

Mid-West University

Shaping Academia, Research, and Innovation...



FIVE-YEAR STRATEGIC PLAN 2082/83-2086/87 [2026-2030]

Mid-West University
PLANNING, DEVELOPMENT AND MONITORING
DIRECTORATE



Mid- West University

Office of the Vice-Chancellor

Birendranagar, Surkhet, Nepal

Ref. No: -

Date: - 1 March, 2026

FOREWORDS

Shaping the Future with Vision and Innovation

It is with great pride and optimism that we present the **Mid-West University Five-Year Strategic Plan of Action, 2082/83-2086/87 (2026-2030)**, a strategic framework that charts our path towards becoming a leader in higher education. This document embodies our collective aspirations to integrate academic excellence with societal progress and technological innovation.

As we move forward in this transformative journey, we are guided by a human-centered approach that combines digital innovation with sustainability and inclusivity. Our roadmap integrates these principles at the heart of every operation: academic, administrative, and community engagement. By fostering interdisciplinary learning, modernizing infrastructure, and embracing digital transformation, we aim to equip our students for the challenges ahead while contributing meaningfully to social growth, prosperity, and shared happiness.

This strategic plan stands as a testament to the resilience and vision of our esteemed faculty, staff, students, and all stakeholders involved in shaping future. It is also a call to action for all our partners: governments, industry leaders, communities, and international institutions to join us in creating a university that exemplifies excellence, innovation, and social responsibility.

Let us come together to promote Mid-West University a beacon of progress and a cornerstone in the advancement of Nepal's educational and societal landscape.

Prof. Dhruva Kumar Gautam, PhD
Vice-Chancellor



Mid- West University Office of the Registrar

Birendranagar, Surkhet, Nepal

Ref. No: -

Date: - 1 March, 2026

FOREWORDS

A Vision for a Resilient and Inclusive Future

With immense pride and anticipation, we present to you the **Mid-West University Five-Year Strategic Plan of Action, 2082/83-2086/87 (2026-2030)**, a comprehensive strategy designed to usher in an era of growth, innovation, and inclusivity at our institution. This strategic framework reflects our unwavering commitment to achieving excellence while addressing the evolving challenges and opportunities of the 21st century.

The road ahead promises rapid technological advancements and shifting societal needs. As the Registrar, I view this strategic plan as a guiding compass, steering us toward creating a university ecosystem that is dynamic, responsive, and sustainable. From smart infrastructure and green initiatives to fostering international partnerships and expanding academic programs, this plan provides a roadmap for achieving transformative change while staying true to our core values of equity, quality, and community service.

Mid-West University has always stood as a symbol of hope and progress, especially in the Karnali Province. Our efforts to align education with regional and global priorities will uplift not only the academic community but also the broader society.

Together, let us pledge our dedication to this vision and work collectively to turn these aspirations into a tangible realities.

Prof. Shobhakhar Kandel, PhD

Registrar



Mid- West University
Planning, Development & Monitoring Directorate
Birendranagar, Surkhet, Nepal

Ref. No: -

Date: - 1 March, 2026

ACKNOWLEDGEMENTS

On behalf of the Planning, Development and Monitoring Directorate, and in my capacity as Executive Director and Coordinator of the Five-Year Strategic Plan Development Committee, I am honored to present the **Five-Year Strategic Plan of Action, 2082/83–2086/87 (2026–2030)** of **Mid-West University**. Guided by the theme '*Shaping Academia, Research, and Innovation*,' this Plan represents a forward-looking institutional roadmap to strengthen academic excellence, research capacity, digital transformation, sustainability, and inclusive growth in alignment with national priorities and the development aspirations of Karnali Province and Nepal through higher education.

This **Strategic Plan** is the outcome of a systematic, participatory, and evidence-informed process integrating desk research, thematic analysis, leadership consultations, stakeholder engagement, and institutional reflection. It reflects both a realistic assessment of present challenges and a confident vision for the University's future positioning within Nepal's evolving federal higher education landscape and the broader global academic environment.

I express my sincere gratitude to Prof. Dr. Dhruba Kumar Gautam, Vice-Chancellor, Prof. Dr. Panna Thapa, Chairperson of Service Commission, and Dr. Shobhakhar Kandel, Registrar of Mid-West University, for their visionary leadership, unwavering guidance, and inspirational motivation throughout the process. I also acknowledge the valuable support of the Executive Council, Planning, Development and Monitoring Council, Deans, Executive Directors, Chief of Examinations Management Office, Campus Chiefs, Heads of Departments, Program Coordinators, and thematic task force coordinators and members whose intellectual rigor and collaborative spirit ensured coherence, feasibility, and strategic clarity.

My heartfelt appreciation extends to our faculty members, administrative staff, and technical personnel whose dedication sustains the University's academic mission. I am equally grateful to the Free Students' Union, the wider student community, alumni, government agencies, development partners, and industry collaborators whose insights and expectations meaningfully shaped the priorities embedded in this Plan. Finally, I also owe to Prof. Dr. Chandra Prasad Rijal, for every support in bringing this document in the present shape.

As we move from planning to implementation, the success of this Strategic Plan will depend upon collective ownership, accountable governance, disciplined execution, and continuous learning. With shared commitment and strategic resolve, I am confident that Mid-West University will advance as a resilient, innovative, and globally engaged institution, contributing substantively to regional transformation, national development, and the evolving knowledge economy.

Dr. Bishnu Kumar Khadka
Executive Director
Planning, Development and Monitoring Directorate
Coordinator
Five-Year Strategic Plan Development Committee
Mid-West University, Surkhet, Nepal

EXECUTIVE SUMMARY

Mid-West University (MU) presents its Five-Year Strategic Plan of Action, 2082/83–2086/87 (2026–2030) under the theme *shaping academia, research, and innovation*. The Plan provides a university-wide roadmap to transform MU into a *globally engaged and reputed university* that advances innovation, inclusivity, and societal well-being through proactive learning and sustainable development, while remaining firmly rooted in MU's federal mandate and the development priorities of Karnali Province.

The Plan is grounded in an evidence-informed, participatory planning process that integrates desk review, leadership consultations, stakeholder engagement, field observations, and thematic sub-committee analysis, culminating in a consolidated strategic framework endorsed through formal institutional validation. A core analytical anchor is the University's comprehensive S-W-R-F-C-O assessment (Strengths, Weaknesses, Risks, Foresight Factors, Challenges, and Opportunities), which clarifies the University's competitive positioning and informs strategic priorities, implementation sequencing, and performance management.

Institutional Context and Rationale: MU has expanded rapidly since its establishment under the Mid-Western University Act (2010). It currently operates through multiple campuses and institutions across provinces, offering 59 active programs within a wider approved portfolio, with strong growth in enrollment (over 12,700 students as of January 2026, reflecting major growth over five years). MU also holds significant physical assets and a growing institutional footprint, including evolving digital systems (EMIS/LMS/ERP), research grants, training programs, and partnership arrangements. At the same time, the Plan recognizes persistent constraints: uneven academic quality across campuses, limited specialized faculty strength, insufficient labs and research infrastructure, fragmented systems and financing, and the need for deeper digital transformation and climate-resilient SMART infrastructure.

Strategic Direction: The Plan articulates the University's institutional identity through these strategic intents:

Vision: To be a globally engaged and reputed university that drives innovation, inclusivity, and societal well-being through proactive learning and sustainable development.

Mission: To deliver inclusive, high-quality education; advance knowledge through research and innovation; and engage communities so MU graduates and staff contribute ethically to sustainable societal transformation.

Goals: Academic excellence; infrastructure modernization; Green and SMART transformation; strategic partnerships; sustainability, inclusivity, and social responsibility.

Core Values: Innovation, excellence, inclusivity, sustainability, and collaboration.

Objectives: To operationalize this direction, MU adopts seven strategic objectives, each supported by action programs and measurable KPIs:

- 1. Academic Excellence:** Curriculum modernization, interdisciplinary education, industry-academia linkages, innovative pedagogy, and integration of emerging technologies (AI, IoT, Big Data).
- 2. Research, Innovation, and Promotion:** Research centers, innovation hubs, faculty/staff capacity development, research funding growth, publications, and IPR/patents.
- 3. Sustainable Infrastructure Development:** SMART, green, climate-resilient, digitally enabled campuses; modern academic and research facilities; housing and learning resources.
- 4. Digitalization and Automation:** Integrated ERP/EMIS/LMS/CMS/mobile systems, AI-supported services, digital academic delivery, automation of administrative processes, and cybersecurity.

5. **Partnership and Collaboration:** National and international cooperation for mobility, joint research, infrastructure support, endowments, accreditation, and global recognition.
6. **Community Engagement and Social Responsibility:** SDG alignment, service learning, policy advocacy, entrepreneurship support, and regional socio-economic impact.
7. **Governance and Financial Sustainability:** Transparent and accountable governance, performance-based management, diversified financing, and efficient administration.

Implementation approach and performance management: The planned implementation has been structured in three phases - **Phase I (2082/83) Foundational Establishment:** Curriculum revisions begin, key digital systems implemented, initial infrastructure acceleration, and faculty development scaled; **Phase II (2083–85) Expansion and Engagement:** Program expansion (including health/medicine and other demand-driven areas), intensified community engagement, major infrastructure completion (labs, housing, facilities), and strengthened partnerships; **Phase III (2085–87) Optimization and Global Positioning:** System optimization, stronger global visibility, improved research output and collaborations, financing diversification, and progress toward international accreditation and rankings.

To ensure accountability and learning, MU will institutionalize a robust **Monitoring, Evaluation, Accountability, and Learning (MEAL)** framework led by the Planning, Development and Monitoring Directorate (PDMD). This includes KPI-based monitoring using digital systems, periodic evaluations (including external), transparency mechanisms (public communication of decisions and performance), and continuous learning loops for adaptive management.

Expected Outcomes: By the end of the plan period, MU aims to demonstrate measurable progress in:

- i. Modernized, technology-integrated academic delivery and assessment
- ii. Stronger research culture, outputs, and innovation systems
- iii. Expanded and upgraded SMART/green infrastructure and specialized laboratories
- iv. Fully functional digital ecosystem for academic and administrative operations
- v. Scaled national and international partnerships, mobility, and collaborative projects
- vi. Stronger community impact aligned with Karnali and national development priorities
- vii. Improved governance, transparency, and diversified financial sustainability, supporting long-term institutional resilience and competitiveness.

Overall, the Five-Year Strategic Plan positions Mid-West University as a **human-centered, technology-enabled, sustainability-driven** public university committed to **'reaching the unreached,'** strengthening Karnali's knowledge economy, and contributing to Nepal's higher education transformation, while advancing toward meaningful global engagement and recognition.

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SECTION - I

INTRODUCTION

1.1. Preamble

Mid-West University (MU) stands at a pivotal moment in its history. As we look toward the future, the challenges and opportunities presented by the rapid advancements in technology, the evolving demands of the global workforce, and the imperative to address societal issues with innovative solutions require a strategically forward-thinking approach. The **Five-Year Strategic Plan of Action, 2082/83-2086/87 (2026-2030)**, *'shaping academia, research, and innovation'* has been articulated to guide Mid-West University through the next five-year operating cycle beyond, ensuring that we not only adapt to these changes but also lead in shaping the future of higher education in Nepal and the broader region.

