and offensive behavior against any other library member, against the library staff and library property.
- A library card is necessary to enter into the library for study purposes.
- Finding resources to establish an audio recording studio to produce audio books for VIPs,
- Cataloguing the entire books of ISBN depository collection,
- Digitizing the Village profiles,
- Digitizing the entire theses and dissertations,
- Installing the advance security system,
- Updating the plagiarism checking software,
- Safeguarding the manuscript collection.

### Future plans

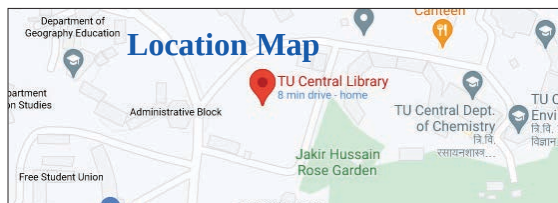
While retaining its glory of being big in collection as well as the varieties of services rendered to its clientele, TU Central library has yet to do a lot in the future in order to meet the ever-increasing demands of the ICT literate on modern society. For this, it has become imperative to introduce new equipment and mechanisms and also do something in capacity building of its staff to help the library clientele and staff to save their time during the technical and service rendering procedures. A lot has been achieved in the last f/y in terms of Physical, Content and Outreach programs and some are still being done and some are yet to be started afresh. Some of the plans that need to be materialized in the future are:

- Updating the TUCL's computer database by means of Retrospective conversion of the old card catalogues thereby totally replacing the card catalogues by computer databases,
- Strengthening TUCL's E-Resources facilities, viz, NepJOL, NeLIC databases and E-books,
- Introducing and replacing the bar-code system by RFID (Radio Frequency Identification technology,
- Strengthening the professional expertise of TU Central library's librarians by means of finding opportunities to attend national and international trainings/conferences,
- Gathering the list of all the libraries of TU's constituent campuses disseminating the information about their collection, staff strength, services rendered and their requirements for further improvement,
- Digitizing the TU archives, the rare books collection and other fragile documents,

Apart from the above plans, strengthening relationship with national and international organizations is also in the list to be done in addition to day-to-day administrative flow of the library.

### Library Hours (Sunday – Saturday)

- Summer 6:00 am – 7:00 pm, Saturday 10:00 am – 5:00 pm
- Winter 6:00 am – 6:00 pm Saturday 10:00 am – 4:00 pm
- The reading rooms outside the main building remain open 24/7.



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# Office of the Controller of Examinations (OCO E)

The Office of the Controller of Examinations (OCO E) is a principal administrative body of Tribhuvan University (TU), responsible for managing and regulating the university's examination, evaluation, certification, and convocation systems. As Nepal's largest and oldest university, Tribhuvan University is committed to producing competent, globally recognized graduates. The OCO E supports this mission by ensuring a transparent, reliable, efficient, and technology-driven examination system that upholds academic quality and integrity.

## Major Functions and Responsibilities

- Conducts examinations for academic programs offered under the institutes, faculties, schools, and campuses of Tribhuvan University.
- Prepares examination schedules, coordinates examination centers, and oversees examination administration throughout the country.
- Maintains the quality, credibility, and standardization of examinations through systematic evaluation and monitoring processes.
- Publishes examination results and provides timely academic information and services to students.
- Issues and distributes transcripts, mark sheets, provisional certificates, migration certificates, and degree certificates.
- Maintains and preserves examination records and academic archives in a secure and systematic manner.



- Organizes annual convocations for the conferment of Bachelor's, Master's, M.Phil., and Ph.D. degrees, as well as special convocations for honorary degrees.
- Publishes official lists of medalists and outstanding graduates in coordination with the concerned academic bodies.
- Supports the implementation of the university's academic calendar and strengthens examination management through digital technologies and online services.

### Institutional Structure and Significance

The OCoE serves as the backbone of Tribhuvan University's academic evaluation and certification system, ensuring transparency, accountability, and academic excellence. It facilitates access to higher education, professional recognition, research advancement, and employment opportunities by safeguarding the authenticity and credibility of academic qualifications.

The Office operates under the guidance of a **Central Examination Board** comprising seven members representing various academic sectors of the university. The Board provides policy direction, verification, monitoring, quality assurance, and strategic guidance for the continuous improvement of examination services. The **Exam Improvement and Coordination Council**, functioning under the chairmanship of the Rector, reviews and recommends measures for enhancing examination management, service delivery, and institutional effectiveness.

To extend services across the country, the OCoE maintains five **Regional Examination Controller Offices**, each headed by a Deputy Controller of Examinations, providing examination and certification support to students outside Kathmandu. The central office at Balkhu is further supported by three Deputy Controllers of Examinations, who assist in the administration and coordination of examination-related activities.

At present, the central office and its regional offices are headed by **Prof. Dr. Laxman Poudel, Controller of Examinations**. Through continuous modernization, digital transformation, and quality enhancement, the OCoE remains committed to strengthening the examination system and supporting the academic excellence of Tribhuvan University.



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# Monitoring Directorate

Monitoring Directorate, a newly established organ, was established after the Tribhuvan University Executive Council passed TU Monitoring Directorate Regulation, 2073 on 5th Jestha 2074. After that, the Monitoring Committee Management System (MCMS), 2054, has been repealed. However, the tasks performed previously as per the MCMS, 2054 are considered as acted on by Monitoring Directorate.

The Directorate office, which is constituted under the Chairperson of the Rector, comprises the Registrar as a Vice-chairperson, Deans (ex-officio members), seven members among TU teachers, two Deputy Directors, and one Executive Director who also acts as member-secretary. To perform the regular work, there is a 5-member Task Performance Committee under the convenorship of the Executive Director.

It monitors and directs the works including academic, administrative, financial, and other activities of different institutes, faculties, research centers, constituent and affiliated campuses of TU. It recommends to the Vice-Chancellor and the Executive Council for the further development and improvement of the above-mentioned works that support to regularize/implementation of the TU Act, Rule, Regulation, and decisions. Besides these, it also facilitates the contact and relation between

the central office of TU and its concerned bodies/sectors.

The Function of the Directorate are categorized as follows:

- To monitor whether the activities of institutes, faculties, research centres, constituent and affiliated colleges of TU, teachers, and staff are as per the Law, Act, Bylaws, and Decisions of TU and the Executive Council or not
- To grant permission to the teachers and staff of TU to work in other organizations on different shifts
- To monitor the presence of students and their results
- To monitor the physical facilities of the institutes, faculties, research centres, and campuses
- To follow the directions of the Vice-Chancellor and the Executive Council

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# Coordination Division

Situated at the central office of Tribhuvan University, the Co-ordination Division is one of the important divisions of the university. It is administered under the Rector's Office. This division is mandated to carry out various activities to enhance the quality of teaching, learning and research of TU.

The main responsibility of the division is to enhance the quality education and to update its human resource according to the global standard.

