

# **Strategic Plan of Gandaki University 2022-2032**

**Envisioning the Future  
Build-Nurture-Sustain-Transform**



**Gandaki University, Gandaki Province, Pokhara, Nepal  
July 2022**

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“Gandaki University would like to express its deepest appreciation to the USAID’s CRS Farmers-to-Farmers Program (F2F) of Nepal for providing technical assistance to prepare this strategic plan. A special gratitude goes to the F2F volunteer writer- Dr. Ellen-Earle Chaffee, Senior Fellow, Association of Governing Boards of Universities and Colleges, the USA, and Dr. Giridhari Sharma Poudel, former Vice-Chairman of the Policy and Planning Commission, Gandaki Province for his tremendous hard work and contribution to finalize this strategic plan.” We would also like to acknowledge Professor Dr.Julia Meaton from University of Huddersfield, UK for her contribution to the initial draft in reviewing the content.

**Dinesh Chandra Devkota, PhD**  
**Chairperson, Board of Trustees (BoT)**  
**Gandaki University**



## **Foreword**

On behalf of the Board of Trustees, it is my pleasure and privilege to present the 10-year Strategic Plan 2022-2031 of Gandaki University. This forward-looking plan has been developed with valuable, extensive consultations with multiple stakeholders associated with the university and will guide the undertakings of Gandaki University for the next decade. This Strategic Plan is centered around Nepal's rapidly changing socio-economic conditions, with the objective of fulfilling our growing aspirations and expectations for a prosperous nation. Furthermore, with due regard to the dynamic global context and competitive higher education, in the next decade, the university plans to prioritize academic competency, research, and professional development. I would like to take this opportunity to express our sincere gratitude to everyone who has contributed to the formulation of this Strategic Plan.

Gandaki University was established with a vision of “becoming a center of excellence in higher education, research, teaching and innovation in Nepal and South Asia Region”, and a mission “to develop highly qualified and committed technical professionals and development ambassadors for Nepal and South Asia Region”. Inspired and guided by our vision and mission, we are confident that dedicated students, faculty, research scientists, and staff members will steer the university towards becoming an innovative academic center, producing highly qualified, skilled, and market-driven professionals and leaders of Nepal and beyond.

This Strategic Plan has eight core values, 12 strategic pillars, 14 goals, 14 objectives, 14 strategies, and 145 activities with expected results, providing a roadmap to achieve these aspirations. The actions outlined here will enhance Gandaki University's outcomes and leadership in education and research. Implementation of this Strategic Plan demands great resources and firm commitment from the Government of Nepal, Board of Trustees, senior management, faculty, students, development partners, and other stakeholders. I humbly call on all stakeholders associated with Gandaki University for their continuous and unconditional moral, financial, material, and technological support for the successful realization of this plan.

**Prof. Ganesh Man Gurung, PhD  
Chancellor, Gandaki University**



**Few words**

I would like to express my sincere appreciation and gratitude to the federal, provincial, and local governments, stakeholders, development partners, and communities for their continuous support and encouragement to establish and operate the Gandaki University (GU), in Gandaki Province, Pokhara, Nepal. This strategic plan is a roadmap of the university for the next decade, and it is formulated following a participatory method and wider consultative process. I offer my sincere thanks to all individuals and institutions who contributed to preparing this Strategic Plan.

The information, ideas, and thoughts provided by the key stakeholders, key informants, partners, professionals, government officials, and parliamentarians were very important to design this Strategic Plan. I thank them for their ideas, thoughts, suggestions, and feedback. Continuous support from the GU Board of Trustees (BOT), faculties, students and staff members, Gandaki Province Government, intellectuals, and development practitioners is a source of inspiration to bring this Strategic Plan to this shape and advance it for implementation. On behalf of the GU Board of Trustees, I would like to express our sincere thanks for all your support.

I am grateful to all members of the Strategic Plan Preparation Sub-committee of the GU BOT led by Dr. Min Bahadur Shrestha, Strategic Plan Drafting Committee led by Asso. Prof. Surya Bahadur G.C., and the Strategic Plan Review and Finalization Sub-committee led by Dr. Min Bahadur Shrestha. Last but not least, I am grateful to Dr. Giridhari Sharma Paudel, who provided continuous voluntary support for GU from its inception to writing this Strategic Plan, synthesizing the thoughts and opinions expressed by different stakeholders and professionals during meetings, workshops, personal communications, and initial draft of the Drafting Committee. I also express my sincere thanks to the Farmers-to-Farmers Program of Nepal for its technical assistance to prepare this strategic plan and to Dr. Ellen-Earle Chaffee, Senior Fellow and Senior Consultant, Association of Governing Boards of Universities and Colleges, USA for her voluntary review of this strategic plan.

**Prof. Naba Raj Devkota, PhD**  
**Vice-Chancellor, Gandaki University**



**Few words**

I am pleased to present very first ever and historical Strategic Plan of Gandaki University 2022-2032- Envisioning the future Build-Nurture-Sustain-Transform. The Strategic plan has 8 core values, 12 strategic pillar, 14 goals, 14 objectives, 14 strategies, 48 working strategies and 145 activities with expected results. This plan is central to shaping our priorities and defining our path for the future. The goals identified within this ten-year plan reflect the hopes and dreams of our university and that will help to guide us on moving forward on significant priorities.

Planning requires foresight, it is conquering the future. Planning is preserving the University for future generations, providing a sense of transformation to take on global changes and not fall victim to stagnation. In this sense, this Strategic Plan is a map for the University to build on now and in the future. It is the result of extensive participation from the stakeholders associated to the university and society, and it lays the groundwork and paved out strategies to position Gandaki University as a global university with academic excellence and social responsibility, at least in the South Asian Region. The challenge is to take the pivotal steps required to position the institution as one of the best universities in Nepal, renowned for its teaching, research, cultural promotion, and social and economic outreach including innovative works. Conscious of the current challenges, this Plan was created through a broad, open, and participatory exercise that involved engaging society and the university community. Students participated as well as academics, executives, employees and specialists from various areas, truly involved as of representatives from social and economic sectors of Gandaki Province. The result is a strategic document that gathers the experiences and best practices of University Network all around the globe. The goal was to create an academically sound Plan that is easy for the community to access and that clearly defines a path for the future, including practical and substantive indicators that serve as mechanisms for accountability before the community and society in Gandaki Province.

Due to the work of several, but important facets, Gandaki University is poised for limitless opportunity and future success — success that will only be possible by the dedication and passion of individuals who have devote themselves to the ideals and mission of our beloved university. With the implementation of Envisioning the future Build-Nurture-Sustain-Transform, there is no limit to what the future holds and what we can achieve together as one Gandaki family.

**Kailash Timilsina, PhD**  
**Registrar, Gandaki University**



**Few words**

Higher education is a public good and its ripple effect is felt throughout society and on the economy. Gandaki University is no more exception. However, the paradigm of higher education is changing rapidly and dramatically. Globalization and renewed focus of Nepali students to study abroad presents the challenges for every higher education institution in our nation. However, Gandaki University committed to thoughtful strategies and innovation, we are seeing these challenges as opportunities for advancement and success. Our future depends on our comprehensive commitment to invest in new modalities of student learning and educational technology, partnerships and advancement strategies that enhance our resource base and reputation. In so doing, we will become the first-choice University for a dedicated and diverse community of students, staff, and faculty in the days to come.

The Strategic Plan of Gandaki University 2022-2032 Envisioning the future Build-Nurture-Sustain-Transform, responds to these challenges and opportunities with a clear set of goals, strategies, and actions developed and embraced by our community. The plan is dynamic and ambitious—it will stretch us forward and raise the bar on our expectations of ourselves. We expect these strategies and actions to evolve and hopefully, the bold ideas articulated here will inspire us to be innovative and impactful, moving us in important and exciting new directions. We believe that this plan has been developed by the team being creative, innovative and responsive to future learners and societal needs. Last, but not the least, we would like to thank Strategic Plan Preparation Sub-Committee and Strategic Plan Drafting Committee for embracing the need of Gandaki Province, and at the same time, envisioned our future.

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## ACRONYMS

AD	After the Death of Christ, English Calendar
BS	Bikram Sambat, Nepali Calendar
BOT	Board of Trustees
CPD	Committee for Policy Development
CTEVT	Council for Technical Education and Vocational Training
ECOSOC	Economic and Social Council of UN
EVI	Economic Vulnerability Index
FGD	Focus Group Discussion
GoN	Government of Nepal
Go	Government
GU	Gandaki University
GNI	Gross National Income
GDP	Gross National Production
HSEB	Higher Secondary Examination Board
HAI	Human Asset Index
KII	Key Informant Interview
LDC	Least Developed Country
MEST	Ministry of Education, Science and Technology
MOV	Means of Verification
NRN	Non-resident Nepalese
NGO	Non-governmental Organization
NPC	National Planning Commission
OVI	Objectively Verifiable Indicator
PPPC	Provincial Policy and Planning Commission
STEM	Science, Technology, Engineering and Math
SWOT	Strength, Weakness, Opportunities, and Threats
SDGs	Sustainable Development Goals
SMT	Senior Management Team
TVET	Technical and Vocational Education and Training
UNCTED	United Nations Conference on Trade and Economic Development
UGC	University Grant Commission
UN	United Nations
UNDP	United Nations Development Program
USD	United States Dollar
VC	Vice-chancellor

## Executive Summary

The Federal Democratic Republic Constitution 2015 of Nepal has given legitimate authority to Provincial governments to establish and operate higher education institutions in their territories. Enjoying these constitutional rights, Gandaki University (GU) was established by the Gandaki Province Government in 2019 to produce the world-class high-skilled human resources required for building a prosperous province and nation and making all its citizens happy by 2043. GU is governed by a Board of Trustees (BOT), an independent, apolitical, permanent entity. The BOT has full authority to develop and implement the university's policies and programs. This Strategic Plan is developed using a consultative process, and it is approved and enforced by the BOT using its inherent rights.

The national socio-economic situation, including the state of the art of development and future courses of action envisioned by the federal, provincial, and local governments, indicate the future scope of academic institutions and universities in Nepal. The federal, provincial, and local governments have ambitious plans for transforming Nepal from a least developed country to a developing country by 2026, increasing per capita income to become a middle-income country by 2030, and further increasing to developed-country status by 2043. In this context, this strategic plan of GU is based on careful analysis and review of the major policies, plans and programs of the federal, provincial and local governments of Nepal including the (1) Federal Democratic and Republic Constitution 2015 of Nepal and its new avenues, (2) Long Term Development Vision (2018-2043) of Nepal, building a prosperous nation and making happy citizens, (3) Commitment of Nepal towards Sustainable Development Goals- 2016-2030 (4) LDC Graduation Plan of Nepal by 2026, (5) Human Development Plan of Nepal, (6) Education system in Nepal, (7) Education Policy 2019 of Nepal, (8) Contribution of the education sector in GDP, (9) Development Plan of Gandaki Province: Key drivers and enablers of prosperity, (10) Human resources needs in Gandaki Province, (11) Education Policy of Gandaki Province, (12) Development priorities of local governments in Gandaki Province, (13) Science and Technology education in Gandaki Province and (14) Key challenges of academic institutions and universities in Gandaki Province. Reviews of these policies and programs provided important input to the plans of the academic institutions and Gandaki University. These policies and programs demand a shift in university education from general to technical, theoretical to practical, and classroom-based to industry-based, market-driven academic courses. Considering the national, provincial, and local level development scenarios, this Strategic Plan of GU is prepared to produce highly skilled technical and managerial human resources as deemed necessary by the nation.

This strategic plan is forward-looking, and it will guide Gandaki University for the next decade, 2022-2031. The plan contains a vision, mission, core values, strategic pillars, and pillar-wise goals, objectives, strategies, working strategies, key program activities, and expected results. Gandaki University has a vision "to become a center of excellence in research, teaching, innovation and new technology generation in higher education in Nepal and the South Asia Region." The mission is "to develop highly qualified and committed technical professionals and development ambassadors for Nepal and the South Asia Region." Inspired and guided by the above clear vision and mission, the dedicated students, faculties, research scientists, and staff members of GU will steer the University towards becoming:

An innovative and pedagogic center, producing high-quality market-driven technical professionals and development leaders; a technology generation center for the transformation of economy and society; an exemplary university, building partnership with governments, industries, private sectors, other universities and research institutes for research, innovation, and new technology generation; and a center that produces entrepreneurs, lifelong education, and lasting impact on its graduates.

Gandaki University is autonomous. It has eight core values: innovation, a market-driven approach to course design, institutional integrity, equity and diversity, shared responsibility, entrepreneurship skills, collaboration and partnership, and eco-friendly, climate-resilient activities.

This strategic plan has 12 strategic pillars. Major pillars comprise: (1) The center of excellence in research, teaching, innovation, and new technology generation, (2) Human resources development for excellence in research, innovation, and teaching, (3) Transformational education for socio-economic change, (4) Market-driven academic courses, (5) Research and innovation for new technology, (6) Gender and social inclusion, (7) Entrepreneurship skills among graduates, (8) Financial sustainability, (9) Building resilient and eco-friendly university infrastructures, (10) National and international collaboration and partnership, (11) Strengthen science education in feeder schools, (12) Corporate organizational culture. Each strategic pillar has goals, objectives, strategy, working strategies, program activities, indicators, and expected results.

The strategic pillars has 14 goals, 14 objectives, 14 strategies, 48 working strategies, and 145 activities. Each activity has expected results, means of verification, responsible person, and risk and assumptions for implementation. This strategy demands a dozen new policies and guidelines for effective implementation. Similarly, implementation demands huge resources, commitment of all persons involved in GU, and institutional integrity. Strong partnership and collaboration with all governments, corporate and private sector, academic and research institutions, universities, civil society, and professional organizations are needed for resources, technology, and know-how. Effective implementation of this strategic plan requires a strong monitoring and evaluation system. A bottom-to-top reporting and top-to-bottom feedback system will provide two-way communication and support implementation. The mid-term evaluation will be done in the 5th year of implementation and adjustments in the plan will be made based on recommendations and the changing socio-economic conditions of Nepal.