This **Strategic Plan** is the outcome of extensive consultation, research, and reflection on the University's past achievements, present status, developing environment, evolving technologies, and future aspirations. It reflects our shared commitment to aligning with a concept that envisions developing a smart community of higher education institutions and system practices where digital technologies are deeply integrated into every aspect of life, enhancing human well-being and promoting sustainable development. By embracing this vision, the University is dedicated to fostering a learning environment where technology and human creativity coexist harmoniously, empowering our students, faculty, and the wider community to thrive in an interconnected world.

1.2. Background

Established in 2067 BS (2010 AD) under the Mid-Western University Act, MU has rapidly grown to become a key institution in the landscape of Nepalese higher education. The University plans to continue serving a diverse student body across multiple campuses, offering programs that span a wide range of disciplines including agriculture and forestry, education, engineering, humanities and social sciences, management, public administration, law, medicine and nursing, science and technology, natural resources, and others. Our philosophical orientation stems strongly from a central focus on developing **science, technology, engineering, and mathematics (STEM)** embedded **labor market-driven program (LMDP)** framework-based curricular design, system capacity development, and implementation as the core deliverable disciplines of a truly Universal higher education institution. Over the years, MU has made significant progress in expanding its academic offerings, enhancing research capabilities, and building partnerships with national and international institutions.

However, the present status of the University also demands several areas that require focused attention and consistent delivery for improvement. While we have made progress in infrastructure development, there is a need to further modernize our facilities embedding Green-SMART concepts, academic programs, curricula, system of teaching-learning, and assessment to support cutting-edge research and innovative teaching and research methods. The digital transformation of our operations is underway, but greater efforts are required to fully integrate technology into our educational delivery and administrative processes. Additionally, as a public institution, MU faces constraints in financial resourcing that necessitate a strategic approach to effective resource management, sustainable development, and growth for the future.

The broader context within which MU operates includes Nepal's ongoing efforts to enhance its higher education system, the global shift towards information communication technology (ICT) and artificial intelligence (AI) enabled online and hybrid learning models, and the increasing importance of interdisciplinary research in addressing complex societal challenges. This Strategic Plan is therefore both a response to the current realities and a proactive strategy for positioning MU as a leading higher education institution of Nepal for the world.

1.3. Strategic Aim of the Five-Year Plan

The primary aim of the **Five-Year Strategic Plan of Action, 2082/83–2086/87 (2026–2030)**, is to provide a clear, actionable, and forward-looking roadmap that guides Mid-West University's transformational growth over the coming five years. The Plan goes beyond outlining routine administrative or operational adjustments; it embodies a comprehensive vision to position MU as a globally competitive university distinguished by academic excellence, cutting-edge research and innovation, technological integration, sustainability, and inclusive societal engagement.

The scope of the Plan spans the full spectrum of the University's academic and institutional functions. It encompasses curriculum reform and interdisciplinary program development; research, innovation, and promotion; sustainable infrastructure development; digitalization and automation; Green and SMART transformation; community engagement and outreach; institutional partnerships and collaborations; and resilient governance and financial sustainability. The Plan is also firmly anchored in Nepal's federal context and national development priorities, with sensitivity to the socio-economic realities and development needs of Karnali Province and the nation.

Through the implementation of this Strategic Plan, MU seeks to establish a strong institutional foundation for long-term excellence and transformation. The expected outcomes include:

- i. **Academic Excellence:** Advancing high-quality, interdisciplinary, and technology-integrated teaching–learning and research systems that respond to evolving societal and market needs and address real-world challenges.
- ii. **Infrastructure Modernization:** Developing, modernizing, and maintaining climate-resilient, smart, and digitally enabled infrastructure that includes academic blocks, laboratories, libraries, and research centers supporting advanced pedagogy, innovation, and collaborative learning.
- iii. **Green and SMART Transformation:** Institutionalizing green campus concepts and fully integrating digital and automated systems across academic, administrative, and research functions to enhance accessibility, efficiency, transparency, and service delivery.
- iv. **Global and Strategic Partnerships:** Expanding mutually beneficial partnerships with national and international universities, research and development institutions, industries, and development partners to promote mobility, joint research, innovation, international accreditation, and global visibility.
- v. **Sustainability, Good Governance, and Inclusivity:** Strengthening institutional governance systems and ensuring financial sustainability while promoting gender equality, disability and social inclusion (GEDSI), environmental responsibility, and equitable access to quality higher education for diverse communities.

In essence, the **Strategic Plan** aims to guide **Mid-West University** toward becoming a dynamic hub of knowledge creation, innovation, and societal contribution, cultivating competitive graduates, generating impactful research, and fostering a resilient, inclusive, and globally engaged learning ecosystem.

1.4. Strategic Thrusts of the University

Vision: To be a globally engaged and reputed university that drives innovation, inclusivity, and societal well-being through proactive learning and sustainable development.

Mission: Mid-West University is committed to deliver inclusive, high-quality education; advance knowledge through research and innovation; and engage communities so that our students, faculty, and staff excel as ethical leaders contributing to sustainable societal transformation.

Goals: We, at MU, aspire to:

Goal 1 | Achieve academic excellence through innovative, interdisciplinary, and technology-integrated teaching, learning, and research practices.

Goal 2 | Modernize, expand, and sustain University infrastructure to support dynamic academic, research, innovation, and service functions.

Goal 3 | Foster Green and SMART enhancements with environmental stewardship and ecosystem conservation while embedding digital technologies for efficient and effective academic and administrative operations.

Goal 4 | Build and sustain strategic partnerships that strengthen MU's academic, research, innovation, and advocacy capacities at national and international levels.

Goal 5 | Promote sustainability, inclusivity, and social responsibility across all University systems, programs, and practices.

These goals define the clarity of strategic direction of the University. MU is resolutely committed to academic excellence, robust and future-proof infrastructure, Green and SMART transformation, purposeful partnerships, and a culture of sustainability and inclusion. Through this integrated pursuit, the University will deliver competent graduates, produce impactful research and innovation, and serve as a decisive catalyst for regional, national, and global progress.

Objective: To strengthen Mid-West University as a globally reputed institution by enhancing academic excellence, expanding research and innovation, promoting inclusivity and sustainability, and delivering impactful education and community engagement that contribute to national and global development. Our collective pursuit is to achieve the following seven strategic objectives:

Objective 1 | Academic Excellence: Strengthen interdisciplinary education, promote industry-academia linkages, foster innovative teaching-learning systems, and integrate emerging technologies such as Artificial Intelligence (AI), the Internet of Things (IoT), and Big Data into curricula and research.

Objective 2 | Research, Innovation, and Promotion: Establish state-of-the-art research centers, innovation labs, and information resource systems; promote teacher and staff development; and foster collaborations that drive transformative knowledge creation, protection, and dissemination.

Objective 3 | Sustainable Infrastructure Development: Develop, modernize, and maintain sustainable, smart, and digitally enabled infrastructure including advanced academic blocks, high-tech laboratories, and green campuses to support high-quality teaching, learning, and research.

Objective 4 | Digitalization and Automation: Implement a comprehensive framework for university-wide digitalization and automation, leverage AI-driven research methodologies, and adopt fully integrated learning management systems for seamless academic delivery and assessment.

Objective 5 | Partnership and Collaboration: Strengthen academic and research partnerships with governments and national and international institutions, promoting faculty and student exchanges, collaborative research, innovation, outreach, endowments, and international accreditation and recognition.

Objective 6 | Community Engagement and Social Responsibility: Align academic programs with national development priorities; engage proactively with local and global stakeholders; and promote inclusive education, environmental sustainability, and regional economic development through policy advocacy and outreach.

Objective 7 | Governance and Financial Sustainability: Enhance institutional governance systems and ensure financial sustainability through strategic resource creation and mobilization while advancing efficient and transparent university-wide administration.

These strategic objectives aim at operationalization of the University's ambition to be a higher education institution of excellence. Through focused advancement in interdisciplinary academics, cutting-edge research and innovation, sustainable and digital infrastructure, purposeful partnerships, community engagement, and sound governance and financing, MU will ensure high-impact education and knowledge creation that directly contributes to national priorities and global competitiveness.

Core Values: MU aspires to be recognized as a futuristic institution guided by the following core value systems in our strategic thinking and operations:

- i. **Innovation:** We nurture creativity, entrepreneurship, and innovation in teaching, research, and community engagement.
- ii. **Excellence:** We uphold the highest academic, professional, and ethical standards in all our endeavors.
- iii. **Inclusivity:** We value diversity and are committed to equal opportunity, accessibility, and inclusive policies and programs.
- iv. **Sustainability:** We commit to environmental responsibility and long-term institutional resilience for the well-being of present and future generations.
- v. **Collaboration:** We believe in the power of partnerships and teamwork, locally, nationally, and globally, to achieve shared goals and generate wider societal impact.

These core values define the institutional identity and the ways Mid-West University acts. These core values anchor our decisions, shape our culture, and guide our journey toward becoming a reputed university that delivers meaningful academic, social, and global impact.

Strategic Priorities: Aligned with MU's vision on creating opportunities for globally recognized education, innovation, and excellence, the University identifies the following **Five Strategic Priorities** to guide its actions during the plan period:

- i. **Human-Centered Innovation:** Advancing the integration of emerging and disruptive technologies with learner-focused pedagogy and research, ensuring that innovation remains ethical, inclusive, and socially relevant.
- ii. **Green and SMART Infrastructure:** Developing climate-resilient, energy-efficient, intelligent, and digitally connected campuses that support high-quality teaching, research, innovation, and service delivery.
- iii. **Digital Literacy and Empowerment:** Enhancing digital competencies among students, faculty, researchers, and administrators to enable effective use of AI, data analytics, virtual platforms, and emerging technologies in academic and administrative processes.
- iv. **Interdisciplinary Research and Innovation:** Promoting research ecosystems that transcend disciplinary boundaries, foster industry-academia collaboration, and address complex societal, environmental, and economic challenges.
- v. **Community Engagement and Social Responsibility:** Strengthening engagement with local, provincial, national, and global communities through outreach, policy advocacy, entrepreneurship support, and socially responsive programs that advance inclusivity, sustainability, and regional development.

These strategic priorities focus MU's energy and resources on what matters the most. They provide a clear roadmap for translating vision into action, driving ethical innovation, sustainable growth, digital empowerment, interdisciplinary excellence, and meaningful community impact throughout the plan period.

1.5. Anchoring the Thrusts for Five-Year Strategic Planning

Building on the foundational logic, strategic intent, and institutional aspirations already articulated, including MU's contextual realities, vision, mission, goals, core values, priorities, and strategic objectives, the Five-Year Strategic Plan of Action presents a coherent and future-oriented framework for institutional transformation. This framework aligns academic excellence, research and innovation, Green-SMART transformation, and societal engagement within a unified strategic compass.

The strategic thrusts set forth in this Plan embody Mid-West University's commitment to a human-centered, technology-enabled, and sustainability-driven model of higher education that is responsive to both the regional realities of Karnali Province and global shifts in knowledge, skills, and innovation ecosystems. These thrusts are conceived not as discrete aspirations, but as mutually reinforcing drivers that will guide institutional decision-making, resource mobilization, policy alignment, and performance management throughout the planning period.

Anchored in this shared understanding, the subsequent sections of the Plan translate these thrusts into actionable pillars, implementation pathways, and measurable results. Through coherent strategies, accountable governance, and adaptive learning systems, Mid-West University is positioned to operationalize its long-term vision, emerging as a globally reputed institution that contributes meaningfully to national development and to global knowledge creation and dissemination.