It has the following specific function:

- To give pre-approval and approval for study leave to teachers and staff as per the rules and regulations of TU
- To promote its human resource development and welfare for teachers and staff by providing scholarship programs for higher education and research
- To manage and conduct pre-service and in-service training programs and visits to foreign universities for administrative staff
- To carry out the necessary procedures for the nomination of candidates for the scholarship provided by TU and different donors
- To nominate teachers for higher studies and training in academic institutions abroad
- To administer applications of permanent teachers for sabbatical leave

- To carry out necessary procedures for student scholarships established by different donors
- To proceed necessary correspondence for visas for foreign students, experts and volunteers
- To assist the donors who are willing to offer a prize and a certificate to the students who have obtained the highest grade and those who have written excellent thesis
- To assist central authorities, especially the Rector, in carrying out the above-stated programs and activities, including day-to-day affairs

The division falls under the preview of the Rector's Office. There are four-units in this division. The division provides deputation for teachers, faculties, professors and portfolios of our university for paper presentation at international forums, meetings, seminars and trainings and evaluation of participants of different international projects according to the provisions mentioned in the MoU documents.

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# General Administration Division

The integrated mobilization of physical, financial, and human resources towards the achievement of organizational objectives is major function of General Administrative Division of TU. General administration consists of the accumulation of physical resources, their mobilization, and effective management.

The General Administration Division is one of the most important administrative divisions. The procurement of consumables, construction of buildings, maintenance of physical assets, store and asset management, security and transportation management, and utility service management are the main responsibilities of the General Administration Division.

To manage these administrative tasks, six internal units have been established under the General Administration Division

- Internal Administration
- Unit, Procurement Unit & Property Management
- Construction Unit

- Maintenance
- Event Management Unit
- Store Unit Transportation and Security Unit.

This division is headed by a first-class gazetted officer, and all units are headed by gazetted officers. All officers are responsible for performing the designated tasks according to TU rules and regulations.

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# Office of the Chief Legal Adviser

The office of the chief of the legal adviser is an independent umbrella organization of TU located centrally with its own identity and image on the premises of the Vice-Chancellor's office. Established in 2034 B.S. as one of the important wings of TU, it works as the sole attorney of the university, advocating for the umbrella bodies. This assumes supreme authority in legal matters over four faculties, five institutes, sixty campuses, departments, and research centres-CEDA, CNAS, CERID, and RECAST. In addition, it informs its esteemed bodies, including heads of different faculties, teachers, and staff, about the duties and responsibilities they have to carry one and the different organizations of TU for the enforcement and enactment of the TU principles. Besides, it

recommends that the authorities take legal action if any member of the organization violates rules and regulations. Above all, this organization advocates for teachers, staff, and other constituent bodies if necessary. In short, the Chief of the Legal Adviser's Office represents the university as its legal authority and pleads as an advocate at the court on behalf of the university.

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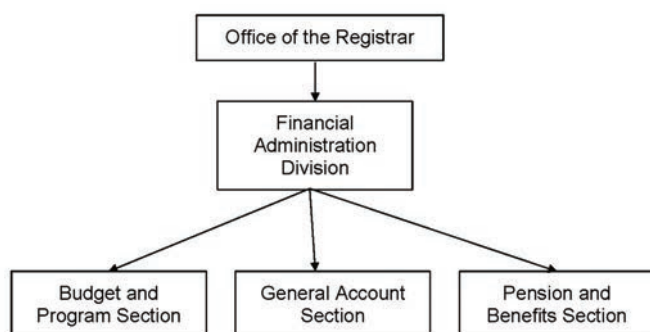


# Financial Administration Division

## Introduction

The Financial Administration Division (FAD), situated at Kirtipur, Kathmandu is the central financial authority of Tribhuvan University, under the office of the Registrar charged with the responsibilities of budgeting and accounting system along with managing overall financial performance of the university. Moreover, FAD is tasked with rational allocation of the resources; better management of expenditure, enhanced mobilization of both internal and external resources and strengthening the fund capacity. Additionally, this division makes regular financial transactions, and coordinates and controls the economic activities to maintain the financial discipline of the entire university.

## Organizational Structure:



## Objectives:

The main objectives of the division are to ensure sound financial governance in the university and to oversee and evaluate its overall financial performance. The specific objectives are:

- to manage the budgetary system to ensure that the source has been efficiently mobilized and utilized as per the vision of the University
- to explore the financial sources and to strengthen the funds for financial sustainability
- to establish a Financial Control Mechanism (FCM) for maintaining financial discipline
- to maintain Integrated Financial Information Management System (IFIMS) with particular focus on e-administration technology

## Program and Service Rendered

The Financial Administration Division is one of the core administrative divisions, responsible for the overall financial administration of Tribhuvan University. This Division specifically performs the following activities:

- Oversees and evaluates the overall financial performance of the university
- Works for the formulation, implementation, and regulation of budget
- Plans for the allocation of financial resources
- Analyses the financial condition of the University
- Works for the formulation, implementation, and monitoring of the Financial and Fiscal policy of the university
- Maintains the financial disciplines and controls revenue leakage;
- Manages the pension, gratuity, medical facilities, and retirement benefits
- Formulates financial control mechanisms to regulate the financial activities of Tribhuvan University
- Designs and implements relevant accounting forms to maintain transparency
- Standardizes accounting systems as well as accounting technology
- Boosts the financial strategies for strengthening the economic condition of TU
- Manages and allocates different scholarship schemes for students
- Launches Programs for human resources development
- Promotes the financial well-being of its constituent campuses/offices
- Disseminates financial reports in an integrated manner.
- Coordinates with the Office of the Auditor General, Ministry of Finance, Ministry of Education,

University Grant Commission, and concerned donor agencies and institutions

### Statement of intent and implementation:

This division has ensured the management of qualitative financial performance in accordance with the goal of the university. Most importantly, it focuses on meeting the objectives of this division.

### Employee Satisfaction and Clients Satisfaction:

FAD is consistently making efforts to motivate its employees to enhance their skills and efficient services via training, workshop, seminar, and meetings. It also believes that clients' satisfaction is the key factor to strengthen the financial system.



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## Secretariat of TU Senate and Executive Council

The TU Senate and Executive Council Office was established as a part of the Office of the Vice Chancellor at Tribhuvan University.

### Main Objectives

The primary objective of the TU Senate and Executive Council Office is to act as a secretariat for the Tribhuvan University Senate and Executive Council.

### Specific Objectives

The specific objectives of the office include:

- To prepare agendas for the TU Senate meetings and send decisions to the concerned agencies for necessary action
- To make necessary preparations for holding the meetings of the TU Executive Council and prepare meeting minutes
- To evaluate employee performance and ensure client satisfaction

### Services Rendered

The office provides the following services:

- Preparation of agenda and meeting minutes for the TU Senate and Executive Council
- Coordination and implementation of decisions made by the TU Senate and Executive Council

- Evaluation of employee performance and client satisfaction.

### Policy

Statements of Intent and Implementations: The TU Senate and Executive Council Office follows the policies and regulations set by the Tribhuvan University Senate and Executive Council.