## **CHAPTER I**

### **COUNTRY CONTEXT**

The future scope of academic institutions and universities in Nepal depends on the national socio-economic situation, including the state of development and future courses of action envisioned by the federal, provincial, and local governments. In this context, it is important to review the development priority and emphasis of the federal, provincial, and local governments to understand the future course of actions to be undertaken by the academic institutions and universities in Nepal.

#### **1.1 Federal Democratic and Republic Constitution 2015 Opens New Avenues in Nepal**

Profound changes have taken place in Nepal in its socio-economic spheres and education systems since the country adopted a Federal Democratic Republic system of governance in 2015. The new Federal Democratic and Republic Constitution (2015) of Nepal restructured the nation into 753 (rural and urban) municipalities, 77 districts and 7 provinces from a unitary system of governance. The Constitution has made the provinces and the local municipalities (urban and rural) responsible for most of the basic service delivery to the people. As a result, most of the service delivery and economic development interventions are undertaken by local municipalities and provincial authorities. The delegation of authority and resources to the provincial and local level governments has deepened democracy and strengthen human development, human rights, federal structures, and the governance system. The Constitution has opened new avenues to provincial and local governments, so they have begun to create and implement their own development plans to meet people's expectations.

#### **1.2 Long Term Development Vision (2018-2043) of Nepal**

The government of Nepal has developed a 25-year long-term vision (2018-2043) with a development slogan of "Prosperous Nepal and Happy Nepali." Nepal has set an ambitious target to be a prosperous nation and make all Nepalese people happy by 2043. Nepal has set goals to become a developed nation by 2043. The nation aims to increase GNI per capita income from USD \$1,047 in 1918 to \$12,100 in 2043, increase the annual economic growth rate from 6.8 percent in 2018 to 10.5 percent in 2043, increase life expectancy at birth from 69.7 years to 80 years, reduce under-5 year old child mortality rate from 39 per 1000 live births to eight, increase the labor participation rate from 38.5 percent to 70 percent, increase the youth literacy rate (15-24 years) from 85 percent to 100 percent, increase internet users from 55.4 percent to 100 percent, increase hydro-electricity generation from 1,074 megawatts to 40,000 megawatts, increase per-capita electricity consumption from 198 kilowatt/hours to 3,500 kilowatt/hours, reduce the people living below the national poverty line from 18.7 percent to 1 percent, increase the productivity of land (major cereal crops average) from 2.97 tones/hectare to 6 tones/hectare by 2043. The government of Nepal has opened avenues and call on all universities and academic institutions of Nepal to produce technical, professional and managerial human resources with an entrepreneurial mindset who can contribute to fulfilling the national goal of transforming Nepal from a least developed country to a developed country by 2043.

### **1.3 Commitment of Nepal towards Sustainable Development Goals- 2016-2030**

The 2030 Agenda for sustainable development is a global blueprint of 5 Ps including the planet, people, prosperity, peace and partnership, with a global commitment of “no one is left behind” in development. This is a commitment of all respective governments, businesses, media, education institutions, cooperatives, local NGOs and civil societies to improve the lives of the people in their country and tertiary by the year 2030. The SDGs have 17 goals, 169 targets and 232 internationally agreed indicators. The SDGs emphasize: to eliminate poverty, erase hunger, establish good health and well-being, provide quality education, enforce gender equality, improve clean water and sanitation, grow affordable and clean energy, create decent work and economic growth, increase industry, innovation, and infrastructure, reduce inequality, mobilize sustainable cities and communities, influence responsible consumption and production, organize climate action, develop life below water, advance life on land, guarantee peace, justice, and strong institutions and build partnerships to implement the SDGs. Nepal is one of the pioneer SDG signatory countries in the world. It has demonstrated its firm commitment to plan, implement, monitor and evaluate the SDGs across all development sectors of the economy. Nepal adopted 16 of the 17 goals (omitting goal 14) and developed 159 targets and 479 indicators for progress monitoring. Following the national SDGs Roadmap, all 7 provinces of Nepal have also developed their own SDGs baseline report with clear targets for 2030. SDG implementation requires more technical, managerial and professional human resources in Nepal.

### **1.4 Nepal’s LDC (Least Developed Country) Graduation Plan by 2026**

Until now Nepal has been one of the least developed countries (out of 46 LDC countries) in the world with a high aspiration of graduating from this status to a developing country status by 2026. A United Nations General Assembly Resolution A/RES/76/8, adopted on 24 November 2021, decided that Nepal will be graduated five years after the adoption of the resolution, i.e., on 24 November 2026, along with Bangladesh and Lao People’s Democratic Republic. The United Nations included Nepal in LDC category in 1971, and it took almost 50 years for Nepal to get a recommendation to come out of this category. The list of LDCs is reviewed every three years by the Committee for Development Policy (CDP), a group of independent experts that report to the Economic and Social Council (ECOSOC) of the United Nations. Three criteria and the thresholds for inclusion in and graduation from the LDC category used in the 2021 triennial review were an income criteria, a Human Asset Index (HAI) and an Economic and Environmental Vulnerability Index (EVI). At the 2021 triennial review, the income threshold for inclusion was \$1,018 or below; the threshold for graduation was \$1,222 or above; the HAI thresholds for inclusion was at 60 or below and for graduation 66 or above, and the EVI thresholds for inclusion and graduation at 36 or above and 32 or below were adopted respectively. Nepal’s GNI per capita income calculated by the UN was \$911, HAI was 72 and EVI was 25 in 2020. Nepal was recommended for LDC graduation based on the HAI and EVI scores, though the income level was below the threshold. To sustain graduation, Nepal is assessing the likely impact of graduation and preparing an interim plan. Nepal needs to achieve at least 7 percent annual GDP growth rate, promote inclusive and sustainable industrialization, achieve universal health coverage, ensure that all girls and boys complete free, equitable and quality primary and secondary education, and implement nationally appropriate social protection systems. The public, private, cooperative and NGO sectors in Nepal will require specialized skills and human resources to sustain the LDC graduation and economic transformation. Thus, Nepal is looking beyond the economic yardsticks to social and environmental factors of development.

## **1.5 Human Development Plan of Nepal**

People in Nepal are waiting for a better life. They have dreamed of earning a decent and dignified living as citizens of a developed country. Nepal has given high priority to human development, considering human capital as an engine and the heart of development for building a prosperous nation. Full utilization of human capital potential is one of the four national goals for attaining the national long-term goal of “Prosperous Nepal and Happy Nepalis.” This noble goal suggests a shift in human resources production from the existing generalist approach to a technical and specialized approach as deemed necessary by the market. The United Nations Development Program (UNDP) developed its first global human development report in 1990. Since then, the reports have been released most years. They have explored different themes through the human development approach, which places people at the center of the development process. The UNDP Human Development Report shows gradual improvement in the quality of life in Nepal. Nepal’s HDI value increased from 0.387 in 1990 to 0.602 in 2019, an increase of 55.6 percent during last 30 years . Nepal also published five consecutive human development reports- first in 1998, second in 2004, third in 2008, fourth in 2014 and fifth in 2020. These reports are consistent with global reports and reveal gradual improvement in the quality of human life. Nepal has planned to increase its human development index to 0.620 by 2022 and to 0.760 by 2043. Similarly, Nepal aims to reduce the unemployment rate from 11.4 percent in 2018 to 3 percent in 2043, increase the labor participation rate from 38.5 percent in 2018 to 72 percent in 2043 and increase the formal sector’s share of total employment from 36.5 percent in 2018 to 70 percent by 2043. The human development plan of Nepal gives ample opportunity to academic institutions and universities for innovation, research and production of highly skilled technical, managerial and entrepreneurial human resources required for the socio-economic transformation of the country.

## **1.6 Education System of Nepal**

The Nepalese education system is structured in three phases: pre-school education, called kindergarten for the under-5-years of age group; primary and secondary school education, from grades 1 to 12, for children from five to 17 years of age; and higher education the 18 years and above age group. The school-level education is divided into three phases: primary level- grades 1-8; secondary level grades 9-10, concluding with the Secondary Education Exam (SEE); and higher secondary grades 11-12. Primary education up to grade 8 is compulsory. The Higher Secondary Education Board (HSEB) established in 1989 is responsible for examinations of grades 11 and 12. Admission to the higher secondary level is partly subject to the results of the entrance exam. Each school organises its own exam in accordance with HSEB guidelines. Vocational higher secondary education is coordinated by the Council for Technical Education and Vocational Training (CTEVT). After completion of grade 10, pupils can join various technical programs leading to a diploma or other qualification such as the I.SC.AG or Proficiency Certificate. Admission is based on an entrance exam score conducted by CTEVT. Recently, under the national framework of technical education and vocational training (TVET), provincial governments have also opened technical schools of their own.

Higher education in Nepal is offered by universities and medical academies on their constituent and affiliated campuses. Constituent campuses are part of the university organisation and receive government grants. Affiliated campuses include institutions categorised as community campuses or private campuses. Community campuses, on the other hand, are private nonprofit institutions that receive a limited amount of government funding. Private campuses are commercial institutions solely managed by the private sector. The campuses are located throughout Nepal, although large numbers are based in Kathmandu and other major cities. Higher education has

four academic degree programs, Bachelor programs are four to five years duration; Master and MPhil programs are two years duration. MPhil is generally offered to access the Ph.D. programs. Ph.D. programs are offered by a small number of campuses and have a duration of three to five years. Most of the programs are class-based; little weight is given to research and field work. At present, there are 11 universities and six medical academies under the federal government. The provincial governments have opened or are preparing to open at least one new university in each province.

Student transcripts in Nepalese universities reveal an overwhelming dominance of general subjects. In 2019/2020 a total of 466,828 students were enrolled in higher education. Of these, 77.83 percent were in general programs and only 22.17 percent were enrolled in technical programs. Enrollment in management, education, and humanities were 43.43 percent, 19.10 percent and 12.61 percent respectively. Enrollment in science and technology, medicine, and engineering were 8.0 percent, 5.95 percent and 6.38 percent respectively. In light of government priorities, these statistics demand a shift from general subjects to technical subjects, and from class-based tutorial systems to research and field-based practical systems.

## **1.7 Education Policy 2019 of Nepal**

In line with the federal system of governance adopted by Nepal, the federal government felt a need for a new education policy to ensure people's right to education in an effective way at all levels of governance. Similarly, the 2019 national education policy was formulated with an objective of fulfilling the need of a unified national education policy by uniting and codifying the scattered education sector policies. This policy has a vision "to produce educated, decent, healthy and capable human resources for social justice, socio-economic transformation and prosperity in Nepal. This policy has set a goal "to make the education system competitive, technology friendly, employment-oriented and production-oriented to develop human resources as deemed necessary by the country at all levels of governance". The policy has 13 objectives and they focus on a shift from general education to technical and practical education. It has 33 strategies that emphasize access to quality education for all, lifelong learning, effective management of education institutions, expansion of technical education and vocational training (TVET), market-led course design and graduate production, attracting merit students to teaching, making ICT an inseparable part of teaching, practicing a credit transfer system based on a national qualification framework, making education for science and science for education and developing a habit of scientific study and research among the students, and making science, technology, engineering and math (STEM) an inseparable part of the curriculum at all levels of academic and vocational courses.

## **1.8 Contribution of the Education Sector to Total GDP**

The Gross Domestic Product (GDP) of Nepal at current prices was Rs 4266.321 billion in 2021. The education sector alone contributed about 8 percent in total GDP at the national level. Similarly, the total GDP of Gandaki Province at current prices was Rs 372.163 billion in 2021. The education sector in the province contributed about 7.73 percent to total GDP. Evidence in different countries shows that an increase in education activities contributes to an increase in GDP. Expansion of educational activity in Gandaki Province can contribute to economic growth and prosperity.

## **1.9 Development Plan of Gandaki Province: Key Drivers and Enablers of Prosperity**

Since Gandaki University has been operationalized in and for Gandaki Province, it is important to understand the programmatic priority and human resources needs of the province. In this context, the university's plan is based on analyses of the short-term, medium-term and long-term periodic plans of the Gandaki Province. Such information is important in the context of the strategic plan of Gandaki University. Gandaki Province promulgated its first five-year periodic development plan in 2018 with five-year (2018-2023) short-term targets, 13-year medium-term (2018-2030) targets coinciding with SDGs global targets 2016-2030, and 25-year (2018-2043) long-term targets coinciding with the national targets of making a Prosperous Nepal and Happy Nepali. This plan has identified seven key drivers of prosperity for Gandaki Province, including tourism, energy, agriculture, industry, physical infrastructure, human resources and governance. Similarly, it has identified five enablers of prosperity for the province, including natural beauty, biological diversity, unity within social diversity, cultural prosperity, coexistence and identity and demographic dividend. The province has set its development targets accordingly. It plans to increase its NGI per capita income from USD 1,043 in 2018 to 1,956 in 2023, to 3,721 in 2030 and further to 15,729 in 2043. It plans to increase the contribution of industry to total GDP from 14.2 percent in 2018 to 22.4 percent in 2023, to 30 percent in 2030 and further increase to 52.9 percent in 2043. The province plans to reduce people living below the national poverty line from 14.91 percent in 2018 to 7.4 percent in 2023, to 2 percent in 2030 and to zero in 2043. Similarly, it plans to increase universal coverage of quality education, health, drinking water, sanitation, electricity and social protection by 2043. These are resource-demanding targets; the province needs to invest around USD 2.5 billion per year in next 22 years.