SECTION - II

INSTITUTIONAL PROFILE

2.1. Introduction

Mid-West University (MU) is a dynamic and forward-looking institution committed to academic excellence, innovative research, and societal development. Established by the Mid-Western University Act - 2010, the University aims to transform into a leading center of excellence in higher learning in Nepal. Primarily situated in the Karnali Province, MU plays a crucial role in bridging educational gaps, fostering interdisciplinary knowledge, and contributing to regional and national progress. This section provides a comprehensive overview of the University's institutional framework, covering its physical setting, human resources, operating technologies, academic programs, student enrollments, academic activities, financial position, key success factors, and strategic marketing propositions.

2.2. Academic Systems, Enrollment Patterns, and Human Resource Capacity

To present a concise yet comprehensive overview of Mid-West University's institutional landscape, Table 2.1 synthesizes key academic, enrollment, and human resource analytics in an integrated format. The table captures the University's academic program portfolio across undergraduate, graduate, MPhil, and PhD levels; the distribution of constituent campuses and academic departments; student enrollment patterns with gender and level-wise disaggregation; recent enrollment trends; and the composition of faculty and staff by employment modality. This snapshot is intended to provide evidence-based insights into the University's scale, diversity, and operational capacity, while serving as a reference point for strategic planning, resource allocation, and institutional strengthening initiatives over the plan period.

Table 2.1: Snapshot of academic, human resource, and enrollment analytics

Analytical Dimension	Key Indicators	University-wide Status Distribution
Academic Programs	Undergraduate Programs	32 Programs covering 8 Graduate Schools including Agriculture and Forestry, Education, Engineering, Humanities and Social Sciences, Law, Management, and Science and Technology (Appendix – E)
	Master's Programs	27 Programs in Education, Engineering, Humanities and Social Sciences, Law, Management, and Science and Technology (Appendix – E)
	MPhil Programs	Education, Humanities and Social Sciences, and Management – three streams
	PhD Programs	Education, Humanities and Social Sciences, and Management – three streams
Academic Units	Campuses	8 Central Campuses, 1 Autonomous Institution, 1 Semi-autonomous Institution, 10 Constituent Campuses, and 1 Affiliated Institution covering 3 provinces of Nepal

Analytical Dimension	Key Indicators	University-wide Status Distribution
	Academic Departments	44 approved academic departments under respective Schools/Faculties
Student Enrollment	Total Students	Aggregate enrollment across undergraduate, graduate, MPhil, and PhD levels: 12,709 as of January 2026 (Appendix – G)
	Undergraduate Students	10,816 (85.11 percent): Largest share of total enrollment
	Master's Students	1,834 (14.43 percent): Second-largest enrollment segment
	MPhil and PhD Students	59 (0.46 percent): Small but strategically significant research cohort
Gender Analytics of Students	Female Students	<u>Disaggregated by level</u> University-wide number of female students: 6,948 (54.67 percent) out of total 12,709 students enrolled Undergraduate: 6,029 (55.74 percent) out of 10,816 undergraduate level students enrolled Master's: 911 (49.67 percent) out of 1,834 students enrolled in master's degree programs MPhil: 8 (17.39 percent) out of 46 students pursuing MPhil degree PhD: No female students out of 13 PhD students pursuing PhD in Management stream
	Male Students	<u>Disaggregated by level</u> University-wide number of male students: 5,761 (45.33 percent) out of total 12,709 students enrolled Undergraduate: 4,787 (44.26 percent) out of 10,816 students enrolled at undergraduate level Master's: 923 (50.33 percent) out of 1,834 students enrolled at master's degree programs MPhil: 38 (82.61percent) out of 46 students pursuing MPhil degree PhD: 13 (100 percent) out of 13 students pursuing PhD in Management stream
	Gender Parity Trend	Ratio of Female to Male Students: 54.67 percent (f) to 45.33 percent (m)

Analytical Dimension	Key Indicators	University-wide Status Distribution
Enrollment Trend (in last 5 Years)	Total Enrollment Growth by over 67 percent [Approximately 7,600 of 2020 year-end to 12,700 of 2025 year-end, with approximately 55 percent female students enrolment]	
Human Resources: Teaching Faculty	Permanent Faculty	217 faculty members across 8 graduate schools
	Contract Faculty	126 Contractual faculty supporting program delivery in different graduate schools; In addition, there is significant number of temporary teaching faculty pool working in different academic institutions due to absence of required <i>Darbandi</i> with approval
Human Resources: Administrative Staff	Administrative Staff	145 permanent and contract administrative staff
	Technical and Support Staff	62 staff supporting ICT, library, laboratory, and support personnel

2.3. Physical Setting and Infrastructure

Mid-West University (MU) operates from multiple campuses strategically located across Nepal, offering a dynamic and enriching academic environment. The University's Central Administrative Office and Central Constituent Campuses are situated in Birendranagar Municipality, Bheri Ganga Municipality, and Lekbeshi Municipality of Surkhet district in Karnali Province. These central entities cover an extensive area, equipped with modern infrastructure and state-of-the-art academic and research facilities designed to meet the highest global standards. Additionally, MU has 10 Constituent Campuses and one affiliated institution geospatially distributed across 10 districts in the Karnali, Lumbini, and Bagmati provinces, ensuring broad accessibility to quality higher education. The overall University, comprising its structural system at the head office, central campuses, and constituent campuses, owns approximately 55 hectares of land, 100 academic and administrative blocks of physical infrastructure, with a capacity to accommodate approximately 30,000 students.

The University infrastructure has been meticulously designed to foster academic excellence, research, innovation, and holistic student development. The University occupies an expanse of land featuring purpose-built academic blocks, administrative offices, hostels, libraries, research centers, community halls, and student engagement zones. The architectural design of the campuses integrates sustainability and modernity, creating an ideal setting for intellectual pursuits and professional growth.

- i. **Classroom Setup and Learning Resource Centers:** MU takes pride in its technologically advanced classrooms, which are equipped with smart boards, interactive learning systems, and high-speed internet connectivity to support digital and hybrid learning on the University's proprietary learning management system (LMS). The University has established well-furnished lecture halls and seminar rooms that provide an immersive and engaging learning experience. Furthermore, dedicated Learning Resource Centers, Incubation Centers, Innovation Hubs, and Integrated Laboratories are set up across

institutions to facilitate student-centered learning, offering access to digital and print academic resources, collaborative workspaces, and quiet study areas.

- ii. **Comprehensive ICT Systems and Digital Infrastructure:** A robust Information and Communication Technology (ICT) system underpins MU's academic and administrative operations. The University provides seamless access to digital learning platforms, online databases, and e-library resources, ensuring students and faculty have the necessary tools for research and academic success. High-speed Wi-Fi connectivity is available across all campuses, enabling digital collaboration and remote learning opportunities. Additionally, the University has designed and implemented the Mid-West University Digitalization and Automation System (MU-DAS) by featuring an Enterprise Resource Planning System (ERPS), Education Management Information System (EMIS), Content Management System (CMS), and Learning Management System (LMS), and Mobile Applications of all operating systems of MU-DAS to streamline overall planning, development, and functional operations of the University.
- iii. **State-of-the-Art Laboratories and Research Facilities:** MU has invested in high-tech laboratories catering to various disciplines, including science and technology, environment and climate change, biodiversity, engineering, health sciences, and social sciences. These labs are equipped with cutting-edge research tools, simulation technologies, and industry-standard equipment to provide hands-on learning experiences. Innovation hubs and research incubation centers have been developed to encourage interdisciplinary research, technology-driven solutions, and entrepreneurial initiatives among students and faculty.
- iv. **Extensive Library and Knowledge Hubs:** The University maintains a network of well-stocked, physical and digital libraries across its campuses and departments, housing an extensive collection of basic textbooks, reference books, academic pleasure reading, research journals, periodicals, and digital repositories. The libraries are designed to foster an intellectual culture, with dedicated research zones, e-learning facilities, and reading spaces that cater to the diverse academic needs of students and scholars. MU's digital library services allow remote access to global academic resources, facilitating uninterrupted learning and research activities.
- v. **Sporting and Recreational Facilities:** Recognizing the importance of physical well-being and mental fitness in academic life, MU has developed comprehensive sports and recreational facilities. The University campuses include indoor and outdoor sports complexes, well-maintained athletic fields, multi-purpose courts, and gymnasiums. Students are encouraged to participate in various sports, including cricket, football, volleyball, basketball, sprint, and miler races, alongside fitness and wellness programs to promote a balanced and healthy lifestyle.
- vi. **Community Halls and Student Engagement Spaces:** MU's commitment to fostering a vibrant campus culture is reflected in its well-equipped community halls and student engagement spaces. These venues host academic conferences, cultural programs, leadership training sessions, and extracurricular activities, providing students with ample opportunities to develop soft skills, network, and engage in knowledge exchange.

Through its futuristic infrastructure and innovative learning ecosystem, MU is committed to delivering a transformative educational experience that prepares students for global challenges while contributing to the socio-economic development of Nepal.

2.4 Human Capital

Mid-West University values its human capital as the cornerstone of academic excellence, innovative research, and institutional sustainability. With a workforce of approximately 600 professionals, the University leverages the expertise, dedication, and intellectual contributions of its faculty, researchers, administrators, and industry specialists to drive its mission forward.

The academic engine of the University is powered by nearly 400 faculty members, whose collective knowledge and research acumen foster an enriching learning environment. Complementing this, a team of around 200 administrative and support staff ensures operational efficiency, institutional agility, and service excellence.

Recognizing the importance of continuous growth and cross-disciplinary learning, the University has cultivated strategic partnerships with national and international institutions. These collaborations facilitate knowledge exchange, resource-sharing, capacity-building, and professional mobility, strengthening the University's intellectual capital and reinforcing its position as a hub for excellence in academic and innovative research.

2.5. Operating Benchmarks

Mid-West University (MU) is committed to integrating cutting-edge technology and process innovations to enhance academic delivery, research excellence, institutional development, economic growth, and process efficiency. The University has established key operating benchmarks that drive its digital transformation and ensure a dynamic and futuristic learning environment.

One of the core pillars of MU's technological advancement is its process digitalization and automation system, which supports online, hybrid, and blended teaching-learning and administrative operations. The overall system enables university-wide seamless data management, academic course management, interactive learning experiences, real-time assessments, leveraging administrative operating processes, and academic collaboration, ensuring flexibility and accessibility for students and faculty members alike.

To foster a data-driven research ecosystem, the University has invested in advanced computing facilities and laboratories, facilitating high-performance computing, big data analytics, artificial intelligence (AI) applications, and evidence-based policymaking. These resources empower students and researchers to engage in cutting-edge studies, leveraging technological innovations to address real-world challenges.

Operational efficiency is further strengthened through an integrated digital operating system, streamlining the management of academic and administrative affairs. This system enhances coordination between departments, automates institutional workflows, and ensures real-time access to academic and operational data, improving decision-making and institutional governance.

In line with global trends and workforce demands, MU has embedded **Science, Technology, Engineering, and Mathematics (STEM) Principles** into the designs of its academic frameworks across disciplines and programs. The University follows a **Labor Market-Driven Program (LMDP) Framework**, ensuring that curricula across graduate schools and academic programs remain relevant, skills-oriented, and aligned with industry needs. This approach bridges the gap between academia and the job market, equipping graduates with practical competencies and interdisciplinary expertise required for career success.