### Evaluation System

#### Employee's Performance and Clients Satisfaction:

The TU Senate and Executive Council Office evaluates employee performance and ensures client satisfaction through regular performance evaluations and feedback mechanisms.

**Prospective Enhancements:** The TU Senate and Executive Council Office is constantly seeking to enhance its services and operations by adopting new technologies and improving its performance evaluation mechanisms.

Nabindra Prasad Bhandari  
Chief

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Website and Link: <https://tu.edu.np/pages/executive-council-office-202>



# Audit Division

Audit Division under the office of Registrar, Tribhuvan University, conducts internal audit of the financial transaction of all the units of Tribhuvan University. It is a central administrative division at the Central Office, Kirtipur, Kathmandu, Nepal.

The key roles of this division are to perform internal audit, to provide management services to the University, and to consolidate system management independently for objective evaluation of internal controls over all business activities. It gives priority to reviewing the validity of financial and other management information, in compliance with applicable laws and policies, for effective and efficient operations.

## Objectives

- To provide independent and Quality Audit Services to the organization
- To assist in compliance with the existing laws
- To evaluate the suitability and reliability of the internal control system of the organization
- To provide necessary suggestions for solving and improving problems
- To check whether the rules, regulations, and laws have been followed or not
- To shrink for make a single decision
- To coordinate the activities of external auditors
- To prepare an easy environment for the final audit
- To remove the irregularities raised by the auditor general
- To solve the problems before they get complicated
- To keep non-compliance (beruju) records
- To ensure good governance in financial activities at TU

## Functions

- Performing internal audit of regular units as well as special projects for the TU management
- Investigating and making inquiries into various complaints
- Presenting the audit reports published by the Auditor General's Office of the Government of

Nepal to the authority with recommendations to remove irregularities

- Preventing irregularities
- Installing programmes for Non-compliance Database Management System (NDMS)
- Formulating Auditing Manual and Auditing Directories
- Recommending necessary action for violations in financial transactions
- Conducting Financial Accounting, Administrative, and auditing training/workshop periodically
- Providing clearance for retired persons
- Detecting financial irregularities and report to management to help speedily take action
- Investigating reported occurrences of fraud, embezzlement, theft, waste, and misappropriations as and when required

## Organizational Structure of Audit Division

There are two units in the audit division

- Internal Audit Unit
- Beruji Settlement Unit



Pushpa Narayan Shrestha  
Chief

Audit Division  
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# Personnel Administration Division

## Introduction

There is an Employees Administration Division in the central office under the Registrar's Office. The Staff Administration Division works under the Registrar. The Staff Administration Division is the central body responsible for managing the teachers and employees working in various campuses, offices, central departments and other subordinate offices under Tribhuvan University.

## Teacher Staff Post Creation and Management Sections

- To recommend the creation of necessary posts for teacher and staffs in different campuses and offices of the university as per requirement
- To recommend the executive council for the fulfillment of vacant post of teachers and staffs on time
- To arrange for appointment and posting of teachers and staff recommended by TU service commission
- To manage appointment for new and promoted teachers and staffs.
- To arrange the transfer of the teachers and staffs as per the necessity
- To maintain proper record of teachers and staffs working at different offices under university
- To do other necessary works concerning with teachers and staffs

## Position and Gratuity Section

- To give information to the concerned teachers and staffs about their retirement six months before retirement date
- To maintain proper record of teachers and staffs appointment, transfer, promotion, punishment, leave and other as per requirement
- To arrange to provide pension, Gratuity and other benefits to teachers and staffs as per TU Rules and regulations
- To maintain digital record of management teachers and staffs
- To do other miscellaneous works as per the requirement

## Internal Administration Section

- To perform transfer of personnel, contract period extension of staffs working in central office and different central departments

- To maintain the monthly attendance record of the staff
- To maintain the leave records of the staff
- To provide identity card to the teachers and staff
- To perform other miscellaneous works as per the requirement

## Contract Teachers Management Section

- To make an arrangement for appointing teachers on contract or part time basis for all the bodies of TU
- To extend the period of contract of teachers those who are moving on contract as per requirements
- To make an arrangement of paid or unpaid deputation from TU to other institutions;
- To make an arrangement to provide Gratuity and lease of foreign teachers
- To manage internal deputation of contract teachers
- To make an arrangement of deputation of staff other than those working in the central office and to carry out miscellaneous works

## Action and Reward Section

- To make action against teachers who violate norms and code of conduct
- To carry out the procedure to give Medal for long service and for Educational prize
- To conduct other miscellaneous works as per requirements

## Registration and Transit Section

- To register and send letter to be processed from the division

## Academic and Administrative Support Personnel

Tribhuvan University has 5325 teachers and 4316 staffs working as teaching, administrative and supporting staff in different offices of the university.

Krishna Hari Acharya

Chief

Personnel Administration Division

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# TU Press

Tribhuvan University Press, commonly known as TU Press, is the dedicated central printing facility for Tribhuvan University, the oldest and largest university in Nepal. Situated within the premises of the University Campus in Kirtipur, Kathmandu, the press serves as the backbone for the university's massive academic and administrative publication needs.

It operates directly under the jurisdiction of the Registrar's Office and is tasked with handling the extensive printing requirements of the university's vast network of offices, campuses, and affiliated institutions.

## Core Functions and Responsibilities

The primary mandate of TU Press is to produce the essential materials required for the day-to-day operations, examinations, and academic dissemination of Tribhuvan University. It caters to a wide array of university bodies, including:

- TU Central Office and Registrar's Office
- Office of the Controller of Examination
- TU Service Commission
- TU Teaching Hospital (TUTH)
- Institute and Faculty Dean's Offices
- Central Departments, Research Centres, and constituent campuses

## Major Printing Operations

Due to the sheer size of Tribhuvan University's student body, the press operates on a massive scale. Its production can be categorized into three main areas:

### Examination Materials (The Primary Workload):

More than 70% of the press's total printing orders come from the Office of the Controller of Examination. This includes millions of copies of highly sensitive and essential documents such as student answer books, examination forms for various academic levels, and other standardized university forms.

**Academic and Educational Resources:** TU Press is instrumental in publishing academic literature. It prints university textbooks, official curricula, and a wide variety of research journals and academic papers for the university's institutes, faculties, central departments, and the Professors' Association.

### Administrative and Informational Publications:

To keep the university community informed and organized, the press publishes daily, monthly, and yearly administrative documents. This includes:

- Bulletins, calendars, and pocket telephone directories
- Brochures and informational pamphlets
- The TU Annual Publication and the university's official magazine, TU Today
- Various other necessary administrative documents required to keep the university running smoothly.

The TU Press facility operates as a comprehensive, self-sustained printing hub distributed across four specialized buildings, designed to manage the entire lifecycle of a print project. At its core, the production floor features nine printing machines, balancing the high-volume efficiency of eight offset presses with the traditional precision of a letterpress.