### **1.10 Human Resources Needs in Gandaki Province**

A country cannot develop socially, economically, politically and culturally if it fails to enhance the knowledge, skill, and capability of its people and use them effectively in the development process. Considering the essential nature of human-resources development, Gandaki Province has projected its human-resources requirement to become equal to a middle-income country by 2030 and a developed country by 2043. To achieve this noble goal, Gandaki Province Government projected its human-resources needs in 2021 for next 22 years. The existing labor force in Gandaki Province is dominated by the very basic, low-skill category, skill level 1 (66.18 percent). The medium-level labor force, skill level 2, is about 26.25 percent. Workers who operate machines and electric machines, drive vehicles like cycles or carts, and repair machines, fall in this group. Skill level 2 requires good literacy and numeracy skills. The share of the labor force with skill level 3, a higher-level category, is about 2.43 percent, while the labor force with skill level 4, the highest-skilled category, is only about 5.05 percent. Of the Gandaki province's 1,589,558-member active labor force, nearly one-third have middle- and high-level skills, while more than two-thirds have low-level skills. By 2043, the active labor force is expected to increase to 1,970,647 persons. Of these, 48 percent will need medium- and high-level skills, compared to the 7.48 percent currently in levels 3 and 4. If labor force requirements in 2043 are to be key drivers of prosperity, the tourism sector needs to increase the labor force from existing 35,992 in 2021 to 90,893 by 2043, the energy sector from 7,029 to 18,856, the agriculture sector from 63,284 to 107,964, the industry sector from 155,327 to 332,755, the infrastructure sector from 116,458 to 240,309, the human resource sector (Education and health) from 76,638 to 128,808 and the governance sector from 14,693 to 27,572. The human-resources needs of Gandaki province have opened opportunities for education institutions and universities to concentrate their efforts on producing the highly skilled personnel required to transform the province.

### **1.11 Education Policy 2021 of Gandaki Province**

Gandaki Province promulgated an Education Policy in 2021 considering its concurrent and common rights in the education sector, as stated in the Constitution and other acts of Nepal. The education policy vision is: “Growth of quality human capital is the prosperity of Gandaki Province.” Its mission is “to build a prosperous and self-sufficient province through creative, entrepreneurial, competitive, and high-quality human resources.” Its goal is “to make all types and levels of education accessible, technology friendly, innovative, employment- and production- oriented, and to produce high quality human resources responsible to society and the nation.” The policy’s objective for higher education is “to promote scientific, innovative, research and production-oriented higher education that contributes to build a knowledge-based and independent economy.” The strategies for higher education emphasize promoting Gandaki University as a world-class university that can compete in the national and international market, starting new technical courses like medicine, engineering, mining and industry, homeopathic health, food processing, herb production and processing, agriculture, veterinary, arboriculture, energy, and tourism to build skills with high demand in the province. The policy also emphasizes regular interaction between the government and the higher education institutions and universities in the province for synergy in human-resources development. It establishes a Higher Education Council chaired by the Chief Minister to establish an ongoing relationship among the higher education institutions and universities and provincial government. The education policy of Gandaki province has given due recognition to Gandaki University. The provincial government is expecting that the university will produce the highly skilled human resources required to transform and build a prosperous province.

### **1.12 Local Governments Development Plans in Gandaki Province**

Gandaki province has 85 municipalities including one metropolitan, 26 urban municipalities and 58 rural municipalities. They are responsible for delivering basic services to people like school level education, basic health services, drinking water and sanitation and social protection services. The municipalities have prepared their five-year or three-year periodic development plans harmonizing with provincial and national development plans. They are struggling hard to meet the development expectations of local people. In this process, they are largely constrained by the insufficient skilled human resources required to implement their development projects and programs. They have their own budget and other resources. They have also the right to prepare their budget, allocate the budget to their priority areas and invest in human resource development. Gandaki University has potential for partnership with local governments to produce the skilled human resources required to implement their development projects.

### **1.13 Science and Technology Education in Gandaki Province**

Teaching in higher-education science and technology subjects is relatively weak in Gandaki province. There are two universities, 16 constituent colleges and 151 community and private colleges affiliated with different universities. Of these, only 11.3 percent teach technical subjects like science and technology, medicine, engineering, forestry, and agriculture. The rest, 88.7 percent, teach general subjects like management, education, humanities, and law. An overwhelming majority are management and education colleges - 43 and 34 percent respectively.

Science education in secondary schools, grade 11 and 12, is also very limited in Gandaki Province. There are 557 higher secondary schools, including 420 community schools and 137 institutional schools, teaching up to grade 12, in the province. Only 13 percent of secondary schools (35 community and 39 institutional) teach basic science in grade 11 and 12. Secondary schools are the feeder schools for science and technology students for all colleges and universities. Therefore, the colleges and universities need to give attention to strengthening the basic science education in feeder schools, to get enough students in technical subjects. The Education Policy of the province timely recognizes this issue, focusing on strengthening science, technology, engineering and math (STEM) in major programs.

#### **1.14 Challenges of Universities and Colleges in Gandaki Province**

The overwhelming majority of colleges and universities in Gandaki province are teaching general subjects, while government policies and programs are demanding a shift towards the technical subjects. Transforming the general universities and colleges over time towards being technical universities and colleges to fulfil the market demand for skilled human resources is a great challenge. This requires reorienting university and college teaching skills and styles, curriculum design, infrastructure development, financing, and governance. Implementing these major transformations demands a strong desire and commitment for change from both university management and regulating government institutions.

## **CHAPTER II**

### **INTRODUCTION TO GANDAKI UNIVERSITY**

#### **2.1 Introduction of Gandaki University**

The 2015 Federal Democratic Republic Constitution of Nepal has authorized Provincial governments to establish higher education institutions in their territories. Gandaki University (GU) is a new product of the new Constitution. It was established by the Gandaki Province Government in 2019 with the objective of producing the world class skilled human resources required for building a prosperous province and making all its citizens happy by 2043. This university is located just south of the Fishtail and Annapurna Himalaya range in the beautiful mountain valley of Pokhara, a metropolitan area with the prospects of becoming an educational hub of South Asia. Gandaki University is expected to provide world-class higher education coinciding with the most recent international trends in university education. It aims to produce high skilled graduates in key disciplines with major focus on meeting the local municipal, provincial and federal governments development expectations. The University is expected to become a center of excellence in university research, teaching, innovation and new technology generation in Nepal and South Asia Region. It will be a place for young students to gain knowledge and learn entrepreneurship skills necessary to face the development challenges of the 21st century. GU is planning to offer academic courses in Bachelors, Masters and Doctoral degrees that will be globally recognized higher education degrees. Pedagogical, practical, research and development approach will be adopted in teaching and learning in several areas. The subject matters will be taught by well-qualified and experienced faculties from Nepal and abroad. The student will gain experience by enhanced practical work, exchange of ideas and opinions among the students, teachers and industries within and outside the university domain.

There are several challenges in developing a world-class higher education institution in Nepal in a rapidly changing world. The University is mandated to design and operate the academic courses and research programs that contribute to produce competitive and skilled human resources required for economic and technological transformation and building a prosperous nation. In its second year of establishment, GU has already initiated undergraduate programs in Information Technology, Sports Management and Laboratory Technology and Nursing. The University aims to provide innovative programs in the area of science and technology, engineering, health science and life sciences that contribute for addressing the local, regional and national human resources needs.

#### **2.2 Governance of Gandaki University**

Gandaki University is governed by a Board Trustees, an independent and apolitical entity with a permanent nature. The board has 15 members with world class academic qualification and experience in teaching, research and development. The trustees have six years tenure and five members' tenure expires every two years. New members are appointed by the remaining board members. The board of trustees has full authority to develop and implement university policies and programs as required and it is expected to shorten the decision-making process in the university governance system in Nepal . This is a new system of university governance adopted first by Gandaki Province in Nepal and this model is replicated by other new universities established by other provinces.

## 2.3 Strengths, Weakness, Opportunities and Threats (SWOT) of Gandaki University

SWOT analysis is a standard method of capacity analysis and it is used to assess the functional capacity of a university and finding the hidden issues that constrain in its effective functioning. Strengths and weaknesses are internal factors and the opportunities and threats are external factors of a university . SWOT analysis in relation to governance, accountability and transparency in governance, finance, infrastructure, human resources, academic courses, research and innovation, partnership with governments, partnership with universities and other institutions, market response and entrepreneurship skills among the teachers, students and staff will be helpful to develop the strategic plan of Gandaki University.

### SWOT analysis of Gandaki University

Issues	Strengths	Weaknesses	Opportunities	Threats
Governance	<ul style="list-style-type: none"> <li>It is governed by an independent Board of Trustees fully authorized to formulate and implement the policies and programs of the university</li> <li>It is a regular apolitical and professional body of university governance</li> <li>It is a new system of university governance adopted first by Gandaki University in Nepal</li> </ul>	<ul style="list-style-type: none"> <li>There is no strong representation of government in the university governance</li> <li>The Board of Trustees is a new system in Nepal and most of the members are from non-government sector</li> </ul>	<ul style="list-style-type: none"> <li>The university has new avenues to assess the market demand and sign new contract with private and corporate sector to produce skilled graduates based on their demand.</li> <li>Sharing of its experience to strengthen the governance of other universities</li> </ul>	<ul style="list-style-type: none"> <li>Governance of private college and university are more efficient compared to GU</li> <li>GU has to face tough competition with private sector governance</li> </ul>
Accountability and transparency in GU governance	<ul style="list-style-type: none"> <li>GU Board of Trustees is fully accountable for growth and development of the university</li> <li>Most of the decisions and actions of GU are transparent</li> </ul>	<ul style="list-style-type: none"> <li>The university management and functional systems are new and sustaining and strengthening the accountability and transparency need further efforts</li> </ul>	<ul style="list-style-type: none"> <li>GU has new opportunities to adopt new management and functional systems that can further strengthen the accountability and transparency in university governance</li> </ul>	<ul style="list-style-type: none"> <li>Equally there is a risk of systems weakening which affect the accountability and transparency systems</li> </ul>
Financing in GU DOES THE \$ MODEL PROVIDE BASE STABILITY?	<ul style="list-style-type: none"> <li>It is financed directly by the Gandaki province government</li> <li>It is lobbying with federal and local governments for more resources</li> </ul>	<ul style="list-style-type: none"> <li>It has mobilized minimal resources from other sources</li> <li>Till now it has no resource mobilization plan for its growth and development</li> </ul>	<ul style="list-style-type: none"> <li>There is a scope to get grant from the University Gant Commission of Nepal</li> <li>GU has great opportunities to get funding from private sector to produce skilled human resources of their needs</li> </ul>	<ul style="list-style-type: none"> <li>There is growing competition for resources among the universities and colleges in Nepal</li> <li>Investment by private sector will depend on innovation. GU innovation in short period is difficult.</li> </ul>

Issues	Strengths	Weaknesses	Opportunities	Threats
Infrastructures	<ul style="list-style-type: none"> <li>• It has around 27 hectares of land of its own to build its infrastructures</li> <li>• It has been a new university it can build state of art new infrastructures required for technical education</li> </ul>	<ul style="list-style-type: none"> <li>• Till now it has limited physical infrastructures</li> <li>• It has limited committed resources for new infrastructures</li> </ul>	<ul style="list-style-type: none"> <li>• There is a good prospect of getting fund for physical infrastructures to expand technical education in the province</li> <li>• It has opportunities to get support from private sector and development partners for infrastructures</li> </ul>	<ul style="list-style-type: none"> <li>• Development funds at national and international level have been diverted for Covid-19 recovery and there is a threat to getting new funds for university infrastructures</li> </ul>
Human resources	<ul style="list-style-type: none"> <li>• GU has been a new university; it has fresh management and support level staff capable to compete in the market</li> <li>• The contractual system of staff recruitment adopted by the university has given flexibility to recruit qualified teaching and administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>• Location of GU has been outside the Kathmandu valley, high skilled research, teaching and administrative staff are reluctant to join</li> <li>• GU being a new university could not generate additional resources to incentivize high skilled teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• GU has been new University, skilled people of Gandaki province working in foreign universities are willing to come back to their home and join GU and contribute for their homeland development</li> <li>• Fresh teaching and administrative staff have opportunity for career development in GU</li> </ul>	<ul style="list-style-type: none"> <li>• Retention of high skilled research, teaching and administrative staff is a big threat</li> </ul>
Academic courses	<ul style="list-style-type: none"> <li>• GU has designed few academic courses in technical subjects and good attraction of students is observed</li> <li>• GU is planning to design new courses in technical and management fields which have high demand in the province</li> </ul>	<ul style="list-style-type: none"> <li>• GU has limited experts to design new courses which have high demand from the students and the market.</li> </ul>	<ul style="list-style-type: none"> <li>• GU has opportunity to hire excellent experts from the market to design new courses of high demand</li> <li>• GU has opportunity to request foreign universities to design new courses in the form of their technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• The demand for different types of human resources is changing very fast in Nepal. GU needs to close old courses and open the new ones. GU might get resistance to close old course as other universities of Nepal</li> </ul>
Research and innovation	<ul style="list-style-type: none"> <li>• GU has established a Research and Innovation Centre since its inception phase</li> <li>• Research and innovation in GU are going hand in hand with teaching</li> <li>• The Research and Innovation Centre is expected to generate new technologies</li> </ul>	<ul style="list-style-type: none"> <li>• GU has been new university, research and innovation are at early stage of development</li> <li>• GU has allocated limited resources for research and innovation considering its size of purse</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare project proposal for research grant in international and national competitive bidding and get fund</li> <li>• Direct contract between GU and governments for research</li> </ul>	<ul style="list-style-type: none"> <li>• The gestation period of research for outcomes is relatively long and retention of researchers in the university is of a big threat</li> </ul>

Issues	Strengths	Weaknesses	Opportunities	Threats
Partnership with governments	<ul style="list-style-type: none"> <li>• GU has good partnership with provincial government in research and human resources (HR) development</li> </ul>	<ul style="list-style-type: none"> <li>• GU did not move pro-actively for partnerships in other areas with provincial government</li> </ul>	<ul style="list-style-type: none"> <li>• GU has good prospect to develop partnership with federal and local governments in research and HR development</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector is becoming competitive and efficient in research and HR development and there is a threat of moving the governments from universities to private institutions</li> </ul>
Partnerships with other universities and institutions	<ul style="list-style-type: none"> <li>• GU has already signed MoU with a dozen of universities and research institutions for partnership in research and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• The MoUs have been signed recently, GU is not benefited well at this moment</li> </ul>	<ul style="list-style-type: none"> <li>• There is huge opportunity for GU to explore new partnership with national and international universities and research institutions</li> </ul>	<ul style="list-style-type: none"> <li>• There is a threat of breaking the MoU with universities and research institutions, if GU do not position itself as a competitive university in the world market</li> </ul>
Market response	<ul style="list-style-type: none"> <li>• Existing academic courses of GU are market responsive</li> <li>• Growing demand of medical and tourism education in Gandaki province</li> </ul>	<ul style="list-style-type: none"> <li>• It has limited resources to design and implement market responsive additional academic courses</li> </ul>	<ul style="list-style-type: none"> <li>• Country is moving towards industrialization and GU has new opportunities for joint programs with private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector itself can start new market responsive academic courses through affiliate colleges</li> </ul>
Entrepreneurship skills among pass out graduates	<ul style="list-style-type: none"> <li>• GU has been a new university; it can impart entrepreneurship skills and knowledge among its graduates in their respective area of specialization</li> </ul>	<ul style="list-style-type: none"> <li>• Till now GU has limited capacity to design and implement academic and practical courses in each academic program to impart entrepreneurship skills and knowledge among its graduates</li> </ul>	<ul style="list-style-type: none"> <li>• There is an opportunity to GU for increased demand for its graduates because of their entrepreneur skills and knowledge in respective area of specialization</li> </ul>	<ul style="list-style-type: none"> <li>• Other universities also can become market responsive and design entrepreneur courses and impart the skills and knowledge among their graduates</li> </ul>

The SWOT analysis of Gandaki University revealed its capacity to minimize the persistent weaknesses by its strengths and can take leading position of a modern university in Nepal. Similarly, GU has been an institution of provincial priority, it has huge opportunities within the public and private domains. GU can suppress its threats by available opportunities, if the board of trustees and the senior management team, adopt modern management and keep on excellent surveillance to minimize future threats. The strengths, weaknesses, opportunities and threats of GU are well considered in its strategic plan formulation.