Through these operating benchmarks, MU continues to evolve as a futuristic, technologically advanced, research-intensive, and student-centered institution, fostering innovation and excellence in higher education.

2.6. Academic Programs

MU offers a diverse and dynamic range of academic programs at undergraduate, graduate, and doctoral levels across multiple disciplines, designed to meet the evolving needs of students, industries, and society. With a strong commitment to academic excellence, research, and professional development, MU provides a comprehensive learning environment that fosters innovation, critical thinking, and leadership. Out of 90 approved academic programs, the University has been offering 59 academic programs including all levels of study.

MU offers specialized programs in **Agriculture and Forestry**, equipping students with modern agricultural techniques, sustainable farming practices, agro-economics, and forest resource management. These programs integrate research and field-based learning to address food security, environmental sustainability, and rural development challenges.

The University's **Education** programs prepare future educators, administrators, and policymakers with the knowledge and pedagogical skills required for effective teaching, curriculum development, and educational leadership. Programs focus on primary, secondary, and higher education, incorporating contemporary teaching methodologies and educational research.

MU provides **Engineering, Science, and Information Technology** programs that cater to the demands of the digital and industrial era. Disciplines include Civil Engineering, Computer Engineering, Basic and Natural Sciences (Environmental Science, Physics, Chemistry, and Mathematics), Computer Science, Artificial Intelligence, Big Data Analytics, Cybersecurity, and Global Media integrating theoretical knowledge with practical applications in cutting-edge laboratories. These programs emphasize research, innovation, and practical applications in solving contemporary technology, engineering, and scientific challenges.

The **Humanities and Social Sciences** programs specialize in Sociology, Anthropology, Political Science, Development Studies, Media Studies, and International Cooperation and Development fostering analytical and research skills essential for understanding societal transformations, governance, and public policy.

MU's **Law** programs aim to develop legal professionals with expertise in constitutional law, human rights, corporate law, and international law. The curriculum emphasizes legal research, critical reasoning, and policy advocacy to prepare graduates for careers in legal practice, judiciary, academia, and governance.

MU provides a robust portfolio of **Management and Business Administration** programs, designed to nurture future business leaders, entrepreneurs, and financial experts. Key specializations include Entrepreneurship and Innovation, Agribusiness, Accounting and Finance, Digital Marketing, Integrated Marketing Communications (IMC), Management of Banking and Financial Institutions, Human Resources Management, Public Administration and Governance, Management of Non-Profit Organizations, and Management of Tourism and Hospitality.

As part of its long-term vision to become a multidisciplinary center of excellence, Mid-West University plans to expand its academic portfolio to include programs in **Health Sciences** related areas such as Medicine, Nursing, Public Health, Biotechnology, Policy Studies etc. These

upcoming programs will be designed to address the growing demand for healthcare professionals, medical researchers, and public health experts, particularly in Nepal and beyond. The **Medicine and Nursing** programs will focus on developing highly skilled healthcare practitioners equipped with both theoretical knowledge and hands-on clinical training. The **Public Health** program will emphasize preventive healthcare, epidemiology, and health policy, contributing to national and global health systems. Additionally, the **Biotechnology** program will foster cutting-edge research in genetics, bioengineering, and pharmaceutical sciences, driving innovations in healthcare, agriculture, and environmental sustainability. In addition, the University is expanding its academic offerings with specialized **Policy Studies** programs focusing on evidence-based policymaking, governance, and public administration to develop professionals capable of shaping national and international policies.

By integrating modern technology, industry collaborations, and international academic partnerships, MU aims to establish itself as a leading institution in medical and life sciences education, fostering a new generation of professionals committed to societal well-being and scientific advancement. Through its diverse academic portfolio, MU remains committed to fostering interdisciplinary learning, research excellence, and global engagement, equipping students with the skills and knowledge needed to thrive in an ever-evolving world.

2.7. Student Enrollments

The University follows a structured, merit-based, and socially inclusive admission process designed to attract talented students from diverse backgrounds while aligning with national priorities in education. The University is committed to ensuring equitable access to higher education and fostering a learning environment that reflects Nepal's rich social, cultural, and geographic diversity.

MU offers annual and bi-annual admissions across its undergraduate, graduate, and doctoral programs, ensuring flexibility for prospective students. The admission process varies by program but maintains a rigorous and transparent selection approach to uphold academic excellence. Compared to last five years, ranging between 7,000 to 13,000 students annually are pursuing higher education spanned over 59 academic programs. Aggregate enrollment has been increased by above 67 percent in the last five years.

In line with its commitment to Gender Equality, Disability, and Social Inclusion (GEDSI), MU implements a quota-based system for admission in its technical academic programs and an open system for general academic programs. Both the system practices prioritize students from underprivileged backgrounds, ethnic minorities, persons with disabilities, and those from remote and marginalized regions. This system ensures that education at MU remains accessible to all, regardless of socioeconomic status, physical ability, or geographic constraints. Special provisions, including scholarships and financial aid, are also available to support these students.

Mid-West University adopts a differentiated and multi-tiered admission approach, integrating various assessment methods to ensure a holistic evaluation of applicants. The selection process includes assessment of subject knowledge, analytical skills, and aptitude through entrance tests; performing a comparison of past academic achievements and consistency; and gauging motivation, leadership potential, and alignment with program objectives.

Looking ahead, MU aims to enhance its student outreach programs, expanding access to talented students through digital application systems, bridge courses for marginalized communities, and

partnerships with schools and local governments to promote higher education opportunities. Additionally, the University plans to introduce international student exchange programs to foster cross-cultural academic experiences and global learning opportunities.

By integrating merit-based selection with a strong commitment to social inclusion, MU ensures that its student body is diverse, talented, and equipped to contribute meaningfully to academia, industry, and society.

2.8. Academic Activities

Mid-West University fosters a dynamic and intellectually stimulating academic environment through a diverse range of scholarly, research, and experiential learning initiatives. These activities are designed to enhance critical thinking, professional development, and innovation while ensuring that students and faculty remain engaged in cutting-edge academic discourse. MU integrates **theory with practice**, enabling learners to gain hands-on experience and contribute to their respective fields through research, collaboration, and knowledge-sharing platforms. More recently, the overall academic programs of the University offered through different graduate schools have been undergoing a thorough paradigm shift by redesigning them under labor market-driven program (LMDP) framework induced by the University Grants Commission (UGC).

MU regularly organizes **thematic workshops and expert-led seminars** across various disciplines to facilitate knowledge exchange, professional development, and skill enhancement. These sessions feature renowned scholars, industry experts, and policymakers, providing students and faculty with insights into emerging trends, global best practices, and industry demands.

The University actively promotes a **research-driven culture by hosting national and international conferences** that bring together academics, researchers, and professionals from diverse fields. These conferences serve as platforms for presenting research findings, fostering interdisciplinary collaboration, and driving innovation in science, technology, business, social sciences, and policy studies.

MU emphasizes experiential learning by integrating **fieldwork, case studies, and practical experimentation** into its academic curriculum. Students engage in on-site research, industry visits, and community-based projects, gaining hands-on experience and practical problem-solving skills in real-world settings.

MU is equipped with state-of-the-art laboratories and research centers that support **advanced scientific inquiry, technological innovation, and experimental learning**. These facilities enable students and faculty to conduct high-quality research in fields such as biotechnology, environmental science, engineering, information technology, and health sciences, contributing to knowledge creation and technological advancement.

As part of its commitment to evidence-based policymaking and governance, MU has established the MU Policy Lab, which serves as a think tank for conducting **policy research, governance studies, and social innovation projects**. This initiative encourages faculty and students to engage in policy analysis, public sector research, and interdisciplinary collaborations, ensuring that MU remains a hub for thought leadership in public administration and governance.

MU is continuously expanding its academic activities by introducing **collaborative research projects, interdisciplinary innovation hubs, digital learning platforms, and international academic**

partnerships. The University aims to position itself as a center of excellence for knowledge generation and application, empowering students and faculty to lead in their respective fields.

By integrating academic rigor with real-world engagement, MU ensures that its academic activities contribute to **personal, professional, and societal growth**, reinforcing its mission to foster intellectual excellence and social transformation.

2.9. Financial Resourcing

The University strives for maintaining a sustainable and resilient financial structure to ensure long-term growth, operational stability, and academic excellence. The University strategically diversifies its revenue streams to support its educational mission, research initiatives, and institutional development while ensuring affordability and accessibility for students. The University's financial sourcing model is structured around the following key components:

- i. **Government Funding:** MU receives primary financial support from the federal government, reflecting the institution's strategic role in advancing higher education, research, and innovation in Nepal. This funding covers infrastructure development, salary and benefits to the teacher-staff, research facilitation, and student support services, ensuring the University's core operational stability. Provincial and local governments also provide needs-based financial support on common interests of academia, policy advocacy, and innovative research.
- ii. **Grants for Research and Development:** The University actively pursues competitive national and international grants for research and development to strengthen its research ecosystem and institutional system capacity. These grants are secured from government agencies, multilateral institutions, academic foundations, and development organizations, enabling MU to undertake cutting-edge research, community-based projects, and policy studies that contribute to national and global knowledge.
- iii. **Tuition Fees:** MU maintains a balanced and affordable fee structure to ensure that higher education remains accessible to students from diverse socio-economic backgrounds while maintaining high academic standards and quality service delivery. The University also offers scholarships, financial aid, and fee waivers to support meritorious, underprivileged, and marginalized students.
- iv. **Endowments and Strategic Partnerships:** MU fosters long-term financial sustainability through endowments, strategic partnerships, and collaborative funding models. The University actively engages with industry leaders, development partners, private sector stakeholders, development partners, and philanthropic organizations to mobilize financial resources for academic programs, research, innovation, and community outreach.
- v. **Others:** Other fringe sources of revenue collection to the University include contribution into University Development Fund from the specific project bids won by different entities and work teams within the University, earnings from academic events, institutional consultancy services, bank interests, and other unforeseen contingent receipts.

Through this diversified financial strategy, MU ensures continuous institutional growth, infrastructure expansion, research excellence, and enhanced student services, positioning itself as a financially resilient and forward-thinking academic institution.

2.10. Key Success Factors and Marketing Propositions

The University's continued growth, national recognition, and global positioning are driven by a combination of strategic advantages, academic excellence, and strong institutional values. The University distinguishes itself through the following key success factors and value propositions:

- i. **Commitment to Academic Excellence:** MU upholds high academic standards through innovative teaching methodologies, rigorous curricula, and a strong research focus. The University's defined policy and program-based commitment to faculty development, interdisciplinary learning, and applied research and innovation ensures that students receive a holistic and globally competitive education.
- ii. **Strategic Location and Regional Impact:** Primarily situated in the Karnali Province of Nepal, MU serves as a leading center for higher education in Nepal's remote yet rapidly evolving region. The University plays a pivotal role in regional development, addressing local socio-economic challenges through education, research, and policy engagement. Historically, Karnali maintains a prestigious position in knowledge economy, MU has potential to reposition this identity as one of the strategic instruments for transforming success through innovation and market reach.
- iii. **Industry and Community Engagement:** MU maintains strong linkages with industries, government agencies, and local communities, ensuring that its academic programs are aligned with labor market demands and societal needs. The University collaborates on joint research projects, internship programs, skill-based training, and policy advisory services, enhancing student employability and real-world impact. Local and provincial government participation and stewardship in institution building, academic programs development and implementation, incubation, research and innovation, has already been institutionalized by the University. Establishment of Graduate School of Engineering Central Campus at Sano Surkhet, and Graduate School of Agriculture and Forestry Central Campus at Bheriganga Municipality and Lekbeshi Municipality reveal transformation of such cooperation.
- iv. **Global Collaborations and Academic Mobility:** MU actively fosters international partnerships with renowned universities, research institutions, and global networks. These collaborations support student and faculty exchange programs, joint research initiatives, dual-degree programs, and cross-border knowledge-sharing, enhancing the global presence of the University. For example, as of December 2025, MU has signed memorandum of understanding (MoU) with at least 130 institutions across the world to initiate strategic and program level collaborations. At least 33 such collaborative arrangements with national and international governments, institutions, and agencies are in active status as of December 2025.
- v. **Digital Transformation and Technological Innovation:** MU integrates smart technologies and digital tools into its academic and administrative operations. The adoption of Mid-West University Policy, Strategy, and Plan of Action, 2024 on University Digitalization and Automation serves as a strategic pathway to University transformation through meaningful systemic as well as operational digitalization and automation. Implementation of learning management systems (LMS), AI-driven research methodologies, big data analytics, and virtual classroom systems enhance teaching-learning experiences, research and innovation activities, and student engagement – all resulting in institutional efficiency.