The infrastructure is heavily geared toward professional finishing and precision, utilizing a high-tech 20×30 digital plate-making machine for pre-press accuracy and a suite of specialized cutting tools—including high-speed hydraulic and automatic sensible cutters—to ensure exact dimensions. To round out the production cycle, the facility employs automatic binding and electrical stitching systems for high-durability assembly, all while maintaining uninterrupted operations through a dedicated soundless generator.

TU Press is an indispensable institution within Tribhuvan University. By managing the publication of everything from critical examination answer sheets to prestigious research journals, it ensures that the university's administrative machinery and academic missions are seamlessly supported.

TU Press is upgrading its facility with a modern multi-color offset machine to transition from low-quality output to the high-precision printing of secure documents like certificates and cheques.

Yaman Sinha Bohara

Chief

TU Press

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# Information Technology Innovation Centre

## Introduction

The Information Technology Innovation Centre (ITIC) of Tribhuvan University (TU) is the central Information and Communication Technology (ICT) unit established to lead the University's digital transformation, ICT infrastructure development, innovation, and technology-enabled academic and administrative services.

Initially established as the Information Technology Centre in 2016 AD, it was renamed the Information Technology Innovation Centre (ITIC) by the Executive Council of Tribhuvan University in 2021 AD to reflect its expanded mandate in ICT innovation, governance, and institutional digital transformation.

ITIC serves as the central ICT hub of the University, having its own data center in its premises, responsible for planning, implementing, managing, and securing ICT services that support teaching, learning, research, administration, and decision-making across all faculties, institutes, departments, campuses, and offices of Tribhuvan University.

## Objectives

The primary objective of this regulation is to establish the Information Technology Innovation Centre (ITIC) as the central ICT body of Tribhuvan University to promote digitization, manage data centres and ICT services, and enhance teaching, learning, research, innovation, and administrative efficiency through the effective use and systematic operation of information technology.

## Core Functions and Responsibilities

The Information Technology Innovation Center performs the following integrated functions and responsibilities:

- Operates as the university's Data Centre and Data Bank.
- Develops and enhances ICT infrastructure for improved educational quality.
- Supports administrative efficiency through digital systems.
- Coordinates with national and international institutions, including the Government of Nepal and the University Grants Commission.
- Facilitates research and development in modern ICT fields.
- Provides ICT-related services across the university.

## ICT Governance and Management Structure

ITIC operates under a structured ICT governance framework to ensure effective planning, coordination, and execution of ICT services across Tribhuvan University.

## IT Management Committee

- **Chairperson:** Registrar, Tribhuvan University
- Provides strategic direction, ICT policy guidance, and oversight of digital transformation initiatives.

## IT Executive Committee

- **Coordinator:** Director, ITIC
- Responsible for operational decisions, implementation, and monitoring of ICT services and projects.

## Organizational Structure

The Centre is headed by the Director, ITIC, who oversees all ICT operations and administration.

Under the Director, the operational structure is managed through the IT Deputy Controller, who supervises both technical and administrative functions as follows:

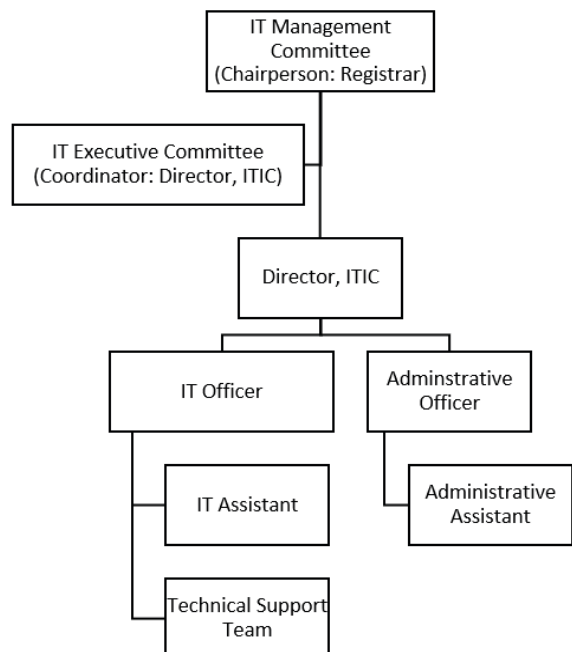
## Technical Stream

- IT Officer
  - IT Assistant
  - Technical Support Team

## Administrative Stream

- Administrative Officer
  - Administrative Assistant

## Organizational Hierarchy



## Major Activities of the Information Technology Innovation Center

To fulfill the objectives of the Information Technology Innovation Centre (ITIC) and in accordance with its core functions and responsibilities, the Centre regularly conducts and manages various ICT-related activities as follows:

- Operate and manage the University Data Centre and Data Bank.
- Provide server hosting, storage, rack space, cloud services, virtualization, and ICT infrastructure services for University entities.
- Provide server hosting, storage, and rack colocation facilities for University projects and systems, including the PAANI project, High-Performance Computing (HPC), Examination Controller systems, and other institutional platforms.
- Host and maintain institutional applications, including attendance management systems, office automation, finance systems, examination systems, human resource systems, and other administrative applications.
- Provide internal software hosting services for University systems such as attendance systems, office automation systems, finance systems, and related applications.
- Host, manage, and maintain integrated websites, web portals, and web applications of the University and its constituent bodies.
- Provide integrated website hosting, management, and training services for institutional website administrators and content managers.
- Operate and manage the official TU Email service system for faculty members, staff, and students across all campuses and offices.
- Manage TU Email services for communication, collaboration, and academic administration.
- Coordinate and manage Eduroam services in collaboration with the National Research and Education Network (NREN) to support global academic connectivity.
- Operate Eduroam services with NREN coordination for research and learning purposes.
- Design, operate, and maintain campus networking, wireless connectivity, internet services, and related ICT infrastructure across University campuses and central offices.
- Provide wireless connectivity and end-user network access services through the University Data Centre and campus ICT infrastructure.
- Provide ICT consultancy, technical advisory, system design, and project implementation support to University entities.

- Deliver ICT consulting services for planning, development, and implementation of digital systems and services.
- Ensure cybersecurity, information security, data protection, backup, disaster recovery, and business continuity services.
- Support digital transformation, e-Governance, digitization, and paperless administration initiatives across the University.
- Establish and maintain cloud computing, virtualization, and shared ICT infrastructure services.
- Organize ICT training, workshops, seminars, conferences, certification programmes, and capacity-building activities for faculty, staff, and students.
- Conduct capacity-building programmes such as AWS Cloud Practitioner training for IT staff and technical personnel.
- Promote the adoption of emerging technologies, innovation, and best practices in ICT.
- Coordinate ICT standards, policies, guidelines, and governance frameworks across the University.
- Collaborate with national and international institutions, research networks, and development partners on ICT-related programmes and projects.

These activities collectively ensure the development of a secure, scalable, and integrated ICT ecosystem for Tribhuvan University, while strengthening academic support services, digital governance, research infrastructure, and institutional modernization.