## **CHAPTER III**

### **Gandaki University Strategic Planning: Context and Methodology**

#### **3.1 Gandaki University Strategic Planning Context**

This strategic plan of Gandaki University is formulated in a rapidly changing socio-political and economic situation of Nepal in general and Gandaki province in particular. The federal, provincial and local governments have promulgated ambitious periodic development plans for transforming Nepal from a least developed country to developing country by 2026, increase per capita income of Gandaki province and Nepal up to middle income country by 2030 and increase further to a developed country status by 2043. Modern communication technology availed enormous opportunity to Nepalese people to observe ongoing developments around the world and increase their desires and expectations to achieve similar development in Nepal and enter into a materialistic world during their lifetime. To meet the development expectations of people, demand for high skilled human resources from the governments, private and social sectors will be changing rapidly in the future. Gandaki University is expected to foresee the possible changes in human resources requirement in Gandaki province and Nepal in advance and adjust its academic programs accordingly. GU being a new university, it may face lot of challenges in its course of evolution. It will adapt and respond to those challenges through its innovative management and market-led academic and research programs.

The future landscape for higher education in Nepal and Gandaki province will be changing as an influence of new innovations taking place in research and teaching in international arena. The unseen and seen international forces will compel academic institutions and universities to reshape their plans for adjustment. The digital transformation of higher education has been rapid during the Covid-19 pandemic which has radically changed learning and teaching approaches across all universities in Nepal. The teaching and learning increasingly moved towards digital sphere within short period of time. Advance in artificial intelligence as well as growing open access of big public data will change the way of academia work in the future. Such rapid changes in teaching and research can be adjusted by prospective thinking across all disciplines and excellent collaboration and partnership within and across the academic institutions and universities. The academic institutions and universities including GU can focus on multi-disciplinary and industry based experiential teaching and learning and adopt an interactive problem-solving mechanism inside and outside the classroom or the laboratory.

The innovation generated and knowledge created in Gandaki University is expected to address the most urgent problems of the province and the nation including the priority areas like tourism, energy, agriculture, industry, infrastructures, education, health, water and sanitation, governance, bio-diversity conservation and climate change adaptation. In this context, the strategic plan of GU is framed to produce skilled human resources for socio-economic transformation of people for decent and dignified living and developing a just and peaceful society.

#### **3.2 Methodology**

Gandaki University has adopted multi-pronged approach in this strategic plan formulation. Major steps and processes adopted in this plan formulation are explained briefly in following sections.

### 3.2.1 Academic Programs Need Assessment

Gandaki University formed a study team in 2021 comprising university professors and development professionals to identify the market needs and potential academic programs for Gandaki University. The study team spent six months and conducted mini-survey, organized workshop and focus group discussions with key informants and stakeholders and prepared a report entitled “Gandaki University Academic Programs Need Assessment” and submitted to the university. This study suggested GU for an emphasis on science and technology education with little scope of social science subjects like economic, development planning and management . The strategic plan has taken reference of this study on major academic programs to be introduced by Gandaki University in the future.

### 3.2.2 Formation of a Strategic Plan Drafting Committee

A Strategic Plan Drafting Committee (SPDC) was formed by Gandaki University comprising university key officials, provincial government representatives and development professionals. This committee was mandated to facilitate all plan formulation processes and draft a strategic plan and submit to the university. The Drafting Committee has adopted following methodologies to prepare the draft strategic plan.

**Literature review:** The Drafting Committee reviewed important literatures like periodic development plans, education policies, investment policies and human development policies of the federal, provincial, and local governments of Nepal, governments sponsored study reports on education, major publications of international agencies and development partners on Nepal and academic researches published in peer review journals. Review of literatures has given important insights to the Drafting Committee for context setting and plan formulation.

**Key informant interview (KII):** A brief checklist was prepared and key informants like government policy makers, corporate sector leaders, political leaders, representatives of NGOs, civil society and development partners, teaching and administrative staff of other universities were interviewed and their opinion on academic role to be played by Gandaki University was collected. Their opinions and suggestions were important in strategy formulation.

**Focus group discussion:** A brief open-ended checklist was prepared and focus group discussions (FGD) with key stakeholders including the university teachers, students, administrative staff, private sector entrepreneurs, local government representatives etc. were organized and their opinion on how they would like to see the GU in next 10 years were collected. The futuristic views of stakeholders on GU provided important inputs to the drafting team.

**SWOT Analysis of Gandaki University:** Strengths, weaknesses, opportunities and threats of Gandaki University were analyzed internally through sitting together with the university teaching, research and administrative staff and BOT governance members. The Drafting Committee facilitated the discussions and the SWOTs were listed by issues like governance, accountability and transparency in governance, finance, infrastructure, human resources, academic courses, research and innovation, partnership with governments, partnership with stakeholders, market response and entrepreneurship skills among graduates in the paper.

### 3.2.3 Strategic Plan Drafting Process

GU Senior Management team formed a Strategic Plan Drafting Committee. This committee prepared a draft strategy plan and presented in a workshop organized by GU with active participation of its BOT members, advisors, senior officials, faculties, government officials and professionals in Kathmandu Nepal on 8-9 November 2021. The workshop formed a high-level Strategic Plan Finalization Sub-committee under the leadership of a BOT member. This Committee was mandated to redraft and prepare the final Strategic Plan. The Sub-committee reviewed and redrafted the vision, mission, goals, objectives, strategies, and actions one by one pertaining in the draft strategic plan and prepared the final plan. Then the Committee submitted the final strategic plan to GU governing board, and it was approved accordingly following the GU administrative process.

The Strategic Plan formulation process went through five phases including the information collection, information analysis, drafting, preliminary revision, re-drafting, and finalization as follows:

**First phase:** The Drafting Committee collected all relevant primary and secondary information from various sources.

**Second phase:** The Drafting Committee analyzed and sorted out important information for use in the plan.

**Third phase:** The Drafting Committee drafted the strategic plan consulting with key GU officials and presented before the BOT members, advisors, senior management team, faculties, government officials and professional organizing a workshop.

**Fourth phase:** The workshop formed a five-member Strategic Plan Finalization Sub-committee. The Sub-committee redrafted the Strategic Plan synthesizing the thoughts and opinions expressed by the key stakeholders, informants, professionals, and key elements of the initial draft. The Sub-committee again circulated the draft strategy among all GU BOT members, advisors, faculties and staff for suggestions and feedbacks. The Sub-committee also presented the strategy in a virtual workshop of GU stakeholders on 20th January 2022. The Sub-committee incorporated the suggestions and feedback obtained from GU officials and stakeholders and prepared the final Strategic Plan.

**Fifth phase:** The Sub-committee submitted the final strategy to GU BOT for approval and implementation.

## CHAPTER IV

### STRATEGIC PLAN OF GANDAKI UNIVERSITY

This strategic plan is a forward looking way and it will guide Gandaki University for next decade 2022-2031. This strategic plan contains vision, mission, core values, strategic pillars and pillar wise goal, objective, strategies, working strategies, key program activities and expected results.

#### 4.1 Vision

Gandaki university aspires “to become a center of excellence in research, teaching, innovation and new technology generation in higher education in Nepal and South Asia Region”. It will be distinguished by its commitment and actions as a center of excellence and be admired for its contribution to local, national and regional needs and making a transformative and sustainable impact on the society.

#### 4.2 Mission

The mission of Gandaki University is “to develop highly qualified and committed technical professionals and development ambassadors for Nepal and South Asia Region”. It will offer student-centric and market-driven quality education for building prosperous nation and region.

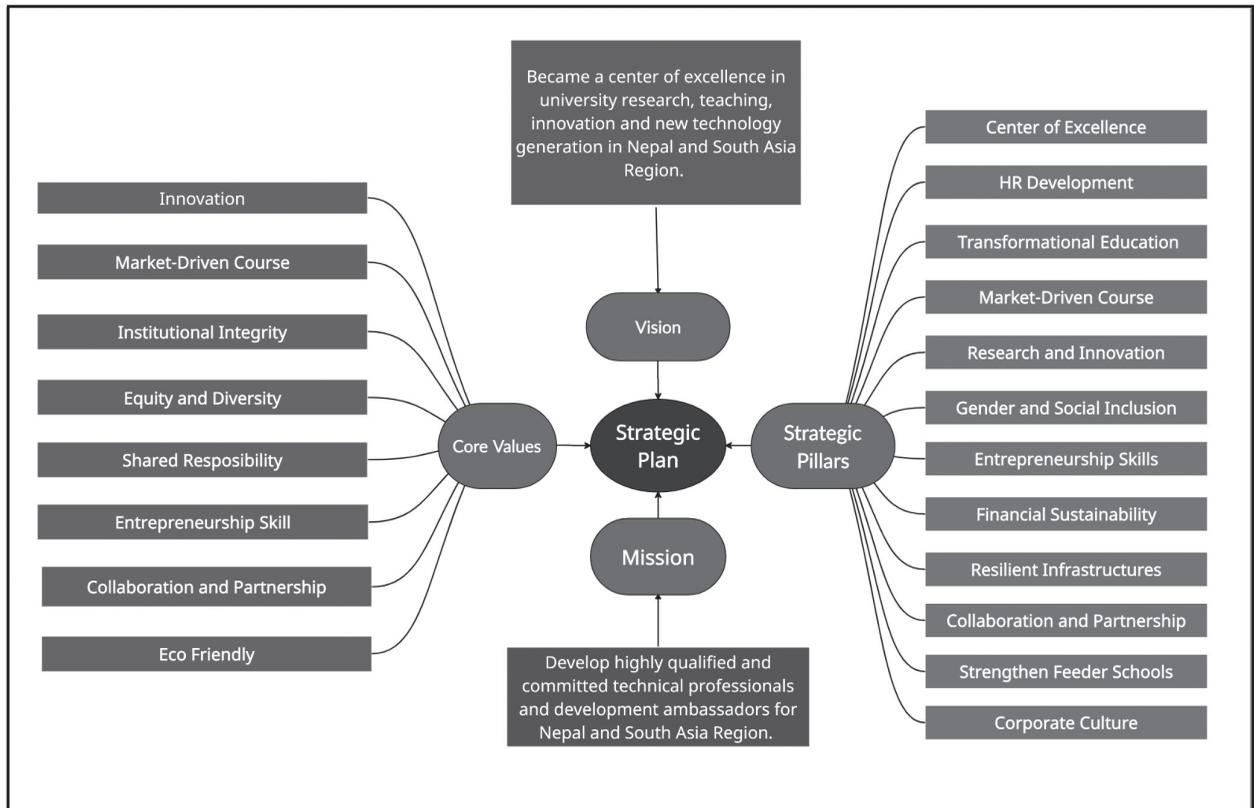
Inspired and guided by above clear vision and mission, the dedicated students, faculties, research scientists and staff members of GU will steer the University towards the path of becoming:

- An innovative and pedagogic center that produces high-quality, market-driven technical professionals and development leaders
- A technology generation center for transformation of economy and society
- An exemplary university building partnership with governments, industries, private sectors, other universities and research institutes for research, innovation and new technology generation
- A center of entrepreneur production with lifelong education and lasting impact among its graduates.

#### 4.3 Core Values

Gandaki University as an autonomous university has seven core values of its own including innovation, market-driven approach is course design, institutional integrity, equity and diversity, shared responsibility, entrepreneurship skills among its graduates and collaboration and partnership.

- 1. Innovation:** GU envisions contemporary, innovative and transformative teaching and learning. GU is committed to continuation of innovation in all academic programs.



**Figure 1: Vision, Mission, Core Values and Strategic Pillars of Gandaki University**

2. **Market-driven approach in Course Design:** GU believes that the market is a major driving force for sustaining and nurturing the university. GU is committed to design and implement the market-driven academic courses in its entire life cycle.
3. **Institutional Integrity:** GU is committed to adherence to the highest level of ethical standards in personal and professional behavior. It is committed to ensure institutional integrity, fairness and transparency at all levels of its governance.
4. **Equity and Diversity:** GU believes in equity and diversity. It is committed to respecting the diversity in culture, ethnic origin, profession, thought, way of living and lifestyle of people in all its works.
5. **Shared Responsibility:** GU believes in shared responsibilities of all team members in all of its works for excellent results. It is committed to ensure that all of its staff members are responsible and accountable towards their assigned roles and responsibilities and contribute towards the excellent results.
6. **Entrepreneurship Skills among Its Graduates:** GU believes the entrepreneurship skills imparted among the students in respective area of specialization during university education make them development leaders in the society. GU is committed to designing entrepreneurship courses in each subject taught in the university and imparting entrepreneurship skills and knowledge before students graduate and enter in the market.