- vi. Social Responsibility and Inclusive Education:** MU is committed to contribute meaningfully into evidence-based social equity, environmental sustainability, and community service. The University prioritizes inclusive education policies, ensuring equal opportunities for women, persons with disabilities, ethnic minorities, and students from underprivileged backgrounds. Through its GEDSI Framework (Gender Equality, Disability, and Social Inclusion), green initiatives, and community-based projects, MU positions itself as an institution that contributes to societal transformation.

By leveraging these key success factors, MU continues to expand its academic influence, drive research innovation, strengthen global collaborations, and contribute to Nepal's educational and economic progress, reinforcing its reputation as a leading institution of higher learning in South Asia.

2.11. Conclusions

In conclusion, this section has outlined the vision for the institution's continued evolution as a leading institution in the landscape of higher education, research, and societal impact. With a firm commitment to academic excellence, the plan articulates an ambitious roadmap for positioning MU as a global center of innovation, embracing the demands of an increasingly interconnected and technologically advanced world. The University's strategic approach centers on harnessing its unique regional strengths in Karnali Province while expanding its global reach, ensuring that its educational offerings are both relevant and transformative.

Central to this vision is the integration of cutting-edge technologies, including artificial intelligence, big data, and the Internet of Things, which will be woven into curricula and research to enhance both academic delivery and societal contributions. The plan places significant emphasis on building smart, sustainable infrastructure, ensuring that MU remains at the forefront of technological advancement while also addressing the region's socio-economic needs. By embedding green initiatives into every aspect of its operations, MU will not only lead in academic excellence but also foster a culture of environmental stewardship and long-term sustainability.

In addition, the strategy outlines the establishment of robust, interdisciplinary partnerships with national and international institutions, facilitating the exchange of knowledge, research, and resources. These collaborations will serve as a catalyst for innovation, expanding the University's academic and research capabilities. Through these alliances, MU aims to increase its global visibility and influence, solidifying its position as a forward-thinking institution that addresses the most pressing challenges of our time.

A key takeaway from this section is the competitive positioning of MU in the higher education sector, particularly in Nepal's federalized academic landscape. The analysis underscores the opportunities for growth in areas such as digital transformation, quality assurance, accreditation, international partnerships, and specialized academic offerings. The University's distinct advantage lies in its geographical presence in Karnali Province, where the demand for higher education, research-driven policymaking, and workforce development continues to grow.

To ensure that these transformative initiatives are effectively realized, the plan sets forth rigorous performance metrics and a framework for continuous assessment. This strategic oversight will guide the University's efforts in addressing its key challenges, such as financial sustainability and workforce development, while leveraging its strengths to foster growth and innovation. Through this comprehensive strategy, Mid-West University is poised to reshape the future of education, driving meaningful societal change and contributing to the global knowledge economy.

SECTION - III

SITUATIONAL ANALYSIS

3.1. Introduction

This section presents a comprehensive situational analysis of Mid-West University (MU), situating its current landscape and competitive positioning within provincial, national, and international contexts. It systematically examines the University's **Strengths, Weaknesses, Risks, Foresight Factors, Challenges, and Opportunities (S → W → R → F → C → O)** to provide a clear understanding of both internal capabilities and external dynamics.

By assessing key stakeholders, sectoral trends, and emerging higher education patterns, this analysis identifies strategic priorities for institutional growth, innovation, and performance enhancement. The section also highlights MU's academic and research portfolio, with a focus on the development of new programs in **Health Sciences, Engineering, Information Technology, Agriculture and Forestry, and Policy Studies**.

Further, it also calls upon the University's commitment to **quality assurance, accreditation, and collaborative partnerships** that enhance teaching, learning, and research outcomes. The establishment of **state-of-the-art embedded laboratories and research centers** exemplifies MU's dedication to academic excellence, knowledge creation, and innovative capacity-building. Overall, this analysis provides the foundational insights necessary to inform strategic planning, resource allocation, and long-term institutional development.

3.2. Strategic Positioning

Mid-West University (MU) operates within a dynamic and increasingly competitive higher education sector in Nepal and a maturing global landscape, with specific emphasis on the socio-economic and geographic context of Karnali Province. A thorough understanding of this environment is essential for identifying strategic opportunities and potential threats, thereby guiding MU's positioning and growth strategies. This analysis positions MU within the national, provincial, and specialized higher education ecosystem, highlighting the key factors that define its strategic strengths and opportunities for differentiation.

National Context: Nepal's ongoing federalization has emerged as a transformative national initiative aimed at deepening democracy, accelerating balanced regional development, and advancing inclusive socio-economic development and prosperity. The restructuring of the state into federal, provincial, and local tiers has reshaped governance, resource allocation, public service delivery, and development priorities across sectors. Within this evolving federal architecture, higher education has become a strategic driver of human capital formation, innovation, and regional competitiveness, with universities increasingly expected to respond to localized needs while contributing to national development goals. It is against this backdrop of federal transition and development aspirations that Nepal's expanding and diversifying higher education system that comprises federal, provincial, and autonomous institutions must be reflected upon.

Nepal's higher education sector comprises a mix of Federal and Provincial Government owned Universities, and autonomous institutions, each contributing to the country's academic ecosystem. Alongside MU (established 2010), prominent federal universities include Tribhuvan University (1959), Nepal Sanskrit University (1986), Kathmandu University (1991), Purbanchal University

(1995), Pokhara University (1997), Lumbini Bouddha University (2005), Far-Western University (2010), Agriculture and Forestry University (2010), Nepal Open University (2016), Rajarshi Janak University (2017), and University of Nepal (2024). These institutions possess established reputations, extensive academic networks, and diverse program offerings that attract students nationally and internationally.

Specialized autonomous institutions include the National Academy of Medical Sciences (1889), Pokhara Academy of Medical Sciences (1962), B P Koirala Institute of Health Sciences (1993), Patan Academy of Health Sciences (2008), Nepal Academy of Fine Arts (2009), Karnali Academy of Health Sciences (2011), Rapti Academy of Health Sciences (2017), Nepal Music Academy (2017), and Madhesh Institute of Health Sciences (2021). These institutions often receive federal government support and cater to niche educational and professional needs.

The recent expansion of provincial universities including Manmohan Technical University (2019, Koshi Province), Gandaki University (2019, Gandaki Province), Madhesh Agriculture University (2021), Madhesh University (2022, Madhesh Province), Madan Bhandari University of Science and Technology (2022, Bagmati Province), and Lumbini Technical University (2022, Lumbini Province) has further diversified Nepal's higher education ecosystem, raising the bar for program innovation, research excellence, student engagement, and wider collaboration.

Key **Competitive Factors at the National Level** include as follows:

- i. **Program Diversity:** Leading institutions offer wide-ranging academic portfolios with specialized programs attracting niche student segments.
- ii. **Research Output:** Competitive universities emphasize research, securing grants, and publishing in high-impact journals.
- iii. **Infrastructure and Facilities:** Access to modern laboratories, libraries, and digital resources enhances institutional appeal.
- iv. **Global Partnerships:** Strong international collaborations create opportunities for student and faculty exchanges, joint research, and global exposure.

In this federalizing context, the expanding network of federal, provincial, and autonomous universities collectively signals a transition toward a more diversified, distributive, and competitive higher education system that is closely intertwined with Nepal's broader development aspirations and ground realities. Competition is increasingly defined not only by historical reputation, but by each institution's capacity to contribute to regional transformation through quality teaching, impactful research, innovation ecosystems, and strong engagement with government, industry, and communities. For Mid-West University, the emerging landscape represents both heightened expectations and strategic opportunity: (1) expectations to demonstrate relevance within the federal structure and to respond to the development priorities of Karnali Province, and (2) opportunity to establish itself as a distinctive knowledge hub that links local realities with national and global academic currents. MU's ability to leverage federal momentum, strengthen partnerships, and deliver evidence-based, socially responsive education will be central to enhancing its competitiveness and fulfilling its mandate in Nepal's evolving federal era.

Provincial Context: Karnali Province stands not merely as a geographically remote region of Nepal, but as one of the country's oldest civilizational corridors and historic seats of knowledge creation, cultural exchange, and social autonomy. From the era of the ancient **Khas Civilization** and the **Karnali Kingdom**, the region functioned as a strategic hub connecting trans-Himalayan

trade routes, indigenous knowledge systems, and rich traditions of learning, healing, governance, spirituality, and environmental stewardship. Its communities cultivated sophisticated practices in language, culture, spirituality, agriculture, herbal medicine, and social organization, contributing significantly to Nepal's intellectual and cultural heritage despite physical isolation. This historical legacy positions Karnali not as a periphery but as an enduring center of knowledge and resilience, providing a powerful foundation for contemporary endeavors in education, empowerment, and self-determined development under federalism.

Building on this rich historical legacy, contemporary Karnali Province presents a distinct constellation of socio-economic and geographic realities that shape both its challenges and opportunities. It is the largest province in Nepal by area, characterized by mountainous terrain, dispersed settlements, limited connectivity, and structural poverty. These factors have historically contributed to low literacy rates, constrained access to secondary and higher education, and the lowest human development indicators among Nepal's provinces. At the same time, Karnali possesses vast natural resources, vibrant indigenous knowledge systems, youthful demographics, and a growing aspiration for education-driven mobility and self-reliance. As demand for quality and contextually relevant higher education expands under federalism, Mid-West University is strategically positioned to help transform these constraints into capabilities and to contribute substantively to the province's human development and socio-economic renewal.

In this context, key strategic considerations for MU in Karnali include:

- i. **Accessibility and Affordability:** Geographic remoteness, seasonal inaccessibility, and household income constraints make proximity, reasonable tuition, scholarships, and flexible delivery models including community campuses and digital/blended learning essential. MU's mandate to '**reach the unreached**' places at the forefront of inclusive higher education provision in the province.
- ii. **Community and Stakeholder Engagement:** Weak industry-academia linkages and a limited formal private sector necessitate that MU cultivates strong partnerships with local governments, cooperatives, public institutions, NGOs, and emerging enterprises. Such engagement can expand internships, applied research opportunities, and graduate employment pathways.
- iii. **Specialized and Context-Responsive Programs:** Programs in areas such as public health and community medicine, agricultural transformation, forestry and natural resource management, climate resilience, engineering, tourism and recreation, education, art and craft, and local governance closely align with the province's comparative advantages and policy priorities, enabling MU to serve as a pioneer institution.
- iv. **Bridging Literacy and Educational Gaps:** Persisting disparities in foundational education require bridging and preparatory programs, lifelong learning opportunities, and inclusive admission pathways that widen participation for first-generation learners, marginalized groups, and remote communities.
- v. **Economic Relevance and Innovation:** With an economy anchored in agriculture, livestock, forestry, traditional crafts, and public services, MU can catalyze local development through entrepreneurship education, value-chain development, social business incubation, sustainable forestry enterprises, and the modernization of indigenous crops and herbal resources.