In summary, the Information Technology Innovation Centre (ITIC) plays a vital role in enabling digital transformation at Tribhuvan University through robust ICT infrastructure, a centralized data centre, integrated digital services, structured ICT governance frameworks, and continuous innovation. ITIC supports academic excellence, research advancement, and efficient university administration by ensuring reliable, secure, and scalable ICT services across the University.

Looking ahead, ITIC will continue to advance its objectives through planned initiatives such as the establishment of a Disaster Recovery (DR) Site, expansion of digital services, strengthening of ICT governance, and enhancement of data centre capabilities. These strategic efforts aim to further improve technology-enabled education, accelerate digital transformation, and promote institutional modernization at Tribhuvan University.

Prof. Dr. Subarna Shakya  
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# Centre for Quality Assurance and Accreditation

## INTRODUCTION

The University Grants Commission (UGC) of Nepal has introduced the system of Quality Assurance and Accreditation (QAA) since 2007 for Higher Education Institutions (HEIs). The growing participation of HEIs in adhering to the QAA process reflects the country's widening scope of the QAA system. The QAA has already been a core concern and a priority in higher education development at Tribhuvan University (TU). Realising the importance of the QAA, TU established the Centre for Quality Assurance and Accreditation (TU-QAA Centre) in 2017 to assure quality and facilitate accrediting its constituent campuses, central departments, and schools. Quality Assurance (QA) mainly focuses on standards encompassing various key aspects of the entire Higher Education (HE) framework. These aspects include institutional capacity within HEI, academic curricula, teaching methodologies, research requirements, student assessment, and examination systems, as well as other academic infrastructures and environments.

Quality assurance has a broad scope and focuses on academic programmes, HEIs' developments and quality enhancement initiatives. Implementing the QAA process is the mandatory policy at Tribhuvan University of Nepal. It aims to maximise or improve the overall quality of academic programmes and institutional capability by increasing value and gaining a high institutional image. Quality assurance is also a key component of the internationalisation of higher education; thus, the TU-QAA Centre is involved in international collaboration (e.g. Erasmus+ Programme of the European Union). The HEIs play a vital role in internationalisation for developing a globally competent skilled workforce and enabling a more collaborative world.

## Goals

The goals of QAA are: (a) to enhance student success by improving teaching and learning mechanisms and provide the knowledge and competencies required for professional development (b) to achieve standards of the central departments, constituent campuses, and schools (c) to enhance the reputation and credibility of academic institutions by accreditation which can attract students, faculty, funding, and other resources to the institution.

## Objectives

The main objective of QAA is to promote academic excellence and advancement through quality assurance, accreditation, and continuous improvement. Some specific objectives are: (a) to promote and upgrade the quality of HE (b) to develop existing academic programmes to the level of international standard to meet the need for globalisation of education and labour market (c) to maximize QA or improve overall quality on academic programmes and institutional capacity in boosting the achievement of student and institutional output.



## QAA IN TRIBHUVAN UNIVERSITY

Programs like Medicine, Engineering, and Law at Tribhuvan University are audited and accredited by their respective professional councils to ensure the quality of education. However, faculties and institutions such as Science and Technology, Agriculture and Animal Science, Forestry, Education, Management, Humanities, and Social Sciences, along with other central departments and constituent campuses, lack professional councils, and their graduates are unaudited and unaccredited. Moreover, the goodwill and identity of the institutions need to be encouraged and assured. Thus, the QAA Centre (TU-QAAC) of Tribhuvan University is facilitating the auditing process for the accreditation of its higher educational institutions. In this context, Nepalese education and its universities should be upgraded. To implement a quality education system, the practices and recognition of quality assurance and accreditation play a vital determining and decisive role. Because of these facts, the QAA Centre at TU has developed a

framework of guidelines and prerequisites essential for QAA.

### QAA Procedure

QAA procedure consists of a four-stage process, which is a combination of self-study and peer review. The University Grants Commission formulated the eight major criteria: (1) policy and procedure, (2) curricular aspects, (3) teaching learning and evaluation system (4) research consultancy and extension (5) Infrastructure and learning resources (6) student support and guidance (7) Information system (8) Public information. The UGC has also started the implementation of new indicators of the QAA system. In general, the four stages of QAA procedures are as follows:

#### Submission of a Letter of Intent (LoI)

The HEIs willing to participate in the QAA process have to submit a Letter of Intent (LoI) in the specified format along with the information and determine eligibility. QAAD, UGC Nepal has developed manuals and guidelines for eligible institutions to complete the self-assessment process. Eligibility criteria and documents to be submitted with the LoI Form are available on the UGC website (<https://www.ugcnepal.edu.np/>).

#### Preparation for the Submission of Self-Study Report

Preparation of SSR is an internal exercise for the participating institutions expected to be performed with honesty, self-trust and confidence. It aims to allow the institutions to measure their effectiveness and efficiency, and identify core strengths and weaknesses. The eligible institutions of TU have to prepare the Self-Study Report (SSR). Upon submission of the SSR report to the Centre for Quality Assurance and Accreditation of Tribhuvan University, the centre will evaluate the SSR report by the Expert Team through an internal pre-visit to the respective HEIs. Subsequently, the centre will advise the HEIs to finalise the SSR report through the internal evaluation process and recommend the finalised SSR for submission to the University Grants Commission of Nepal.

#### Peer Review

Upon receipt of the formal SSR report from the participating institution, the Quality Assurance and Accreditation Council (QAAC) of UGC Nepal form a

Peer Review Team (PRT). This team is responsible for evaluating the QAA process by examining the SSR and conducting a field visit to the institution. During this visit, the team inspects evidence patterns to validate the SSR through observation and interaction with relevant individuals within the concerned institution.

#### Final Decision for Accreditation

The QAAC-UGC, Nepal, reviews the PRT report and recommends it to the UGC for the accreditation status. The final decision is made by the UGC.

#### Institutional Arrangement of QAA System in Tribhuvan University

- Executive Board of TU
- Internal Quality Assurance Committee of TU (TU-IQAC)
  - Chairperson: Rector of TU
  - Vice Chairperson: Registrar of TU
  - Member Secretary: Dr. Achyut Adhikari, Director, TU-QAAC
  - Member: Prof. Dr. Sangita Rajbhandari
  - Member: Director, Office of Planning Directorate, TU
  - Member: Director, Office of the Monitoring Directorate, TU
  - Member: Representative of University Grant Commission (UGC)
- Centre for QAA of TU (TU-QAAC)



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# Tribhuvan University Alumni Association Nepal

## Introduction

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

## The VMGO of TUAAN

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

## Who are eligible for membership?

An individual who has received a degree of either D. Lit., Post Doc, PhD, M. Phil, Master, or Bachelor from Tribhuvan University is eligible for membership of TUAAN.

However, individual with a Proficiency Certificate degree before its phase-out from Tribhuvan University is also eligible for the membership. TUAAN offers four categories of membership to individuals: general member, life member, founder member, and honorary member. Individuals who have served on the executive committee during the period of registration of TUAAN are awarded founder membership. Similarly, an individual who has contributed significantly to the field of any discipline can be awarded as an honorary member. With the nominal charge, the TUAAN office shall provide a membership identification card.