- 7. Collaboration and Partnership:** GU believes the partnership with different national and international organizations is essential for idea, innovation and resources. GU is committed to foster partnership with federal, provincial and local governments, other universities and research institutions within and outside the country.
- 8. Eco-friendly and Climate Resilience Activities:** GU will ensure that all its activities will be eco-friendly and promote green technology and climate resilience.

#### **4.4 Strategic Pillars**

This strategic plan of GU has 12 strategic pillars. Major pillars comprise: the center of excellence in research and teaching, human resources development, transformational education, market-driven academic courses, research and innovation, gender and social inclusion, entrepreneurship skills among graduates, financial sustainability, building resilient infrastructures, collaboration and partnership, strengthen science education in feeder schools, and corporate organizational culture.

##### **4.4.1 Strategic Pillar 1: Center of Excellence in University Research and Teaching**

Gandaki University intends to become a center of excellence in research, teaching, innovation, and new technology generation in higher education. GU defines and measures its outcomes and take actions to ensure that its passion for becoming a center of excellence in research and teaching is never compromised.

**Goal:** To develop Gandaki University as a center of excellence in research, teaching, innovation, and technology generation in higher education in Nepal and South Asia.

**Objective:** To promote innovation and solution-based teaching in whole university systems to develop GU as a center of excellence in research, teaching and technology generation in higher education.

**Strategy:** Identify criteria to develop GU as a center of excellence in university research, teaching and innovation and comply them one by one gradually.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop a checklist to be accomplished by GU to be a center of excellence in research and teaching	1. Develop a checklist of criteria accepted nationally and internationally to be a center of excellence in research and teaching in next 20 years	No of checklist	1. Checklist	Checklist	2 <sup>nd</sup> Year	Implement	VC	National and international criteria are readily available
	2. Comply the criteria to be a center of excellence in university research and teaching gradually	No of criteria	At least 1 criterion per year	GU annual report	2 <sup>nd</sup> year onward	Continue	Chancellor	GU will develop capacity
2. Establish and practice internal quality assurance systems in Gandaki University	1. Prepare quality assurance manuals and guidelines up to the mark of UGC and international quality assurance institute	No of manual and guidelines	1 Manual 1. Guidelines	Manual and guidelines	2 <sup>nd</sup> year	Implement	VC	GU will practice manual and guidelines
	2. Achieve accreditations of all academic programs through University Grant Commission	No of programs	10 Programs	Accreditation certificates	5 <sup>th</sup> year 5 programs	9 <sup>th</sup> year 5 programs	Deans	UGC will accredit GU
3. Develop and implement admission and retention policies	3. Get international accreditation of GU academic programs from international accreditation institution	No of programs	5 Programs	Accreditation certificates		9 <sup>th</sup> Year	Deans	International institute will accredit GU
	4. Conduct triennial quality audit from IQAC	No	"	"	3 <sup>rd</sup> year	6 <sup>th</sup> and 9 <sup>th</sup> year	Deans	"
	1. Increase pass out rate in each graduation	Percent	Over 80%	Result sheet	All year	All year	Dean	Attraction of students towards GU will increase
	2. Increase student enrollment in all academic programs up to their capacity	Percent	100%	Admission record	Onwards 2 year	All years	Dean	
	3. Improve student retention rate (Reduce dropout rate below the national mark)	Percent	Below 5%	Attendance register	Since 2 <sup>nd</sup> year	All years	Dean	

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
4. Produce competent graduates for national and international labor market	1. Assess employment rate of GU graduates in public, corporate and NGO sector at national and international labor market within one year of graduation (Over 70% employment)	No	6 Surveys	Survey report	5 <sup>th</sup> year	Each year	Alumni section of GU	Graduates will participate in survey
	2. Assess new start of enterprises by GU graduates (Around 25 percent graduates)	"	"	"	"	"	"	GU will conduct tracer study to know the graduates
	3. Conduct periodic review of curricula	Percent	100% Subjects	Curriculum	4th year	8 <sup>th</sup> year	VC	Experts will help in review
5. Develop student development programs and implement them effectively	1. Maintain a balance between the hard and soft skills in each academic course	Percent	100% Course	Course content	2 <sup>nd</sup> year onwards		VC and register	Meet international standard
	2. Maintain a balance between theoretical and practical in teaching	Percent	30% Practical	Course content	2 <sup>nd</sup> year onwards		VC and register	Meet international standard
	3. Design extra-curriculum activities and implement every year for student development	No of event	10 Event per year	Student welfare center report	2 <sup>nd</sup> year onwards		Register	Student will participate in events

#### 4.4.2 Strategic Pillar 2: Human Resources Development for Centre of Excellence in Research and Teaching

Gandaki University will continue its efforts to attract and recruit highly capable and clever research and teaching staff. It also aims to attract Non-resident Nepalis (NRN) who have excellent knowledge and experience in foreign universities to come and contribute for GU to make it a center of excellence in university research and teaching.

**Goal:** To attract and recruit highly clever research, teaching and management faculties and staff members who can portray GU as a center of excellence in university research, teaching, technology generation and skills transfer.

**Objective:** To maintain a balance of highly skills, medium skills and basic skills human resources in all its sphere of work like governance, management, research, teaching and extension.

**Strategy:** GU will adopt a two-pronged approach of human resources development including direct hiring of high skill brain from the market and gradual skill building within the university through on-the-job training.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions	
		Measurable unit	Indicators		First five years	Second five years			
1. Recruit high quality faculties for research and teaching to develop GU as a center of excellence in university research and teaching	1. Maintain demand for and supply of high-quality faculties forecast system for research and teaching in GU	Percent	80 Percent accurate	Forecast sheet	2 year and onwards		Register	High quality faculties will be willing to work in GU	
	2. Maintain a portfolio of 60 percent full time and 40 percent part time faculties in GU	Percent	60/40 % Ratio	Faculty list	5 <sup>th</sup> year	10 <sup>th</sup> year	VC and register	"	
	3. Recruit at least 50% faculties with Ph. D. degree in GU	Percent	50/50 Ratio	Faculty list	Faculty list	5 <sup>th</sup> year	10 <sup>th</sup> year	"	"
	4. Manage at least 10 percent faculties of international standard	Percent	10 Percent	Faculty list	Faculty list	5 <sup>th</sup> year	10 <sup>th</sup> year	VC and register	"
	5. Plan and implement internal faculty development program	Percent	10 Percent	Faculty dev. report	Faculty dev. report	3 <sup>rd</sup> year onwards	Continue	"	GU has financial strengths
	6. Collaborate with other universities and arrange faculty exchange program	Percent	10 percent faculties	Faculty list	Faculty list	5 <sup>th</sup> year	Continue	VC	Willingness of other universities
2. Formulate and implement faculty and staff retention policy	1. Introduce performance appraisal system and conduct annual performance of all staff and faculties	Percent	100% Staff and faculties	Performance appraisal report	2 <sup>nd</sup> year and onwards	Continue	VC and register	Appraisal is accepted by all concerned	
	2. Maintain employ turnover ratio below the international standard	Percent	5% Below	HR report	HR report	"	VC and register	GU has good attraction	
	3. Design and implement performance-based promotion system at least in 4-year duration	% Of staff and faculties	10 Percent in 4 every year	HR policy	HR policy	4 <sup>th</sup> Year	8 <sup>th</sup> Year	VC and register	The system is well accepted
	4. Establish a reward mechanism for best performers and rewards for faculty and staff of the year	No	1 Each faculty and staff	Performance appraisal report	Performance appraisal report	2 <sup>nd</sup> year onwards	Regular	VC and register	The system is well accepted

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
3. Introduce faculty exchange programs to enhance research and teaching skills of GU faculties and research staff	1. Introduce faculty exchange programs in collaboration with other universities (At least with 1 new university per year)	No	10 Universities	GU annual report	5 Universities	5 Universities	VC and Dean	Foreign universities will be willing for faculty exchange with GU
		No	10 Institutes	GU annual report	5 Institutes	5 Institutes	VC and Dean	International research institutes will be willing for staff exchange with GU
4. Develop new incentive package to attract talents in GU	1. Develop a financial incentive package to attract talents in GU 2. Encourage faculties and research staff to bring research projects in GU with minimum overhead cost	No	One	Package itself	2 <sup>nd</sup> Year	Revise in 6 <sup>th</sup> year	BOT Chair	Government will be supportive
		Percent	Charge only 10% overhead in research projects	GU annual report	1 <sup>st</sup> Year	Revise in 6 <sup>th</sup> year	BOT Chair	Development partners will provide projects to GU faculties

#### 4.4.3 Strategic Pillar 3: Student Centric Transformational Education

Gandaki University will provide transformational education in its undergraduate, graduate and doctoral programs that will be responsive to local, provincial, national and regional needs. GU will create an educational environment through pedagogic teaching, research, extension and placement of final year students in industry and corporate sector enterprises that will help students to shape and reshape their societal outlook and act as an agent of social transformation.

**Goal:** To provide unique teaching and learning environment that will provide excellent opportunity to gain practical experience to its graduates for social transformation.

**Objective:** To develop GU graduates as development ambassadors for social transformation.

**Strategy:** GU will adopt pedagogical teaching, linking all academic programs with research and extension for practical education and give orientation to its graduates to act as a change agent for social transformation.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop an onsite and offsite educational environment to GU students for experimental learning for social transformation	1. Link all GU programs with research and extension for practical learning to students	Percent	100 Percent programs	Departments reports	3 <sup>rd</sup> year onwards	Continue	Department head, Dean and VC	Partner will be supportive
	2. Adopt onsite and offsite pedagogic teaching to students	Percent	100 Percent programs	Departments reports	3 <sup>rd</sup> year onwards	Continue	Department head, Dean and VC	Faculties and researchers adopt this method
	3. Provide orientation to GU graduates to act as agents of social change for transformation	Percent	100 Percent pass out graduates	Graduation report	4 <sup>th</sup> year and onwards	Continue	Department head, Dean and VC	Graduates have interest to act as change agent
2. Transform university reporting and system from manual to digital system	1. Develop administrative and financial digital recording and reporting systems	No	2 Digital systems	System records	1 <sup>st</sup> Year	Continue	Register	Employees have capacity to use digital systems
	2. Transform chalk duster-based teaching to digital teaching	Percent	100% Programs	GU annual report	1 <sup>st</sup> Year	Continue	Register	Faculties have ability in digital teaching
	3. Promote virtual teaching and learning during crises like pandemic and disaster situation	Percent	100% during crises	GU annual report	1 <sup>st</sup> Year	Continue	Register	Faculty and student will be ready
3. Develop Gandaki University as an information technology hub of Nepal	1. Build information technology (IT) college in Information Technology Park being developed by Gandaki University and teach IT courses	No	1 Program	GU annual report	Up to 4 <sup>th</sup> year	Continue	Register	GU will get resources
	2. Establish partnership with national and international IT vendors for practical work to students	No	50 Venders	GU annual reports	10 up to 5 <sup>th</sup> year	40 in next 5 year	Deans and Department Heads	Private sector vender will cooperate
	3. Develop IT professional and software for government and corporate sector	No	As per demand	GU annual report	Regular	Regular	Deans and Department Heads	Government and corporate sector will trust GU
4. Develop a student learning support system in GU	Provide learning assistance to individual students who are in need during the early years of university	Percent	As per need and demand	GU annual report	Regular	Regular	Deans and department heads	Students who need support will request GU
5. Strengthen the pipelines of prospective students	Provide counseling to prospective students in higher secondary schools for admission to technical subjects in GU	No	As per need	GU annual report	Regular	Regular	Deans and department heads	H. Secondary Schools will cooperate with GU

#### 4.4.4 Strategic Pillar 4: Needs-based Market-driven Academic Programs

Prime focus of Gandaki University will be to produce high skilled technical graduates based on market demand for transformation of Gandaki Province, Nepal and South Asia Region to middle income country/region in the short term, high middle-income country/region in mid-term and developed country/region in the long term.

**Goal:** To develop needs-based and market-driven academic courses in GU to produce high skilled technical graduates for transformation of Gandaki Province, Nepal and South Asia Region.