Accordingly, the competitive positioning of Mid-West University is shaped by the interaction of national dynamics and distinctly provincial realities, ranging from the presence of long-established universities elsewhere in Nepal to persistent educational deficits within Karnali itself. By prioritizing accessibility, affordability, academic quality, contextually relevant programming, and deep community engagement, MU can consolidate its role as a pivotal knowledge institution in Karnali Province, advancing both educational opportunity and socio-economic transformation. This provincial analysis, together with the national context, provides a foundation for the subsequent S-W-R-F-C-O evaluation that systematically assesses the University's internal strengths and weaknesses alongside external risks, foresight factors, challenges, and opportunities to inform strategic decision-making.

The Industry-Base: MU's engagement with various industries is essential for aligning academic programs with market needs and enhancing employability outcomes for our graduates. By collaborating closely with key industries, we can ensure our educational offerings remain relevant and impactful.

- a. **Agriculture and Forestry:** Agriculture and forestry are vital sectors in Karnali Province in particular, and in Nepal in general, offering numerous opportunities for applied research, technology transfer, and community development. By working with these industries, we, at MU, can contribute to sustainable agricultural practices, enhance productivity, and support local communities through innovative solutions and educational programs. For example, the commencement of an integrated agriculture farming system, embedded with digital technologies will provide multiple productions and support in job creation through micro-industrial development and thereby enhance the socio-economic status of the communities in Karnali province. Expansion of academic programs of the Graduate School of Agriculture and Forestry to its fuller potential will further boost the University's mission to contribute to the Society in many folds.
- b. **Information Technology:** The information technology sector is rapidly growing, requiring a steady supply of skilled graduates and innovative solutions to meet industry demands. Our focus on IT education aims to equip students with the necessary skills and knowledge to thrive in this dynamic field. Collaborations with IT companies allow us to stay updated with technological advancements and integrate them into our curriculum.
- c. **Healthcare and Medicine:** Healthcare and medicine present significant potential for new program development, research, and community health initiatives. By engaging with healthcare providers and medical institutions, we can contribute to improving public health outcomes, advancing medical research, and preparing students for careers in this critical sector. Our efforts in this area are geared towards addressing local health challenges and promoting overall well-being.
- d. **Engineering and Technology:** Engineering and technology are essential for infrastructure development and technological innovation. Our programs in these fields focus on developing practical solutions to real-world problems, fostering innovation, and preparing students for roles in various engineering and technological sectors. Partnerships with industry leaders help us provide hands-on experience and access to cutting-edge technology.

- e. **Social Sciences, Pedagogy, and Indigenous Knowledge:** Social sciences, pedagogy, and indigenous knowledge play a crucial role in shaping education, governance, and community engagement. The study of social sciences provides critical insights into societal structures, behavioral patterns, and cultural dynamics, forming the foundation for informed decision-making and policy development. Pedagogy, as a discipline, strengthens our capacity to enhance teaching methodologies and educational innovations, ensuring that learning remains impactful and accessible. Additionally, indigenous knowledge systems offer time-tested wisdom and sustainable practices that can be integrated into various disciplines, including environmental management, healthcare, and community development. By fostering research, curriculum development, and community partnerships in these areas, MU can contribute to a more inclusive and contextually relevant education system that respects and uplifts the diverse knowledge traditions of Nepal.
- f. **Policy and Governance:** Policy and governance are crucial for developing programs that address regional and national governance challenges, and promoting evidence-based policymaking. By collaborating with governmental and non-governmental organizations, we aim to influence policy development and implementation, ensuring that our graduates are well-prepared to contribute to effective governance. MU's presence in research and educational initiatives in this area emphasizes the importance of informed decision-making and sustainable development.

The strategic engagement with these key industries enables us to provide relevant and high-quality education, foster innovation, and contribute to the socio-economic development of our region. By aligning our academic programs with market needs, MU can enhance the employability outcomes for its graduates and ensure that the institution remains a pivotal force in driving progress and development.

Institutional Context: Mid-West University (MU) is a federal university. It is in Karnali Province of Nepal. Right from its inception, the University has established itself as a prominent academic institution with a significant scope for growth and development. The University currently offers a wide range of academic programs through its seven Graduate Schools: Agriculture and Forestry, Education, Engineering, Humanities and Social Sciences, Law, Management, and Science and Technology. MU also houses the autonomous School of Management (MUSOM), which provides specialized management education.

MU offers a diverse array of academic programs across multiple disciplines. It has formalized as many as 90 academic programs, out of which 59 programs are actually in operation, including undergraduate, graduate, and postgraduate degrees across its Graduate Schools. Notably, the Graduate School of Management offers popular degrees such as BBA, MBA, MBS, as well as PhD and MPhil programs. The Graduate School of Engineering provides Bachelor's degrees in Civil, Hydropower, and Computer Engineering, with master's degrees in Construction Management and Structural Engineering. Additionally, the Graduate School of Agriculture and Forestry runs a BSc-Ag program, underscoring MU's commitment to agricultural education. The cutting-edge science and technology programs offered by the Graduate School of Science and Technology, and contextually relevant programs of the Graduate School of Education and Graduate School of Humanities and Social Sciences also embark MU as one of the leading higher education institutions stewarding national advocacy for multi-dimensional development of Nepal under federal structural system. Similarly, MU also has a plan to launch medicine and community health related academic programs within the rollover-five-strategic planning period.

On the collaboration front, MU has in place effective agreements with over 30 national and international institutions, strengthening its global outreach and knowledge exchange. Internationally, the university has established partnerships with institutions in Asia, Europe, North America, and Oceania, including the University of Liberal Arts Bangladesh, East China University of Technology, Indian Institute of Technology Kanpur, and Sharda University, India. Nationally, MU collaborates with leading institutions such as Tribhuvan University, Far Western University, and the Nepal Research and Education Network (NREN). These collaborations promote joint research, faculty exchanges, and innovation, enhancing MU's academic reputation.

Its commitment to research and innovation is evident in the activities of its Research and Development (R&D) Center. The University runs several specialized laboratories focused on Engineering, Science and Technology, and Climate and Environment, aimed at fostering provincial, national, and international-level research projects. In fiscal year 2081/082, MU awarded 12 Faculty Research Grants at NPR 300,000 each, alongside 14 Mini Research Projects funded at NPR 150,000 each. These grants supported 52 faculty members and many students, bolstering MU's position as a research-driven institution. For the fiscal year, such expenditure will account for at least NRs. 7.5 million.

MU has made significant strides in professional capacity development. The Mid-West University Training Unit (MUTU) has facilitated training programs for 145 faculty members through its Faculty Development Program. In addition, 62 staff members participated in training to improve institutional efficiency and digital literacy. Moreover, the Training of Trainers (TOT) program has certified 30 faculty members as trainers, supporting the future expansion of training programs across MU's campuses.

The institutional family comprises seven central campuses, 10 constituent campuses located in Karnali and Lumbini provinces, one autonomous institution, and one affiliated institution. In terms of infrastructure, MU is undergoing a significant transformation as a newly established, multi-stream higher education provider. New construction and upgradation of physical infrastructure with green and SMART concept is of prime need at the present. The ongoing construction of the Research and Development Center, Central Library, Graduate School of Management, Graduate School of Agriculture and Forestry, and Examination Management Office highlights MU's commitment to futuristic physical infrastructure development.

Mid-West University has positioned itself as a forward-thinking institution, with its expanding academic programs, national and international collaborations, and research-focused initiatives to play a key role in advancing higher education in Nepal. The University's emphasis on faculty and staff development, coupled with a strong research agenda, demonstrates its commitment to creating an academically rigorous and research-driven environment for students and faculty alike.

Most importantly, MU is primarily located at the Karnali Province, which historically stands not merely as a geographically remote region of Nepal, but as one of the country's oldest civilizational corridors and historic seats of knowledge creation, cultural exchange, social autonomy, and political and economic liberalization.

3.3. Stakeholder Analysis

Understanding the needs and expectations of our stakeholders is critical for strategic planning. This analysis identifies key stakeholders, their interests, and the impact of our strategic initiatives on these groups.

The Key Stakeholders: Mid-West University's success and sustainability closely connect with the interests and contributions of its diverse stakeholders. Each stakeholder group plays a vital role in shaping the University's mission, vision, and impact. Understanding the needs and expectations of these key stakeholders is essential for MU to continue delivering high-quality education, fostering innovative research, and promoting community engagement.

- a. **University Community:** As the primary beneficiaries of our educational programs and other services, **students** seek high-quality education, career readiness, and holistic development. To be the choice of the first-tier students in society, MU has a long road to travel. The existing body of students may have more expectations beyond our institutional limitations for their multi-dimensional development, growth, and marketing promotion. MU must strive to meet these expectations by continually enhancing academic offerings, providing robust career services, and promoting a well-rounded student experience.

Integral to delivering academic excellence and research innovation, **faculty and staff** require professional development opportunities and supportive work environments. Due to a lack of developmental opportunities in the region, the teacher-staff at MU require closer attention to interpersonal and professional development and growth. Investing in the continuous professional development of faculty and staff is crucial for maintaining high academic standards and fostering a culture of innovation and excellence.

Serving as brand ambassadors of the University, **alumni** contribute to the institution's reputation and potentially support fundraising and mentorship programs. Their successes reflect on the University and can inspire current students. MU should engage alumni through various initiatives, encouraging them to stay connected and contribute to the University's growth and development.

- b. **Local Communities and Industry Partners:** As the key beneficiaries of our community engagement initiatives, **local communities** seek educational opportunities, employment, and societal impact. Our efforts to address local needs through community projects, outreach programs, and partnerships can significantly enhance the social and economic well-being of the surrounding areas. Strengthening these ties would hopefully ensure mutual growth and sustained community support.

Collaborators in research and development, industry partners provide practical learning opportunities, internships, and job placements for students. These partnerships bridge the gap between academic learning and real-world application, ensuring that graduates are well-prepared for the workforce. Engaging with industry leaders also helps MU stay current with market trends and technological advancements.

Engaging with **private sector organizations** will facilitate internships, job placements, and practical industry insights for students, enhancing their career readiness. These collaborations can also lead to joint research projects, funding opportunities, and technological advancements. Building strong connections with the private sector will ensure we remain relevant and responsive to industry needs.

- c. **Development Agencies, Universities, and Specialized Institutions:** The national and international development agencies play a significant role in funding and supporting our projects aimed at sustainable development and global collaboration. Partnerships with international development agencies can bring in resources, expertise, and global perspectives that enhance our capabilities and broaden the impacts. Engaging with these agencies may serve as instrumental in positioning ourselves as a key player in addressing global challenges.