## Publications

TUAAN has developed its own website (<http://www.tuaan.edu.np>). It plans to have its own publications, online or print papers, newsletters, and journals. TUAAN published its first “Alumni Smarika” in 2023 during the fourth annual meeting. The publication is available and those who are interested to read it can get a copy from the TUAAN office.

## Programs and Activities

TUAAN aims to bring all the members under one roof with academic and social activities for the benefit of the nation. It invites all TU graduates to come together and join hands for optimum utilization of the alumni resources and work for strengthening TU. TUAAN plans to extend its activities from sub-



committees and extend membership in different continents, America, Europe, Asia, Africa and Australia. It also plans to build its own multi-purpose building with the support of TU alumni throughout the world.

### Financial Management

The major source of fund of TUAAN is membership fee. Other sources are the amounts received as grant assistance or donation from alumni, any person or organization and amount of loan or cash or goods, and donation obtained from the government of Nepal, foreign grants and assistance and consultancy and other services fee. TUAAN has its own account in Nepal Bank Limited at Kirtipur branch. One can contribute to TUAAN by depositing the amount directly to the current account no. 04500106501633000002. Similarly, current bank account no. 00501010006620 is maintained at Global IME bank Ltd. Kirtipur branch which can also be used to contribute to TUAAN.

### Structure

As per the directive, a general assembly of TUAAN elects the executive committee consisting of 27 members that constitute five officials (Chairperson, Vice Chairperson, General Secretary, Secretary, and Treasurer) and 22 members for four years tenure. TUAAN held its fourth annual general meeting on 21st Poush 2079 (5th January 2023) at Smiriti Bhawan of Tribhuvan University (TU Memorial Building), Kirtipur and elected new executive committee for the next term. List of the committee members with their designation is as follows:

| SN | Name                            | Position          |
|----|---------------------------------|-------------------|
| 1  | Mr. Pradeep Kumar Shrestha      | President         |
| 2  | Prof. Dr. Sunity Hada Shrestha  | IP-President      |
| 3  | Prof. Dr. Ridish Kumar Pokharel | Vice-chairperson  |
| 4  | Dr. Dhiraj Pradhananga          | General Secretary |
| 5  | Dr. Nanda Kishor Kumar          | Secretary         |
| 6  | Dr. Kushmila Acharya            | Treasurer         |
| 7  | Dr. Bhola Nath Dhakal           | Member            |
| 8  | Prof. Dr. Chandra Lal Shrestha  | Member            |

|    |                                    |        |
|----|------------------------------------|--------|
| 9  | Ms. Gita Chhetri                   | Member |
| 10 | Mr. Hari Raj Atreya                | Member |
| 11 | Mr. Hikmat Bahadur Raya            | Member |
| 12 | Mr. Indresh Thakur                 | Member |
| 13 | Ms. Khuma Sharma Dhital            | Member |
| 14 | Dr. Kishor Atreya                  | Member |
| 15 | Prof. Krishna Prasad Acharya       | Member |
| 16 | Prof. Dr. Krishna Raj Tiwari       | Member |
| 17 | Dr. Loknath Dulal                  | Member |
| 18 | Mr. Narayan Joshi                  | Member |
| 19 | Prof. Dr. Narayan Prasad Chapagain | Member |
| 20 | Mr. Rajesh Khanal                  | Member |
| 21 | Dr. Ram Chandra Pokharel           | Member |
| 22 | Mr. Ravi Chandra Parajuli          | Member |
| 23 | Prof. Dr. Ram Kailash Yadav        | Member |
| 24 | Prof. Dr. Santosh Rayamajhi        | Member |
| 25 | Dr. Shree Prasad Ghimire           | Member |
| 26 | Ms. Sita Khanal                    | Member |
| 27 | Mr. Surya Bahadur Adhikari         | Member |
| 28 | Dr. Thakur Silwal                  | Member |

The newly elected executive committee held its first meeting on 27<sup>th</sup> February 2023 (Falgun 15, 2079) at the CNAS building and discussed the future course of action. The meeting also discussed the possibility of mobilizing the executive members in different activities and decided to form different sub-committees headed by the executive members. The second executive meeting finalized the name of the sub-committees such as the press and publication committee, membership drive committee, and fund mobilization committee.

Pradeep Kumar Shrestha  
President

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[tuinfo2018@gmail.com](mailto:tuinfo2018@gmail.com)



# Central Departments

| S.N. | Central Departments                                                         | Institute/Faculty |
|------|-----------------------------------------------------------------------------|-------------------|
| 1.   | Central Department of Education , Kirtipur                                  | Education         |
| 2.   | Central Department of Anthropology, Kirtipur                                | Humanities        |
| 3.   | Central Department of Buddhist Studies, Kirtipur                            | Humanities        |
| 4.   | Central Department of Economics , Kirtipur                                  | Humanities        |
| 5.   | Central Department of English , Kirtipur                                    | Humanities        |
| 6.   | Central Department of Fine Arts, Kirtipur                                   | Humanities        |
| 7.   | Central Department of Geography , Kirtipur                                  | Humanities        |
| 8.   | Central Department of Hindi , Kirtipur                                      | Humanities        |
| 9.   | Central Department of History , Kirtipur                                    | Humanities        |
| 10.  | Central Department of Home Science, Bagh Bazar, Kathmandu                   | Humanities        |
| 11.  | Central Department of Journalism and Mass Communication, Exhibition Road    | Humanities        |
| 12.  | Central Department of Library and Information Science, Kirtipur             | Humanities        |
| 13.  | Central Department of Linguistics, Kirtipur                                 | Humanities        |
| 14.  | Central Department of Maithili, Janakpur                                    | Humanities        |
| 15.  | Central Department of Nepal Bhasha, Patan Dhoka                             | Humanities        |
| 16.  | Central Department of Psychology , Kirtipur                                 | Humanities        |
| 17.  | Central Department of Nepali , Kirtipur                                     | Humanities        |
| 18.  | Central Department of Nepali Culture, History and Archeology, Kirtipur      | Humanities        |
| 19.  | Central Department of Political Science, Kirtipur                           | Humanities        |
| 20.  | Central Department of Population , Kirtipur                                 | Humanities        |
| 21.  | Central Department of Rural Development, Kirtipur                           | Humanities        |
| 22.  | Central Department of Sanskrit , Kirtipur                                   | Humanities        |
| 23.  | Central Department of Sociology, Kirtipur                                   | Humanities        |
| 24.  | Central Department of Law, Exhibition Road                                  | Law               |
| 25.  | Central Department of Management , Kirtipur                                 | Management        |
| 26.  | Central Department of Public Administration, Balkhu, Kathmandu              | Management        |
| 27.  | Central Department of Botany, Kirtipur                                      | Science           |
| 28.  | Central Department of Bio-technology, Kirtipur                              | Science           |
| 29.  | Central Department of Chemistry , Kirtipur                                  | Science           |
| 30.  | Central Department of Computer Science and Information Technology, Kirtipur | Science           |
| 31.  | Central Department of Environmental Science, Kirtipur                       | Science           |
| 32.  | Central Department of Food Technology, Dharan                               | Science           |
| 33.  | Central Department of Geology , Kirtipur                                    | Science           |
| 34.  | Central Department of Hydrology and Meteorology, Kirtipur                   | Science           |
| 35.  | Central Department of Microbiology, Kirtipur                                | Science           |
| 36.  | Central Department of Mathematics , Kirtipur                                | Science           |
| 37.  | Central Department of Physics, Kirtipur                                     | Science           |
| 38.  | Central Department of Statistics, Kirtipur                                  | Science           |
| 39.  | Central Department of Zoology, Kirtipur                                     | Science           |
| 40.  | Central Department of Public health, Maharajgunj                            | Medicine          |
| 41.  | Department of Conflict peace and Development Studies, Kirtipur              | Humanities        |
| 42.  | Department of Gender Studies, Balkhu                                        | Humanities        |
| 43.  | Department of International Relation and Diplomacy, Kirtipur                | Humanities        |
| 44.  | Department of Social Work, Kirtipur                                         | Humanities        |