**Objective:** To design needs-based market-driven academic courses in Gandaki University

**Strategy:** Carryout market survey in certain years interval, identify the market demand for high skilled technical graduates, and design and revise the academic courses based on market demand.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Phase in and phase out of academic courses will be done based on market demand for skilled human resources	1. Conduct a market survey in five-year interval to identify the market demand for skilled human resources	No of survey	Two surveys	Survey reports	5 <sup>th</sup> year	9 <sup>th</sup> year	Chancellor	Market survey will trace out the needs
	2. Design or revise the academic course based on market demand	Percent	100% courses	Course content	5 <sup>th</sup> year	10 <sup>th</sup> year	VC	GU is capable to design/ review the courses
	3. Organize curriculum development or revision workshop with active participation of corporate and private sector	No	5 Workshops per year	GU annual report	2 <sup>nd</sup> year onwards	Regular	VC	Private sector is interested to participate
	4. Number of new curriculums added based on market survey	No	No of courses	Course content	5 courses	5 courses	VC	GU is capable for this action
	5. No of old course, which further have no market demand, phaseout	No	No of courses	Course content	5 <sup>th</sup> year	10 <sup>th</sup> year	VC	GU is capable for this action

Working strategies	Key program activities		Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions
			Measurable unit	Indicators		First five years	Second five years		
2. GU will maintain a ratio of technical and non-technical subjects in whole academic programs	1. GU will maintain a ratio of students' enrollment in technical and non-technical subjects based on market survey		Percent	80% technical and 20% nontechnical	Student enrollment record	2nd year onwards regularly	Regular	VC	GU is capable for this action
	2. GU will maintain a ratio of research in technical and non-technical subjects based on market survey		Percent	50-50 in technical and non-technical subjects	GU annual report	2 <sup>nd</sup> year onwards	Regular	VC	GU is capable for this action
3. Promote industry-academic collaboration and partnership	1. Establish an industry and academia interaction platform in GU		No	1Platform	Meeting minutes	1 <sup>st</sup> year onwards	Regular	Chancellor	Industry will participate
	2. Organize interaction programs with private sector in the platform		No	2 interaction annually	Meeting minutes	1 <sup>st</sup> year onwards	Regular	Chancellor	Industry will participate
	3. Collect feedbacks from private sector on academic courses designed and implemented by GU for necessary revision		Percent	100 Percent	Meeting minutes	1 <sup>st</sup> year onwards	Regular	VC and Chancellor	Industry will participate
4. Develop flexibility to choose elective subjects	4. Sign MoUs with private and corporate sector for student placement in their industries and corporate enterprises		No	10 MoUs per year	MoUs	Since 1 <sup>st</sup> year	Regular	Dean and VC	Private sector will cooperate with GU
	5. Invite corporate and private sector for guest lecture on relevant subjects for market update to students		Percent	100% subjects	GU annual report	Since 2 <sup>nd</sup> Year	Regular	Department heads	Corporate and private sector will cooperate
	6. Placement of students in industry and corporate enterprise for practical experience and learning before graduation		Percent	100%	GU annual report	Since 1 <sup>st</sup> year	Regular	Dean and VC	Private sector will cooperate with GU
	1. Develop a flexible system to choose elective subjects across departments and schools (based on certain standard)		Percent	100% departments and schools	GU annual report	Since 2 <sup>nd</sup> year	Continue	VC	Students have interest

#### 4.4.5 Strategic Pillar 5: Research and Innovation

##### A. Research and Innovation

Research and innovation are core functions of GU. GU envisioned a contemporary, innovative and transformative teaching and learning therefore it is committed for continuation of research and innovation in all academic programs. Besides the academic courses, GU will promote contemporary researches and innovations through its Research and Innovation Centre.

**Goal:** To develop Gandaki University as an applied research and innovation center.

**Objective:** To promote applied research and innovation in Gandaki University for knowledge and technology generation and development problem solving.

**Strategy:** Gandaki University will strengthen its Research and Innovation Centre, expand research in each academic programs, strengthen partnership with national and international universities, research institutes, industries and private sector and encourage its faculties and students to publish their experience and research outcomes in national and international peer review journals.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. GU will strengthen its Research and Innovation Center for applied research to generate new knowledge and technology	1. Formulate a GU Research Policy that meet an international standard	No	1 Policy	Policy report	2 <sup>nd</sup> year	6 <sup>th</sup> year	Research Director	Faculties and students follow this policy
	2. Allocate reasonable budget for research and innovation within GU and then sizeable budget for Research and Innovation Centre	Percent	10 Percent annually	GU audit report	2 <sup>nd</sup> year onwards	Regular	Chancellor and VC	GU SMT and Bot realize the need for research budget
	3. Establish a research lab of international standard within Research and Innovation Centre	No	One lab	Photo and completion report	3 <sup>rd</sup> year	Upgradation regularly	Research Director and VC	"
	4. Research and Innovation Centre will publish 3 joint research papers in peer review journals	No	3 Papers annually	Published paper	Regular	Regular	Research Director	Research staff have capacity to publish

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)		Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators	First five years	Second five years				
2. GU will strengthen partnership with other universities, research institute and industry and private sector for collaborative research	1. Explore possibilities for partnership and collaborative research with international universities and research institutes 2. Explore possibilities for partnership and collaborative research with industry and private sector within and outside the country	No	3 Research annually	Signed MoUs	Regular	Regular	Director, Dean, VC and Chancellor	International universities and research institutes are willing	
		No	6 Researches annually	Signed MoUs	Regular	Regular	Director, Dean, VC and Chancellor	Industry and private sector are willing for collaborative researches	
3. GU will encourage its faculties and students to publish their experience and research outcomes in national and international peer review journals	1. Each department of GU will publish at least one index research journal annually	No	At least one Journal annually	Publish journal itself	Regular	Regular	Department Head	GU SMT will support to all departments	
	2. GU faculties and research staff will publish at least one research paper in national and international peer review journals. This publication will be linked with performance evaluation of faculties	No	At least one paper annually	Publish papers	Regular	Regular	Department Head	GU SMT will encourage to all faculties	
	3. Encourage all undergraduate students to publish their research outcomes and experiences in index research journal of the respective department before graduation	No	At least one paper by each undergraduate before graduation	Publish journal itself	Regular	Regular	Advisor of individual student	Advisor of individual student will encourage student for publication	
	4. Encourage all master level graduate students to publish at least one research paper summarized from thesis in national peer review journals before graduation	No	At least one paper by each graduate before graduation	Publish paper itself	Regular	Regular	Thesis advisor of individual student	Thesis advisor of individual student will encourage student for publication	
	5. Encourage all Ph.D. students to publish at least three research papers summarized from dissertation in international peer review journals before graduation	No	At least three papers by each graduate before graduation	Publish papers	Regular	Regular	Dissertation advisor of individual student	Dissertation advisor of individual student will encourage student for publication	
4. GU will register its patents rights of new technology generated	1. GU will generate new technology through its academic departments and Research and Innovation Centre	No	3 Technology annually	GU annual report	Onwards 3 <sup>rd</sup> year	Regular	Director, Department Heads and Dean	GU SMT will finance for technology generation	
	2. GU will register patents rights of new technology generated by GU in concerned authority	No	3 Technology annually	GU annual report	Onwards 3 <sup>rd</sup> year	Regular	Director, Department Heads and Dean	GU SMT will coordinate for registration	

## B. Community Engagement in Outreach Research and Extension for Social Value

Community engagement in a university is a process of building partnership between community and university for outreach research and extension. Engagement of universities with community is essential for socio-economic development and technical advancement in most countries. GU will promote community well-being and engagement in all spheres of its outreach programs. GU interacts with its communities in a range of ways and build relationships leading to productive partnerships that yield mutually beneficial results. GU has a good number of communities including the mother groups, farmer groups, forest users' groups, saving groups, micro credit groups, I/NGOs, GOs, cooperatives, businesses, industries, professional associations, schools, alumni, indigenous and ethnic communities, research consortiums as well as other groups of local citizens. GU will keep its style of work open to engage these communities for outreach research and extension, social value, and mutual benefits.

**Goal:** To develop a culture of community engagement in all outreach programs of GU for social value.

**Objective:** To build partnership with communities in all field-based research and extension programs of GU.

**Strategy:** Engage community in all field-based research and extension programs and use their experience, expertise, research facilities and trail farm as appropriate.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Engage communities in all outreach research and extension programs of GU	1. Develop community engagement guidelines. Guidelines will explain who will engage in what outreach program. 2. Use community's field for farm trail and experimental research as applicable 3. Use experience of communities in on-farm and off-farm research and extension 4. Call communities and share major outcomes of on lab-based research conducted inside GU	No	1. Detail guidelines	Guidelines copy	3 <sup>rd</sup> Year	Revised in 6 <sup>th</sup> and 9 <sup>th</sup> year	VC	GU BOT will support the guidelines
		Percent	Over 75 % programs	GU annual report	Regular	Regular	Dean	Willingness of communities
		Percent	Over 75% programs	GU annual report	Regular	Regular	Dean	Willingness of communities
		Percent	100% program	GU annual report	Regular	Regular	Dean	Willingness of communities

#### 4.4.6 Strategic Pillar 6: Gender and Social Inclusion

Persistent gender inequality and geographic and social exclusion of some social groups in the past is one of the biggest and most imminent development challenges faced by Nepal as other South Asian countries. Thus, maintaining a gender balance and inclusion of different social groups in university governance, management and student intake will be at the center of Gandaki University.

**Goal:** To develop Gandaki University as a model of gender friendly and inclusive education institution of Nepal and South Asia Region.

**Objective:** To develop Gandaki University as a gender balanced and socially inclusive education institution.

**Strategy:** Gandaki university will develop and implement social inclusion and gender balance policy and programs

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop gender and social inclusion policy	1. Develop gender and social inclusion policy for Gandaki University	No	One	Policy itself	3 <sup>rd</sup> year	Revision	Chancellor	BOT will be supportive
	2. Maintain a gender balance in university governance and management officials, staff, and faculties	Male Female Ratio	1:1	Staff and faculty record	Initiate since 3 <sup>rd</sup> year	Continue	Chancellor	"
	3. Adopt main provisions of Reservation Act and allocate quota for different social groups in open recruitment	Percent	45% percent reservation	New staff and faculty record	Initiate since 3 <sup>rd</sup> year	Continue	Chancellor	"
2. Promote inclusive and equitable higher education in GU	1. Year mark scholarship for poor and marginalized community and promote inclusive and equitable higher education in GU	Percent	20% scholarship in non-medical subjects	Student admission record	Since next intake	Continue	Chancellor	Governments will be supportive for scholarships
	2. Promote medical education following the Umbrella Medical Act for inclusive and equitable education	Percent	75% scholarship in medical education	Student admission record	Since next intake	Continue	Chancellor	Governments will be supportive for scholarships

#### 4.4.7 Strategic Pillar 7: Entrepreneurship Skills among GU Graduates

Imparting entrepreneurship skills and knowledge in respective area of specialization among all students before their graduation is one of the core functions of GU. It believes that the pass out graduates with entrepreneurship skills will work as development ambassadors and transform the society towards the prosperity.

**Goal:** To develop Gandaki University as a center of entrepreneurship learning center imparting such knowledge on each graduate of his/her area of specialization.

**Objective:** To develop entrepreneurship skills among all GU graduates on their area of specialization.

**Strategy:** GU will design at least one academic course on entrepreneurship development for each academic program and it will link all academic programs with respective corporate sector, industries and enterprises for practical learning.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop academic course on enterprise development for all programs and teach as a compulsory course	1. Conduct study and identify the nature and type of entrepreneurship required for each academic program	Percent	100% Programs	Study report	Program start year	Program start year	Dean and Program Coordinator	The study will trace out the need
	2. Develop at least one course of 3-5 credits for each academic program on entrepreneurship development in partnership with respective area of entrepreneurs	Percent	100% Programs	Course content	Program start year	Program start year	Dean and Program Coordinator	Teacher will be ready to teach
	3. Organize teachers' training to all teachers assigned to teach entrepreneurship development course in GU	Percent	100% Teachers	Training report	Program start year	Program start year	Dean and Program Coordinator	Teacher will learn and teach
	4. Taught this course as compulsory course in each academic program	Percent	100% Programs	GU annual report	Every 3rd year students	Every 3 <sup>rd</sup> year student	Dean and Program Coordinator	GU academic senate will be supportive
	5. Revise courses in three-year interval for update	Percent	100% Courses	GU annual report	3 <sup>rd</sup> year	6 <sup>th</sup> and 9 <sup>th</sup> year	Dean	GU will allocate budget

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
2. Link each academic program with industries, private and corporate sector enterprises, research and extension programs of GOs NGOs, and civil society interventions for practical learning on entrepreneurship development	1. Each academic program will prepare a list of relevant industries, private and corporate sector enterprises, GO and NGOs research and extension programs and other interventions where students can learn about enterprise development	Percent	100% Programs	GU annual report	Program start year	Program start year	Dean and Program Coordinator	GU SMT will encourage this activity
		Percent	100% Programs	GU annual report	Program start year	Program start year	Dean and Program Coordinator	GO, NGO and private and corporate sector will cooperate
	Percent	100% Students	GU annual report	Last year of the course	Last year of the course	Dean and Program Coordinator	GOs, NGOs and private and corporate sectors will host students in their premise	
	Percent	100% Students	GU annual report	Before graduation	Before graduation	Dean and VC	Student have desire to participate	
3. Develop entrepreneurship development training modules for corporate and private sector	4. Organize orientation before graduation to all final year passing out students to develop their enterprises and become the development ambassadors	Percent	100% Departments	GU annual reports	3 <sup>rd</sup> year onwards	Continue	Deans and department heads	Private and corporate sector will believe GU departments
		Percent	100% Departments	GU annual reports	3 <sup>rd</sup> year onwards	Continue	Deans and department heads	Private and corporate sector will believe GU departments

#### 4.4.8 Strategic Pillar 8: Financial Sustainability

Achieving financial sustainability will be one of the core functions of GU Senior Management Team and the Board of Trustees. GU will apply multipronged approach in resources collection and adopt efficient financial management systems that will lead to cost recovery and financial sustainability.

**Goal:** To develop Gandaki University as a financially vibrant and sustainable public institution in Nepal and South Asia.

**Objective:** To reduce dependency of GU with federal, provincial and local governments for financial resources and extend its fame as a financially sustainable public institution in Nepal and South Asia.