Effective collaborations with these institutions may enhance our academic programs, research opportunities, and cultural exchanges, fostering a dynamic learning environment. By partnering with other universities and research centers, we can offer our students and faculty access to a broader range of resources, expertise, and opportunities. These collaborations will promote innovation and academic excellence through shared knowledge and joint initiatives.

- d. **Government and Regulatory Bodies:** Influencers of policy and funding, government and regulatory bodies ensure our compliance with educational standards and contribute to national development goals. Maintaining strong relationships with these bodies is essential for securing funding, shaping policy, and ensuring that our programs align with national priorities. Active collaboration with government entities can also help us advocate for beneficial policy changes.

In conclusion, acknowledging and actively engaging with its key stakeholders will enable us to enhance its educational offerings, expand its research initiatives, and strengthen its societal impact. By fostering strong relationships with students, faculty, alumni, local communities, industry partners, government bodies, international development agencies, private sector organizations, and higher education and research institutions, we can navigate the complexities of the higher education landscape and achieve its strategic objectives, ultimately contributing to the holistic development of the Karnali Province and beyond.

3.4. SWRFCO Analysis

To generate an informed, evidence-based assessment of Mid-West University's institutional position, a series of discourses was initiated through thematically focused work teams drawing members from academic departments, administrative divisions, research centers, and affiliated campuses the University. These teams were mandated to undertake a rigorous analysis of the University's **Strengths, Weaknesses, Risks, Foresight, Challenges, and Opportunities (SWRFCO)** with reference to MU's statutory mandate, federal context, and evolving higher education environment. Their task was not limited to descriptive reporting; rather, they engaged in reflective inquiry, consultation, and data review to identify strategic directions that can guide MU over the coming planning period.

The assessment was explicitly anchored in MU's **five institutional goals**, which articulate aspirations for (1) academic excellence, (2) sustainable infrastructure, (3) green and SMART transformation, (4) strategic partnerships, and (5) inclusive and socially responsible development. In parallel, the analysis was aligned with the University's **seven strategic objectives**, encompassing (1) academic quality enhancement, (2) research and innovation promotion, (3) sustainable infrastructure development, (4) comprehensive digitalization, (5) partnership building, (6) community engagement, and (7) strengthened governance and financial sustainability. These goals and objectives provided the conceptual compass for examining how MU's internal capacities and external environment converge to shape its future trajectory.

The work was further guided by MU's **core values and strategic priorities**, ensuring that the SWRFCO analysis remained ethically grounded, future-oriented, and responsive to regional and national needs. Each thematic team examined specific domains: teaching and learning, research and innovation, digital transformation, governance and finance, infrastructure, partnerships, and community engagement, while maintaining coherence with the broader institutional vision. The outputs from these collaborative exercises have been synthesized into the comprehensive S-W-R-F-C-O matrix presented table 3.1, offering a structured foundation for strategic planning, decision-making, and implementation.

Table 3.1: SWRFCO analyses of Mid-West University

Thematic Areas	Strengths (S)	Weaknesses (W)	Risks (R)	Foresights (F)	Challenges (C)	Opportunities (O)
1. Academic Excellence and Teaching– Learning Systems	- Highly encouraging trend of students enrollment in last 5 years (increase by above 67 percent) - Dedicated faculty base - Emerging postgraduate programs - Rich span of academic program coverage; 59 academic programs on offer - Commitment to student-centered learning - Gradual shift toward choice-based credits system (CBCS) and outcome-based education - Accomplishment of University-wide curricular revision, redesign, and new design under LMDP Framework - Total revisits in University-wide academic assessments and grading systems	- Insufficient faculty numbers in specialized areas - Uneven pedagogical practices - Weak assessment reforms - Weak faculty research, innovation, and international exposure - Excessive financial dependence with	- Quality dilution due to rapid program expansion - Faculty attrition - Loss of credible professionalism due to prevalence of vested unionism culture	- Transition to flexible, interdisciplinary, technology-enabled learning ecosystems - QAA certification emerging as one of the key requirements - Periodic review of curricular cycles and assessment systems	- Standardizing academic quality across campuses - Attracting and retaining talented faculty - Attracting and retaining quality students	- Curriculum modernization with upscaled and extended level of choices - CBCS implementation - Pedagogical innovation - New professional and technical programs - National and international academic collaborations

Thematic Areas	Strengths (S)	Weaknesses (W)	Risks (R)	Foresights (F)	Challenges (C)	Opportunities (O)
2. Research, Innovation, and Knowledge Promotion	- Growing research culture - Increasing numbers of individual faculty publications - Dedicated research journals - Initial research grants - Thematic interest in regional issues	- Relatively less strong research management systems and practices in place - Limited indexing of journals - Insufficient research funding - Inadequate labs and data systems	- Being left behind in national research rankings - Brain drain within and beyond the nation	- Establishment of research centers, innovation hubs, IPR systems, incubation centers - Alignment with national and international research laboratories and R&D institutions	- Developing research infrastructure - Mobilizing funds - Building research competencies - Availability of skilled workforce to build and lead R&D initiatives	- Federal priority on evidence-based policy - Regional issues offering niche research domains (mountain ecology, migration, climate, public health)
3. Sustainable and Smart Infrastructure	- Expanding main campus - Land availability - Good infrastructure for library, examinations, R&D, and classrooms - Availability of basic scientific labs - Master plan vision in place	- Incomplete physical development - Fragmented campuses - Inadequate residential, lab, and ICT facilities - Traditional technology-based infrastructure construction - Lack of adequate land allocation, specifically for new programs	- Climate-induced disasters - Resource constraints delaying infrastructure	- Development of green, climate-resilient, smart campuses - Likely mandatory systemic requirements	- Financing large infrastructure - Project management capacities - Achieving and maintaining minimum requirements of professional bodies, namely, Nepal Engineering Council, Nepal Medical Council, and other professional bodies	- Provincial development focus - Public investment - PPP models - Green campus branding - Accessing federal, provincial, and local government support - Obtaining national and international agency collaboration and support in building futuristic infrastructure

Thematic Areas	Strengths (S)	Weaknesses (W)	Risks (R)	Foresights (F)	Challenges (C)	Opportunities (O)
4. Digitalization and Automation	• Adoption of basic EMIS • Use of ICT in some programs • Growing awareness of e-governance	• Limited automation of academic and administrative processes • Weak internet connectivity • Slow pace of development and implementation of digital and virtual operating systems (EMIS, LMS, CMS, ERPS, Mobile Apps, Digital Studios) • Insufficient Darbandi and qualified workforce for digital and automated system management	• Cybersecurity threats • Falling behind digital universities	• Compliance requirements on University digitalization and automation • University-wide enactment for the design and implementation of the digital and automated systems including EMIS, LMS, CMS, ERPS, Mobile Apps, Digital Studios, Digital Libraries, e-Governance, and AI-supported services	• Capacity building of staff and faculty • ICT infrastructure investment	• National digital transformation agendas • EdTech partnerships • PPPs
5. Partnerships and Collaboration	• Shared vision in place • Existing collaborations with government agencies and universities • Faculty linkages • Successful experience of working with international agencies	• Limited international exposure • Low alumni network mobilization • Lack of consistency of purpose across institutions	• Losing competitive advantage in collaboration race • Cost of heavy reliance with other Universities, lack of leadership	• Strategic alliances for joint research, mobility, co-teaching, accreditation	• Building credibility • Meeting international standards	• Federal and provincial alignment • Development partner interest • National and cross-border academic networks • Reviving the high-earned credibility of MU Policy Lab

Thematic Areas	Strengths (S)	Weaknesses (W)	Risks (R)	Foresights (F)	Challenges (C)	Opportunities (O)
			development from within MU			
6. Community Engagement and Social Responsibility	• Strong regional identity • Outreach mindset • Alignment with 'reach the unreached' • Involvement in training and extension	• Limited institutionalized community engagement framework • Weak documentation of impact	• Perception gap between university and community needs	• Becoming a provincial knowledge hub serving Karnali's development priorities	• Designing socially responsive curricula • Measuring community impact	• Service-learning programs; local governance support • Lifelong learning • TVET–university pathways • Chance of individual and institutional philanthropic contributions
7. Governance, Leadership, and Financial Sustainability	• Legal mandate as a public university • Emerging policies • Committed leadership • Shared commitment on transparency and accountability	• Procedural delays • Insufficient devolution to faculties/campuses • Fragmented financial systems • HR constraints • Lack of sources for sustainable financing for institutional development and growth	• Policy volatility • Fluctuating public financing • Leadership crises due to heavy reliance with other institutions	• Adoption of autonomous, accountable, data-driven governance • Institutional autonomy	• Reforming organizational structure • Enhancing HR capacity • Ensuring transparency • Financial sustainability	• Diversified financing (research grants, consulting, endowments, continuing education) • Federal-provincial support

The S-W-R-F--CO analysis provides an insightful reflection on Mid-West University's current position, highlighting its strengths, weaknesses, risks, foresight, challenges, and opportunities. This analysis serves as a key foundation for shaping the University's strategic direction as it seeks to enhance its institutional capacity, drive academic excellence, and become a leading force in the transformation of higher education in Nepal's federal context.

Strengths: MU boasts several core strengths, most notably its strong foundational platform, which includes a dedicated faculty base and a clear public mandate to '*reach the unreached*.' Additionally, the University's expanding academic programs and growing research interests among faculty members further reinforce its strengths. The development potential of its campuses and land holdings, coupled with increasing recognition of MU's role in the human development of Karnali Province, positions the University as a key educational hub in the region.

Weaknesses: Despite these strengths, several structural and systemic weaknesses need addressing. These include limited research infrastructure and insufficient digital and laboratory facilities, which hinder the University's ability to meet modern educational and research demands. There is also uneven academic quality across programs and campuses, exacerbated by staffing gaps in specialized disciplines. Furthermore, fragmented governance and financial systems risk impeding growth, potentially diminishing the University's academic standards and competitive edge.

Risks: The analysis identifies key risks such as policy volatility, faculty attrition, and the lack of integration in digital and academic systems. Additionally, MU faces challenges from climate-induced vulnerabilities impacting its infrastructure. These risks, if not properly managed, could further strain the University's resources and hinder its ability to achieve long-term institutional goals.

Foresights: However, the foresight dimension reveals significant opportunities for the University. Federal restructuring, digital transformation, and regional development priorities are emerging trends that create space for MU to adopt interdisciplinary, technology-enabled education systems. The establishment of innovation ecosystems and green, smart campuses is another opportunity that can drive the University's evolution into a globally reputed institution.

Challenges: In navigating these opportunities, MU will face several challenges. These include overcoming the digital lag, addressing climate vulnerabilities, and modernizing its infrastructure. Additionally, achieving a seamless transition to a fully integrated, technology-driven educational system and enhancing research capabilities will require substantial investment and strategic leadership.

Opportunities: The opportunities before MU are substantial. The expansion of federal and provincial investments in education, along with rising demand for context-specific programs in agriculture, forestry, health, climate resilience, and governance, creates a favorable environment for institutional growth. Additionally, increasing youth aspirations for higher education and the potential for strategic national and international partnerships offer further pathways for academic innovation and research excellence.

Strategic Partnerships: MU's growth prospects are further enhanced by the potential for strengthening partnerships with national and international institutions, development partners, and governments. These collaborations can accelerate research productivity, support the development of new programs, and improve graduate employability. Such partnerships also position the University to expand its global outreach and enhance its academic reputation.