| Schools                                                   | Programs                                       |
|-----------------------------------------------------------|------------------------------------------------|
| 1. Graduate School of Education, Kirtipur                 | 1. Master in Counselling Psychology, Kirtipur  |
| 2. School of Forestry and Natural R. Management, Kirtipur | 2. Master in Labour Studies, Kirtipur          |
| 3. School of Management, Kirtipur                         | 3. Master in Sport Science, Kirtipur           |
| 4. School of Mathematical Sciences, Kirtipur              | 4. Master in Tourism and Hospitality, Kirtipur |
|                                                           | 5. Master in Governance & Anti Corruption      |

# Constituent Campuses of TU

## Koshi Province

|    |                                                    |                            |          |
|----|----------------------------------------------------|----------------------------|----------|
| 1  | Mahendra Ratna Multiple Campus, Ilam               | Education                  | Bachelor |
|    |                                                    | Humanities                 | Master   |
|    |                                                    | Management                 | Bachelor |
|    |                                                    | Science                    | Master   |
|    |                                                    | Agriculture (Horticulture) | Bachelor |
| 2  | Mechi Multiple Campus, Jhapa                       | Humanities                 | Bachelor |
|    |                                                    | Management                 | Master   |
|    |                                                    | Science                    | Bachelor |
| 3. | Gauradaha Agriculture Campus, Gauradaha, Jhapa     | Agriculture                | Bachelor |
| 4  | Mahendra Morang Adarsh Multiple Campus, Biratnagar | Humanities                 | Bachelor |
|    |                                                    | Management                 | Master   |
|    |                                                    | Science                    | Bachelor |
|    |                                                    | Education                  | Master   |
| 5  | Degree Campus, Biratnager                          | Humanities                 | Bachelor |
|    |                                                    | Management                 | Master   |
|    |                                                    | Science                    | Master   |
| 6  | Nursing Campus, Biratnager                         | Medicine                   | Bachelor |
| 7  | Purwanchal Campus, Dharan                          | Engineering                | Bachelor |
| 8  | Mahendra Multiple Campus, Dharan                   | Humanities                 | Master   |
|    |                                                    | Management                 | Bachelor |
|    |                                                    | Law                        | Master   |
|    |                                                    | Education                  | Bachelor |
| 9  | Central Campus of Technology, Dharan               | Science                    | Bachelor |
| 10 | Dhankuta Multiple Campus, Dhankuta                 | Humanities                 | Master   |
|    |                                                    | Management                 | Bachelor |
|    |                                                    | Science                    | Bachelor |
|    |                                                    | Education                  | Master   |

|                                     |            |                    |
|-------------------------------------|------------|--------------------|
| 11 Tehrathum Campus, Chuhandanda    | Humanities | Bachelor           |
|                                     | Education  | Master<br>Bachelor |
| 12 Bhojpur Multiple Campus, Bhojpur | Humanities | Bachelor           |
|                                     | Management | Bachelor           |
|                                     | Education  | Bachelor           |
|                                     |            | Master             |

## Madhesh Province

|                                          |            |          |
|------------------------------------------|------------|----------|
| 13 Mahendra Bindeshwori Campus, Rajbiraj | Humanities | Bachelor |
|                                          |            | Master   |
|                                          | Law        | Bachelor |
|                                          | Science    | Bachelor |
|                                          | Management | Bachelor |
|                                          | Education  | Bachelor |
|                                          |            | Master   |

|                                                                         |            |          |
|-------------------------------------------------------------------------|------------|----------|
| 14 Surya Narayana Satya Narayana Morveta Yadhav Multiple Campus, Siraha | Science    | Bachelor |
|                                                                         | Education  | Bachelor |
|                                                                         |            | Master   |
|                                                                         | Humanities | Bachelor |
|                                                                         | Management | Bachelor |

|                                                   |            |          |
|---------------------------------------------------|------------|----------|
| 15 Ramshwaroop Ramsagar Multiple Campus, Janakpur | Humanities | Bachelor |
|                                                   |            | Master   |
|                                                   | Management | Bachelor |
|                                                   |            | Master   |
|                                                   | Science    | Bachelor |
|                                                   |            | Master   |
|                                                   | Education  | Bachelor |
|                                                   |            | Master   |

|                                        |            |          |
|----------------------------------------|------------|----------|
| 16 Thakur Ram Multiple Campus, Birgunj | Humanities | Bachelor |
|                                        |            | Master   |
|                                        | Education  | Bachelor |
|                                        |            | Master   |
|                                        | Management | Bachelor |
|                                        |            | Master   |
|                                        | Science    | Bachelor |

|                                      |          |          |
|--------------------------------------|----------|----------|
| 17 Birgunj Campus (Nursing), Birgunj | Medicine | Bachelor |
|--------------------------------------|----------|----------|

## Bagmati Province

|                                       |          |          |
|---------------------------------------|----------|----------|
| 18 Hetauda Campus (Forestry), Hetauda | Forestry | Bachelor |
|                                       |          | Master   |

|                                            |             |          |
|--------------------------------------------|-------------|----------|
| 19 Rampur Campus (Agriculture), Khairahani | Agriculture | Bachelor |
|--------------------------------------------|-------------|----------|