**Strategy:** Build partnership with federal, provincial and local governments, corporate sector, other universities, research institutions and development partners and implement the research and academic programs on cost sharing basis that will lead to cost recovery and financial sustainability of GU.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Timeline		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop institutional capacity of GU for financial sustainability	1. Develop financial sustainability plan of GU	No	One	Plan document	2 <sup>nd</sup> year	Revise in 6 <sup>th</sup> year	Register	BOT will support this plan
	2. Train GU officials on financial sustainability	Percent	100% SMT and BOT members	Training completion report	3 <sup>rd</sup> year basic	Every two-year refresher	Register	GU SMT members will participate
	3. Produce consumptions items within university which have comparative advantage	No	10 Items	Production records	5 <sup>th</sup> years 5 items	10 <sup>th</sup> year 5 items	Register	Technical units will support
	4. Implement income generation activities of comparative advantages	No	10 activities	GU annual report	5 <sup>th</sup> Year 5 activities	10 <sup>th</sup> Year 5 activities	Register	"
	5. Overhead and administrative cost will be kept at lower level	Percent	Lower level	Audit report	Regular	Regular	SMT	GU SMT has commitment
	6. Implement fund raising campaign with corporate sector, cooperatives, non-residents Nepalese, governments etc.	No	Event	GU report	Regular	Regular	SMT	GU SMT has commitment
2. Develop academic programs on cost sharing basis with governments and corporate sector	1. Develop academic programs on cost sharing basis with governments and corporate sectors	No	5 Programs	Program report	Up to 5 <sup>th</sup> years 3 programs	Up to 10 <sup>th</sup> years 2 programs	VC and register	Governments and corporate sector will be ready for cost sharing programs
	2. Develop professional training packages to governments and corporate sectors and sell them in appropriate cost	No	10 Packages	Program report	Up to 5 <sup>th</sup> years 5 packages	Up to 10 years 5 packages	VC and register	"
3. Reduce dependency of GU with government for funding	1. Decrease dependency ratio of GU with governments for funding (From 100% today)	Percent	Percent	Audit report	70 % in 5 <sup>th</sup> year	50% in 10 <sup>th</sup> year	VC and register	Source of funding of GU will be diversified
	2. Increase total volume of GU budget (From NPR 210 million in 2021)	NPR	Million	Audit report	1000 million in 5 <sup>th</sup> years	2000 million in 10 <sup>th</sup> year	BOT and SMT	GU will have multiple sources of funding
	3. Increase size of endowment fund	NPR	Million	Audit Report	500 million	1000 million	BOT and SMT	Corporate and philanthropic sector will contribute
4. Adopt a financial analysis system in GU for risk management, performance plan, and rational decision making for allocation	Conduct financial analysis once a year	Frequency	1	Analysis report	Regular	Regular	Register	GU staff have capacity
	Develop an interactive financial model of GU	No	1	Model itself	Regular	Regular	Register	GU has capacity
	Establish a professional project management office for resource mobilization to GU	No	1	GU annual report	Regular	Regular	Chancellor	GU will find appropriate persons for resource mobilization

#### 4.4.9 Strategic Pillar 9: Building Resilient and Eco-Friendly University Infrastructures

Gandaki University will build cost effective, eco-friendly, resilient, and sustainable physical and virtual, hardware and software infrastructures, required to position itself as a center of excellence in university research and teaching. Cultural, environmental and aesthetic aspects of Nepal and Gandaki Province will be blended in building design, use of construction materials, flooring, furnishing and visual appearance of the buildings.

**Goal:** To build eco-friendly and resilient state-of-art physical and virtual infrastructures for Gandaki University.

**Objective:** To build decent physical and virtual infrastructures for university research, academic teaching and vocational training required to produce high skilled technical human resources.

**Strategy:** Physical and virtual infrastructures will be built gradually resembling the cultural and aesthetic aspect of Gandaki Province in collaboration and partnership with federal, provincial and local governments, corporate sector, partner universities and research institutions, development partners and other philanthropic institutions and persons.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions
		Measur-able unit	Indicators		First five years	Second five years		
1. Obtain land and collect other resources from different sources to build university infrastructures	1. Obtain land from Nepal government to build medical infrastructures of the university in Belchautara, Suklagandaki Municipality, Tanahun district	Hectare	27 Hectares	GON decision	1 <sup>st</sup> year		Chancellor and BOT	GON will support GU
	2. Collect financial and materials resources for university infrastructures from government grant, donation and partnership programs	NPR	10 billion	GU audit report	5 billion up to 5 <sup>th</sup> year	5 billion up to 10 <sup>th</sup> year	Chancellor and BOT	Governments, development partners and other universities will be supportive
	3. Prepare land use plan of GU in Gyankunja, Malepatan and Belchutara	No	1 Plan	Plan documents	1 <sup>st</sup> and 2 <sup>nd</sup> years	Revise in 6 <sup>th</sup> year	VC	GU has technical knowhow

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
2. Gradually build physical infrastructures of Gandaki University representing the cultural and climatic speciality of Gandaki Province based on available resources	1. Build university administrative building in Gyanakunja accommodating all administrative functions in one building representing the cultural and climatic speciality of Gandaki Province	No	One	Building completion report	Up to 3 <sup>rd</sup> year	Operate	Chancellor and BoT Chair	BoT will be able to manage resources
	2. Build academic building for IT education in IT Park in Jamunot being built by government representing cultural and climatic speciality of Gandaki Province	No	One	Building completion report	Up to 4 <sup>th</sup> year	Operate	"	"
	3. Build academic buildings in Gyanakunja for engineering and social science streams representing cultural and climatic speciality of Gandaki Province	No	Two	Building completion report	Up to 5 <sup>th</sup> year	Operate	"	"
	4. Build academic building for live science stream in Malepatan representing the cultural and climatic speciality of Gandaki Province	No	One	Building completion report	Up to 6 <sup>th</sup> year	Up to 6 <sup>th</sup> year	"	"
	5. Build academic building for science and medicine, lab, teaching hospital, hostel, cafeteria, library, administrative building for medical college in Belchautara	No	Eight	Building completion report	Up to 7 <sup>th</sup> year	Up to 7 <sup>th</sup> year	"	"
	6. Build staff quarter for medical education in Belchautara	No	100 Bachelor 50 Married	Building completion report	Up to 7 <sup>th</sup> year	Up to 7 <sup>th</sup> year	"	"
3. Gradually build/add digital/virtual infrastructures in all academic and administrative buildings	1. Install high speed internet in academic and administrative buildings	Percent	100%	GU annual report	Regular	Regular	Register	IT suppliers will supply high speed internet
	2. Provide personal computers in workstations for all faculty and staff	Percent	100%	GU annual report	Regular	Regular	Register	GU BOT will allocate resources
	3. Develop one computer lab in each academic program for students	Percent	100%	GU annual report	Regular	Regular	Register	GU BOT will allocate resources
	4. Build/add digital infrastructures in all academic and administrative building	No	13	Digitization report	3 <sup>rd</sup> to 5 <sup>th</sup> years	6 <sup>th</sup> to 10 <sup>th</sup> year	Deans	GU will allocate resources
	5. Build one e-learning center with research and innovation center in Gyanakunja	No	1	Building completion report	Up to 5 <sup>th</sup> Year	Operate	Chancellor and BOT chair	GU will get resources

#### **4.4.10 Strategic Pillar 10: National and International Partnership and Collaboration**

Gandaki University will develop, strengthen and expand mutually beneficial partnership and collaboration with local, provincial and federal governments, universities, research institutions, corporate institutions, voluntary and philanthropic organizations and persons within and outside the country for resources, skills, knowledge and technology.

**Goal:** To develop collaboration and partnership of Gandaki University with governments and other national and international organizations for mutual benefits.

**Objective:** To establish and expand networks of Gandaki University with different national and international governmental and non-governmental organizations for exchange of resources, skills, knowledge and technologies.

**Strategy:** Develop partnership based on interest of national and international organizations for joint research, student exchange, technology generation, skills and technology transfer and building the physical and digital infrastructures of Gandaki University.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions
		Measur-able unit	Indicators		First five years	Second five years		
1. Sign MoUs with governments for HR productions	1. Sign MoU with federal government for medical HR production	No	1	MoU	1	Implement	VC	GON has no teaching hospital in Gandaki and it will assign GU for medical education
	2. Sign MoU with provincial government for skilled technical human resources production	No	1	MoU	1	Implement	VC	Provincial government has willingness for partnership with GU
	3. Sign MoU with local governments for HR production and train their staff	No	40 local governments	MoU copy	20 local governments	20 local governments	VC and Dean	Local governments have willingness for partnership with GU
2. Sign MOU with other national and international organizations and strengthen network and partnership of GU	1. Establish partnerships with universities of other countries (5 universities per year)	No	50 Universities	MoU copy	25 Universities	25 Universities	VC and Dean	Other universities have willingness for partnership with GU
	2. Establish partnership with other research institutes (3 institutes per year)	No	30 Institutes	MOU copy	15 Institutes	15 Institutes	VC and Dean	Other research institutes have willingness for partnership with GU
	3. Establish partnership with development partners, philanthropic organizations and other non-governmental organizations. (2 organizations per year)	No	20 Organizations	MOU copy	10 Organizations	10 Organizations	VC and Dean	Other organizations have willingness for partnership with GU
3. Establish an Alumni Association of GU graduates and develop partnership	1. Establish an Alumni Association of GU graduates	No	1 Alumni	GU Annual report	4 <sup>th</sup> Year	Continue	Register	GU graduates will be member
	2. Develop partnership with GU Alumni Association and implement partnership programs	No	12 programs	GU Annual report	2 Programs	10 Programs	Register and Deans	Alumni will contribute to GU
4. Establish partnership with community colleges operating in the province	1. Develop partnership with selected community college and make them constituent college of GU for technical education	No	10 Colleges	GU Annual report	5 Colleges	5 Colleges	Chancellor	Community college will be willing for partnership with GU

#### **4.4.11 Strategic Pillar 11: Strengthen Science and Technology Education in Feeder Schools**

Gandaki University receives students in its technical streams from higher secondary schools operating in its sphere of geographical influence. Strengthening science and technology education in higher secondary feeder schools is vital to get good number of students in Gandaki University. At present, limited higher secondary schools teach science and technology subjects and produce limited number of students, which is largely insufficient for GU and other universities operating in the province. In this context, GU will help higher secondary schools in its sphere of geographical influence to strengthen science and technology education.

**Goal:** To empower and capacitate higher secondary schools operating in GU sphere of geographical influence to produce high quality science students for its undergraduate programs.

**Objective:** To build synergy between GU and higher secondary schools to strengthen the science and technology education in feeder schools.

**Strategy:** Provide technical backstopping to higher secondary feeder schools to strengthen science and technology education in their school curriculum.

Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MOV)	Time line		Responsibility	Risks and assumptions
		Measurable unit	Indicators		First five years	Second five years		
1. Develop partnership between GU, local governments and feeder schools	1. Initiate dialogue with local governments to strengthen science and technology education in their higher secondary schools	No	85 local governments	Discussion paper	85 local governments	Continue	Chancellor	Local governments will have interest to work with GUs
	2. Sign MoU between local governments and GU to strengthen science and technology education in their higher secondary schools	No	50 local governments	MoUs	25 Local governments	25 Local governments	"	"
2. GU will provide technical backstopping to higher secondary feeder schools to strengthen the science and technology education	1. Conduct studies and identify the needs of higher secondary schools to strengthen the science and technology education	No	3 Studies	Study report	3 <sup>rd</sup> Year	6 <sup>th</sup> year and 9 <sup>th</sup> years	Deans	Higher secondary schools will participate in study
	2. Develop technical backstopping package for science and math subjects separately	No	2 Package	Package materials	3 <sup>rd</sup> Year	Review in 6 <sup>th</sup> year and 9 <sup>th</sup> year	Deans	GU faculties and staff have capacity to identify needs and develop backstopping packages
	3. Provide technical backstopping including teachers training on science and math subjects	No	100 Schools	Training package	50 schools up to 5 <sup>th</sup> year	50 schools up to 10 <sup>th</sup> year	Deans	GU faculties have expertise to organize training to school teachers
	4. Develop need-based teaching materials to higher secondary schools	No	10 Items	Copy of teaching materials	10 Items	Review	Deans	GU faculties have expertise to produce teaching aids on science and technology subjects

#### **4.4.12 Strategic Pillar 12: Establish, Develop and Sustain Corporate Organizational Culture in Gandaki University**

##### **A. Corporate Organizational Culture**

Corporate culture of organizational management in Gandaki University is the beliefs and behaviors that determine how the faculties, staff members and senior managers interact with students, trainees, and research scholars. GU will adopt a corporate culture of organizational management with team-first culture and action, elite corporate culture of hiring the best faculties and staff, horizontal and vertical culture of sharing the ideas and thoughts for innovation, culture of shared responsibility and accountability, strict on core values, rules and regulations and strong vigilance to the market forces.

**Goal:** To develop Gandaki University as a corporate educational organization.

**Objective:** To develop corporate organizational culture in Gandaki University with high level of integrity, openness and ethical standards.

**Strategy:** Promote the teamwork culture, strengthen horizontal and vertical coordination, develop a culture of shared responsibility and accountability, respect core organizational values, rules and regulations and keep strong vigilance to the market forces.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Time line		Responsibility	Risks and assumptions
		Measur-able unit	Indicators		First five years	Second five years		
1. Promote a culture of teamwork for good performance and problem solving	1. Form a management team in each academic and research unit/program	Percent	100 % Units	GU annual report	100 % Units	100 % Units	Register	GU BOT Will support
	2. Organize monthly meeting of each level of management team and discuss about the performance and problems	Percent	100% Teams	GU annual report	100% Teams	100% Teams	Register	It will be routinized
	3. Adopt a system of joint decision making on major issues	Percent	100% in major decisions	GU annual report	100% Major decisions	100% Major decisions	Register	It will be routinized
	4. Develop a sense of joint responsibility and accountability among all members of management team of each level of governance and management	Percent	100% Team members	GU annual report	100% Team members	100% Team members	Register	Each member will have sense of responsibility
2. Strengthen horizontal and vertical coordination in GU for sharing idea and innovation and problem solving	1. Organize quarterly joint sharing and coordination meeting among departments, research units, office of the dean, register, vice-chancellor and chancellor	No	4 Meeting a year	Meeting minutes	Regular	Regular	Register	Organizational problems are openly discussed for solution
	2. Respect workforce diversity, innovative idea and opinion expressed by all members	No	No of new ideas	Meeting minutes	Regular	Regular	Register and VC	GU SMT will recognize new ideas
3. Develop ethical code of conducts and implement across all levels of GU governance	1. Develop ethical code of conducts for faculties, research scientists, staff, students and senior officials and implement strictly across all level of GU governance	No	One	Ethical code of conduct manual	1 <sup>st</sup> Year	Update in 6 <sup>th</sup> year	Register and VC	All GU members will obey the ethical code of conduct
	4. Adopt a system of employ satisfaction survey and feedback system	No	One	Survey report	Regular	Regular	Register	All GU member will participate in the survey
5. Keep strong vigilance to market forces for GU management reform	2. Develop a feedbacks collection and implementation mechanism	No	One	GU annual report	Regular	Regular	Register	GU SMT will be positive to accommodate the feedbacks
	1. Conduct market survey on management innovation and initiate management reforms	No	3 Survey	Survey report	3 <sup>rd</sup> Year	6 <sup>th</sup> year and 9 <sup>th</sup> year	Register	GU BOT will be supportive
6. Develop strong internal control system in GU	1. Develop internal audit manual and standard operating procedures and implement them properly	No	2 Manuals	Manuals	3 <sup>rd</sup> Year	Revised in 6 <sup>th</sup> year	Register	GU BOT will be supportive

## B. Branding Gandaki University

University branding is a function of public profile, fame and prestige building and the way of communicating its core values and functions with its audience and attracting them. Gandaki University will work to become a well-recognized and distinctive university in Nepal and South Asia to attract and retain high quality people who will serve best to the university and produce high class skilled graduates.

**Goal:** To develop Gandaki University as a distinctive and well-known university in research, teaching and technology generation.

**Objective:** To build an identical trademark of uniqueness of Gandaki University in its management and operation.

**Strategy:** Develop a communication and branding policy to attract people in Gandaki University.

**Working strategies, key program activities, means of verification, timeline, responsibility and risks and assumptions of this pillar are as follows:**

Working strategies	Key program activities	Objectively verifiable indicators (OVI)		Means of verification (MoV)	Timeline		Responsibility	Risks and assumptions
		Measur-able unit	Indicators		First five years	Second five years		
1. Develop and implement a GU branding policy to attract people	1. Develop and implement GU branding and communication policy	No	1 Policy	Policy report	2 <sup>nd</sup> year	Revised in 6 <sup>th</sup> year	Chancellor and BOT Chair	GU has expertise to develop policy
	2. Develop GU branding materials (Paper and digital)	No	10 Materials	GU annual report	5 Materials	5 Materials	Chancellor	
	3. Organize/broadcast/publish GU branding events and messages in social gathering, electronic and print media	No	50 events per year	Media report	Regular	Regular	Chancellor	People have faith on GU message
	4. Carryout an impact study of GU branding and communication policy	No	1 Study	Study report	5 <sup>th</sup> Year		Chancellor	GU will allocate resources
	5. Revise branding and communication policy based on study report recommendations	No	1 Study	Revised policy		6 <sup>th</sup> Year	Chancellor	"

## CHAPTER V

### STRATEGIC PLAN IMPLEMENTATION, MONITORING AND EVALUATION

#### 1.1 Role of GU Board of Trustees to Implement this Strategic Plan

GU Board of trustees will be accountable for overall implementation of this strategy. Day to day activities of the university will be the responsibility of Senior Management Team (SMT) comprising the Chancellor, Vice-chancellor, Register and Deans. Major role of BOT will be to formulate different policies, manage resources, facilitate SMT for their implementation and monitor the progress. This Strategy Plan demands student admission and retention policy, staff recruitment and retention policy, research policy, gender and social inclusion policy, GU branding and communication policy. Similarly, the Plan also demands quality assurance manual, internal audit manual, community engagement guidelines, land use plan and financial sustainability plan. GU board of trustees will ensure timely formulation of these policies, guidelines and plans and their honest implementation.

#### 5.2 Strategic Plan Implementation Process

Gandaki University Board of Trustees and senior managers are firmly committed for honest and straight implementation of this strategic plan. The university will form a high-level Strategic Plan Implementation Committee chaired by the Vice-chancellor comprising the Register and Deans as Committee members. The Committee will formulate 10 years implementation plan dividing into two parts. Most of the activities pertaining in this plan will be implemented in first five-year period 2022-2026 AD. This period will be a physical and institutional infrastructures development period of the university. Second five-year period 2027-2031 will be a consolidation and expansion period of the university. The strategic plan will be breakdown by year, quarter and month for effective implementation. All activities will be planned in a Gantt Chart with name of responsible person for implementation so that the Committee can take strong vigilance of each activity. A systematic reporting system will be developed and the lower units will report to upward units (Figure 2).

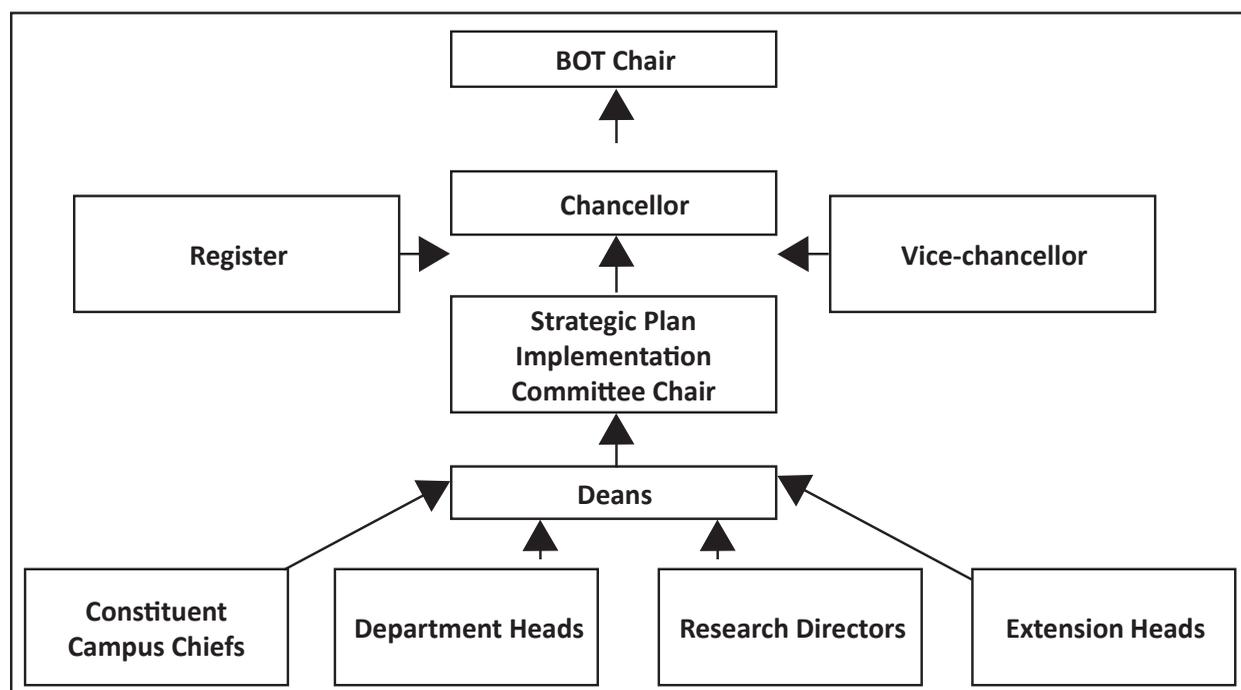


Figure 2: Reporting hierarchy in Gandaki University

A systematic and routine reporting system will be adopted in Gandaki University. The lowest administrative unit chiefs like constituent Campus Chiefs, Departments Heads, Research and Extension Heads will submit their quarterly progress report to respective Deans. Deans, Register and Vice-chancellor will submit quarterly report to Strategic Plan Implementation Committee Chair. The Committee Chair will submit quarterly progress report to the Chancellor and the Chancellor will submit the quarterly progress report to Board of Trustees Chair (Table 1).

**Table 1: Reporting Interval in Gandaki University**

SN	Reporting Unit	Reporting To	Reporting Bottom to Top	Reporting Time	Reporting Date	Feedbacks Top to Bottom
4	High level reporting unit: Chancellor	Board of Trustees Chair		Quarterly	1. April last week 2. July last week 3. October last week 4. January last week	↓
3	High level reporting unit: Strategic Plan Implementation Committee Chair	Chancellor	↑	Monthly	1. April third week 2. July third week 3. October third week 4. January third week	↓
2	Mid-level reporting units: Deans of respective schools, Vice-chancellor and Register	Strategic Plan Implementation Committee Chair	↑	Monthly	1. April second week 2. July second week 3. October second week 4. January second week	↓
1	Lowest level reporting units: Constituent campus chiefs, departments heads, research and extension heads	Dean of respective schools	↑	Monthly	1. April first week 2. July first week 3. October first week 4. January first week	

## 5.2 Monitoring and Evaluation

A strong reporting, monitoring and feedback system will be developed for timely and effective implementation of the strategic plan. The Strategic Plan Implementation Committee will develop a systematic reporting and tracking framework. Progress of each activity will be tracked in a computer software and feedbacks and suggestions will be provided to each reporting unit. The lowest reporting unit heads will get feedbacks and suggestions on the progress report from respective Deans. The Deans, Register and Vice-chancellor will get feedbacks from the Strategic Plan Implementation Committee Chair. The Implementation Committee Chair will get suggestions and feedbacks from the Chancellor. The Chancellor will get suggestions and feedbacks from the Board of Trustees.

Mid-term evaluation on the strategic plan will be carried out in 5th year of the Plan. The evaluation will use eight criteria like relevance, coherence, effectiveness, efficiency, impact, sustainability (technical, environmental, financial and result), inclusion and satisfaction of its key stakeholders. Revision in Strategic Plan will be done based on feedbacks and suggestions of the mid-term evaluation.

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## **ANNEX**

### **Name List of Gandaki University Board of Trustees, Advisors, and Sub-committee Members**

#### **Name of the Board of Trustees**

1. Dr. Dinesh Chandra Devkota, Chairperson
2. Prof. Suresh Raj Sharma, Member
3. Prof. Dr. Jeet Joshi, Member
4. Krishna Prasad Acharya, Member
5. Dr. Ramesh Kanta Adhikary, Member
6. Prof. Dr. Basu Dev Kafle, Member
7. Chandra Prasad Dhakal, Member
8. Dr. Chandika Pandit, Member
9. Prof. Dr. Sangeeta Singh, Member
10. Ramesh Sharma, Member
11. Sushila Panday, Member
12. Tara Devi Gurung, Member
13. Diva Kumari Tilija Pun, Member
14. Devendra Lamichhane (MoE Gandaki Province Secretary), Member
15. Prof. Dr. Ganesh Man Gurung, GU Chancellor

#### **Name of the Advisors**

1. Prof. Dr. Anthony Kirby
2. Prof. Dr. Garrett Kilroy
3. Prof. Dr. Kim Jae Young
4. Prof. Dr. Kailash Nath Pyakuryal
5. Prof. Dr. Keshar J. Baral
6. Prof. Dr. Murari Suvedi
7. Prof. Dr. Nar Kaji Gurung

#### **Strategic Plan Preparation Sub-committee in the Board of Trustees**

1. Prof. Dr. Jeet Joshi, Member
2. Sushila Panday, Member
3. Diva Kumari Tilija Pun, Member
4. Prof. Dr. Naba Raj Devkota, Member Secretary

#### **Strategic Plan Drafting Sub-committee**

1. Asso. Prof. Surya Bahadur G.C
2. Prof. Dr. Vikash K.C
3. Dr. Umesh Singh Yadav
4. Dr. Damuru Paneru
5. Ramesh Lal Paudel

#### **Strategic Plan Revision and Finalization Sub-committee**

1. Dr. Min Bahadur Shrestha, Coordinator
2. Prof. Dr. Naba Raj Devkota, Member
3. Prof. Dr. Chandrika Pandit, Member
4. Prof. Dr. Sangeeta Singh, Member
5. Dr. Giridhari Sharma Paudel, Member

**BIO-SKETCH**  
**GIRIDHARI SHARMA PAUDEL, PhD**



<b>Place of Birth / Contact detail</b>	Syangja District, Aandhikhola Rural Municipality Ward No 4, Kamere E-mail: giridharisp@gmail.com
<b>Education and training</b>	MSc. and Ph.D. study in Development Planning at the Asian Institute of Technology (AIT), Bangkok, Thailand. Professional training on different areas including Project Planning, Monitoring, Evaluation, Institution Building and Leadership from USA, United Kingdom, Japan, Thailand, Norway, Bangladesh and India.
<b>Experience</b>	SDG Advisor in UNDP Nepal since December 2021, Vice-chairman in Policy and Planning Commission of Gandaki Province, Pokhara Nepal during August 2018 to June 2021, National Project Manager (NPM) at UNDP-GoN Joint Policy Project -Strengthening National Planning and Monitoring Capacity from September 2013 to July 2018, Planning, Monitoring and System Strengthening Specialist at Nepal Health Sector Support Program from August 2011 to August 2013, Third Class Section Officer to Special Class Director General of FPA Nepal from January 1990 to May 2011.
<b>Volunteer</b>	Vice-president and President from 2009 to 2015, Nepal Agroforestry Foundation and served as Founder Governing Board Member of Kathmandu Forestry College from 2005 to 2012. One of the Volunteer writers of ‘ Strategic Plan of Gandaki University 2022-2032’, Gandaki Province, Pokhara, Nepal
<b>Academic work</b>	Part time teaching the Development Planning course to MSc. students in Nepal College of Information Technology and Institutional Development Course to MSc. and Ph.D. students at AIT, guide MSc. and Ph.D. students Thesis and Dissertation, and guest lecture in different universities
<b>Research and Publication</b>	Published 16 papers in peer review journals, 6 abstracts in conference proceeding, 5 papers in conference proceedings, 26 research based and opinion papers, 4 books and 7 manuals
<b>Unpublished reports</b>	First author of 14 and co-author of 6 evaluation reports, supervised 33 evaluation and baseline reports and prepared more than 100 institutional reports.
<b>Conference</b>	Participated in 43 international conferences and presented papers representing Nepal.
<b>Prize and Awards</b>	Maheandar Bidha Bhusan “K” of Nepal, Japanese Government Scholarship for Ph.D. Study, Queen Shirkit Scholarship of Thai Government for MSc. study, Best Staff Award of FPAN, Outstanding student scholarship of PN Campus and appreciations letters from 19 institutions and organizations.