|                                                |             |                |
|------------------------------------------------|-------------|----------------|
| 20 Chitwan Engineering Campus, Rampur          | Engineering | Bachelor       |
| 21 Birendra Multiple Campus, Bharatpur         | Science     | Bachelor       |
|                                                | Humanities  | Master         |
|                                                | Management  | Bachelor       |
|                                                | Education   | Master         |
| 22 Bhaktapur Multiple Campus, Bhaktapur        | Science     | Bachelor       |
|                                                | Humanities  | Bachelor       |
|                                                | Management  | Master         |
|                                                |             | Bachelor       |
|                                                |             | Master         |
| 23 Sanothimi Campus, Bhaktapur                 | Education   | Bachelor       |
|                                                |             | Master         |
| 24 Patan Samyukta Campus, Patan Dhoka          | Science     | Bachelor       |
|                                                | Humanities  | Master         |
|                                                | Management  | Bachelor       |
|                                                |             | Master         |
| 25 Pulchowk Campus (Central), Pulchowk         | Engineering | Bachelor       |
|                                                |             | Master         |
| 26 Nepal Commerce Campus, Min Bhawan           | Management  | Bachelor       |
|                                                |             | Master         |
| 27 Thapathali Campus (Engineering), Thapathali | Engineering | Bachelor       |
|                                                |             | Master         |
| 28 Jana Prasashan Campus, Balkhu               | Management  | Bachelor (BPA) |
|                                                |             | Master (MPA)   |
| 29 University Campus, Kirtipur                 | Humanities  | Master         |
|                                                | Management  | Master         |
|                                                | Education   | Master         |
|                                                |             | PGD            |
|                                                |             | Master         |
|                                                | Science     | Master         |
| 30 Mahendra Ratna Campus, Tahachal             | Education   | Bachelor       |
|                                                |             | Master         |
| 31 Ayurved Campus, Kirtipur                    | Ayurved     | Bachelor       |
|                                                |             | Master         |

|                                               |                                     |                                                      |
|-----------------------------------------------|-------------------------------------|------------------------------------------------------|
| 32 Public Youth Campus, Dhobichaur            | Management                          | Bachelor<br>Master                                   |
| 33 Saraswoti Multiple Campus, Lainchaur       | Humanities<br>Management            | Bachelor<br>Master<br>Bachelor<br>Master             |
| 34 Amrit Campus, Lainchaur                    | Science                             | Bachelor<br>Master                                   |
| 35 Central Campus (Medicine), Maharajung      | Medicine                            | Bachelor<br>Bachelor<br>Master                       |
| 36 Nursing Campus, Maharajgunj                | Medicine                            | Bachelor<br>Master                                   |
| 37 Lalitkala Campus, Bhotahiti                | Humanities                          | Bachelor<br>Master                                   |
| 38 Trichandra Multiple Campus, Ghantaghar     | Humanities<br>Science               | Bachelor<br>Master<br>Bachelor<br>Master             |
| 39 Padmakanya Multiple Campus, Bagbazar       | Humanities<br>Management<br>Science | Bachelor<br>Master<br>Bachelor<br>Master<br>Bachelor |
| 40 Shankerdev Campus, Putalisadak             | Management                          | Bachelor<br>Master                                   |
| 41 Ratna Rajya Laxmi Campus, Pradarshani Marg | Humanities                          | Bachelor<br>Master                                   |
| 42 Nepal Law Campus, Pradarshani Marg         | Law                                 | Bachelor<br>Master                                   |
| 43 Bishwa Bhasa Campus, Pradarshani Marg      | Humanities                          | Non-level                                            |
| <b>Gandaki Province</b>                       |                                     |                                                      |
| 44 Gorkha Campus, Gorkha                      | Education<br>Management<br>Science  | Bachelor<br>Master<br>Bachelor<br>Bachelor           |

|                                              |             |                    |
|----------------------------------------------|-------------|--------------------|
| 45 Lamjung Campus, Sundarbazar               | Agriculture | Bachelor           |
| 46 Paschimanchal Campus, Pokhara             | Engineering | Bachelor<br>Master |
| 47 Pokhara Nursing Campus, Pokhara           | Medicine    | Bachelor<br>Master |
| 48 Pokhara Campus (forestry), Pokhara        | Forestry    | Bachelor<br>Master |
| 49 Prithvinarayan Multiple Campus, Pokhara   | Humanities  | Bachelor<br>Master |
|                                              | Management  | Bachelor<br>Master |
|                                              | Science     | Bachelor<br>Master |
|                                              | Education   | Bachelor<br>Master |
|                                              | Law         | Bachelor           |
| 50 Dhaulagiri Campus, Baglung                | Humanities  | Bachelor<br>Master |
|                                              | Education   | Bachelor<br>Master |
|                                              | Management  | Bachelor<br>Master |
|                                              | Science     | Bachelor           |
| <b>Lumbini Province</b>                      |             |                    |
| 51 Tribhuvan Multiple Campus, Palpa          | Humanities  | Bachelor<br>Master |
|                                              | Management  | Bachelor<br>Master |
|                                              | Science     | Bachelor           |
|                                              | Law         | Bachelor           |
|                                              | Education   | Bachelor<br>Master |
| 52 Butwal Multiple Campus, Butwal            | Law         | Bachelor           |
|                                              | Education   | Bachelor<br>Master |
|                                              | Management  | Bachelor           |
|                                              | Humanities  | Bachelor<br>Master |
|                                              | Science     | Bachelor           |
| 53 Paklihawa Campus (Agriculture), Paklihawa | Agriculture | Bachelor           |

|                                             |                             |                                            |
|---------------------------------------------|-----------------------------|--------------------------------------------|
| 54 Bhairahawa Multiple Campus, Bhairahawa   | Humanities                  | Bachelor<br>PGD<br>Master                  |
|                                             | Management                  | Bachelor<br>Master                         |
|                                             | Education                   | Bachelor<br>Master                         |
|                                             | Science                     | Bachelor                                   |
| 55 Mahendra Multiple Campus, Dang           | Humanities                  | Bachelor<br>Master                         |
|                                             | Management                  | Bachelor<br>Master                         |
|                                             | Science<br>Education        | Bachelor<br>Bachelor<br>Master             |
|                                             | Law                         | Bachelor                                   |
| 56 Mahendra Multiple Campus, Nepalgunj      | Humanities                  | Bachelor<br>Master                         |
|                                             | Management                  | Bachelor<br>Master                         |
|                                             | Law<br>Science<br>Education | Bachelor<br>Bachelor<br>Bachelor<br>Master |
|                                             |                             |                                            |
| 57 Nursing Campus, Nepalgunj                | Medicine                    | Bachelor                                   |
| <b>Karnali Province</b>                     |                             |                                            |
| 58 Surkhet Campus, Birendranagar            | Education                   | Bachelor<br>Master                         |
| 59 Jumla Campus, Jumla                      | Managment<br>Education      | Bachelor<br>Bachelor<br>Master             |
|                                             | Management                  | Bachelor                                   |
|                                             |                             |                                            |
| <b>Sudurpashchim Province</b>               |                             |                                            |
| 60 Doti Multiple Campus, Doti               | Humanities                  | Bachelor<br>Master                         |
|                                             | Education<br>Management     | Bachelor<br>Bachelor                       |
|                                             |                             |                                            |
| 61 Dadeldhura Campus, Dadeldhura            | Humanities                  | Bachelor<br>Master                         |
|                                             | Education                   | Bachelor<br>Master                         |
|                                             | Management                  | Bachelor                                   |
| 62 Siddhanath Science Campus, Mahendranagar | Science                     | Bachelor<br>Master                         |