This S-W-R-F-C-O analysis confirms that Mid-West University stands at a pivotal moment in its development. To capitalize on its strengths, address weaknesses, manage risks, and seize emerging opportunities, the University must strategically focus on enhancing governance, expanding research infrastructure, and improving its digital capacity. Additionally, diversifying resources and developing community-responsive programs are critical for ensuring the University's future success and its contribution to both regional and national development.

SECTION - IV

PLAN OF ACTION

4.1. Introduction

The **Five-Year Strategic Plan of Action for Mid-West University (MU)**, spanning from 2082/83-2086/87 BS (2026-2030 AD) outlines a comprehensive roadmap for the University's transformation into a globally competitive and reputed institution. Building upon its established foundation, the plan is designed to elevate MU's standing as a premier higher education institution by focusing on key pillars such as academic excellence, research innovation, and sustainability. The plan is rooted in the University's commitment to offering high-quality education that meets both national and international standards, while preparing graduates to contribute meaningfully to the workforce and society at large.

At the heart of the plan is MU's mission to foster a learning environment that promotes intellectual growth, creativity, and leadership, while simultaneously addressing the challenges and opportunities within Karnali Province and in the broader context of Nepal. The strategy emphasizes the importance of interdisciplinary education, cutting-edge research, and community-driven initiatives that respond to the needs of the region. This includes the integration of modern digital tools, infrastructure enhancements, and robust industry partnerships to ensure that students and faculty have access to state-of-the-art resources and opportunities.

The strategic objectives outlined in this plan, spanning academic development, infrastructure expansion, digital transformation, community engagement, and strong governance are interlinked and designed to work in harmony. Each objective is driven by the overarching goal of positioning MU as an institution that not only provides world-class education but also contributes significantly to regional development and national progress. The plan is crafted with an eye toward long-term sustainability, ensuring that the University can adapt to the rapidly changing educational landscape, meet the needs of a diverse student body, and play an active role in advancing Nepal's higher education sector.

4.2. Strategic Objectives and Action Programs

This section articulates the strategic intent of Mid-West University (MU) for the forthcoming five-year planning horizon, translating the institution's vision, mission, and situational diagnosis into a coherent set of transformative objectives and operational priorities. Drawing upon the evidence generated through the S-W-R-F-C-O analysis and stakeholder consultations, the strategic objectives presented below define the core directions through which MU seeks to enhance academic excellence, institutional resilience, governance effectiveness, financial sustainability, and societal relevance, particularly within the unique socio-economic and geographic context of Karnali Province.

Each strategic objective is systematically unpacked through clearly defined Key Areas of Focus that identify the critical domains requiring intervention, reform, or investment. These are further operationalized through a portfolio of Action Programs that specify what will be done, how it will be done, and where institutional energy and resources will be concentrated during the plan period. Together, this structure ensures that MU's strategic ambitions are not merely aspirational, but are translated into implementable, sequenced, and accountable initiatives across academic, administrative, financial, and partnership-building functions.

To ensure rigor, transparency, and results-based management, each objective and its associated action programs are supported by measurable Key Performance Indicators (KPIs). These KPIs provide the basis for continuous monitoring, mid-course correction, and performance-based decision-making, enabling MU's leadership, governing bodies, and stakeholders to track progress, assess impact, and reinforce a culture of evidence-driven institutional development throughout the strategic cycle.

Table 4.1: Objective-Driven Action Programs and Key Performance Indicators (KPIs)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
Objective 1: Academic Excellence		
1. Strengthening interdisciplinary education, promoting industry-academia linkages, fostering innovative teaching-learning systems, and integrating emerging technologies like AI, IoT, and Big Data into curricula and research	1.1. Accomplish relevant policy enactment and adaptation on academic excellence	i. Number of new policies enacted with an aim to promote academic excellence (Target: a policy endorsement on university-wide academic excellence) ii. Number of existing policy updates made with adaptation of emerging requirements and system practices (Target: Review of existing University policy and strategies on university-wide digitalization and automation)
	1.2. Revise and enhance existing curricula to integrate emerging technologies and interdisciplinary approaches	i. Percentage of academic programs revised (with lesser than 40 percent changes) or redesigned (with more than 40 percent changes) by integrating emerging technologies (Target: 100 percent revision by 2083/84).
		ii. Percentage of academic programs revised (with lesser than 40 percent changes) or redesigned (with more than 40 percent changes) by integrating interdisciplinary approaches (Target: 100 percent revision by 2083/84)
	1.3. Launch new academic programs that address regional needs such as sustainable agriculture, public health, and climate resilience	i. Commencement of Graduate School of Medicine and Public Health (Target: Appointment of the Dean and Head of Department – Public Health, Nursing, Lab Technology, and Medicine and Surgery)
		ii. Commencement of BPH, MPH, BSc-Nursing, BMLT, MBBS, and other related programs at the Graduate School of Medicine and Public Health (Target: at least 3 programs)
		iii. Number of new academic programs designed and implemented under LMDP Framework across various graduate schools with integration of emerging technologies and interdisciplinary approaches (Target: at least 10 new academic programs; MSc in Information Technology, MPA, LLM, MSc in Computer Sciences, MSc in Natural Resource Management, MSc in Agriculture, Post-Doctoral Research, Masters by

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
		Research; Masters Leading to PhD, and other relevant programs by 2086/87)
	1.4. Develop and strengthen industry-academia linkages to provide students with hands-on experience and improve employability	i. Number of industry partnerships for internships placements (Target: 300 new industry collaborations by 2086/87)
		ii. Number of industry partnerships for academic program support (Target: 5 new industry collaborations for program redesign or new program design and implementation by 2086/87)
	1.5. Initiate periodic tracer research focusing on graduate satisfaction and employability	i. Bi-annual MU Alumni tracer updates (Target: at least 80 percent of the passed-out graduates are traced, and EMIS updates have been made accordingly in each six months)
		ii. Bi-annual student satisfaction ratings on relevance and quality of curricula (Target: 80 percent satisfaction rate by 2084; maintaining minimum 85 percent satisfaction level in subsequent years)
		iii. Bi-annual updates on student employability rates after graduation (Target: At least 80 percent students reported to be engaged in full time employment, or entrepreneurship, or higher education after graduation)
	1.6. Initiate research and innovation across the University	i. Number of technology-driven research projects with application of AI, IoT, and Big Data completed (Target: at least 100 mini research, 50 faculty research, and 25 collaborative research completed)
		ii. Number of academic discourses accomplished (Targets: at least 1 International Conference; 2 national conferences; 10 academic training and development workshops organized annually)
		iii. Number of research outputs published (Target: at least 12 peer reviewed journals across graduate schools and institutions; 300 peer-reviewed articles published by MU faculty; 25 reference books published annually by them)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
	1.7. Initiate quality assurance and accreditation at all three levels – Program, Institution, and University	i. Number of academic programs received national or international certification or accreditation (Target: at least 25 academic programs receiving national or international certification or accreditation by 2086/87)
		ii. Number of academic institutions received national or international certification or accreditation (Target: at least 10 academic institutions receiving national or international certification or accreditation by 2086/87)
		iii. University accreditation (MU receiving national or international accreditation by 2086/87)
		iv. Initiate QS Ranking for the University (Target: being listed within top 1,500 universities globally by 2086/87)
Objective 2: Research, Innovation, and Promotion		
2. Establishing state-of-the-art research centers, innovation labs, libraries, and information systems; promoting teacher and staff development; fostering collaborations to drive transformative knowledge creation	2.1. Policy harmonization and updates on university-wide research, innovation, and promotion	i. Evidence of existing policies consolidation, harmonization to institutionalize a system of research and innovation and culture of inquiry (Target: One holistic policy development by consolidating all related policies with adaptation as per the developing scenarios globally)
	2.2. Establish specialized research centers and innovation hubs focusing on regional and global issues like climate change, organic agriculture, and public health.	i. Number of Research Management Cells established at academic institutions (Target: 10 RMCs being functional within 2086/87)
		ii. Number of Innovation Hubs established at academic institutions (Target: 5 Innovation Hubs being functional within 2086/87)
		iii. Increase in RMC budget by 20 percent throughout the planned period
		iv. Increase in innovation hubs management budget by 20 percent annually throughout the planned period

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
		v. Establishment of at least four Superspecialty Research and Innovation Labs (Target: One lab each in Science and Technology, Engineering, Agriculture and Forestry, and Medicine and Public Health)
	2.3. Increase research funding and collaboration with international institutions.	i. Total research funding grants raised from national and international sources (Target: 40 percent increase in funding by 2083; 10 percent annual increase thereafter throughout the roll-over period)
		ii. Number of research collaborations made between national and international institutions (Target: at least two collaborative projects annually)
		iii. Number of faculty members involved in agency funded collaborative research projects across universities (Target: at least 10 faculty members involved in collaborative research projects across Nepali and international Universities)
	2.4. Develop faculty research capacity through grants, workshops, and collaboration opportunities.	i. Number of short-term faculty research training/workshops conducted (Target: at least 2 events per graduate school annually and at least 1 event per higher education institution annually)
		ii. Number of collaborative proposals submitted annually in collaboration with other higher education institutions (Target: at least 5 collaborative research proposals submitted each year)
		iii. Number of patents filed based on research innovations (Target: 10 patents by 2086/87)
Objective 3: Sustainable Infrastructure Development		
3. Developing, modernizing, and maintaining smart, sustainable, and digitally	3.1. Enact relevant policy on sustainable infrastructure development	i. Evidence of university having in place a relevant policy development and needful periodic revision (Target: 2082/83 – Policy development, followed by annual needful revision and updates)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
enabled infrastructure to support advanced teaching, learning, and research	3.2. Develop smart campuses that integrate sustainability and digital tools into all facilities	i. Adoption of University policy on SMART infrastructure development (Target: Policy adopted by 2082/83)
		ii. Percentage of campus areas developed/upgraded with green and smart technologies (Target: 80 percent of campus by 2086/87)
		iii. Digitalization of total University-wide land and infrastructure (Target: Digitalization accomplishment within 2083/84 and annual updates thereafter)
	3.3. Expand the physical infrastructure , including academic blocks, research facilities, and student and faculty housing	i. Number of new academic and research blocks constructed (Target: 4 major blocks by 2082/83 and 2 additional blocks each subsequent year)
		ii. Number of student and faculty housing blocks constructed (Target: 3 blocks every year)
		iii. Number of students and faculty benefitting from residential dormitory facility (Target: Each year additional 200 students and 25 faculty members)
		iv. Area of commercial agriculture farm-land collaborated with communities (Target: annually 100 Bighas of commercial agricultural land agreements with land reform made with the agriculture cooperatives and independent farmers)
		v. Establishment of superspecialty labs for information technology, turbine testing and engineering, herbal and organic technology, and climate technology (Target: at least 1 superspecialty lab establishment each year)
	3.4. Implement green technologies across campus buildings to reduce environmental impact	i. Reduction in energy consumption through adoption of green technologies including solar systems (Target: Reduction of energy by 2085)
		ii. Natural beautification (Target: Prevalence of evergreen and ever flowering gardens with flower, fruit, and other natural plantation with scientific and Nepali labeling in each location)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
		iii. Adoption of Reduce, Reuse, and Recycle (3Rs) policy across the institutions (Target: Policy enactment by 2082/82; implementation confirmation via annual compliance audit systems)
Objective 4: Digitalization and Automation		
4. Implementing a comprehensive framework for university-wide digitalization and automation to enhance academic delivery, administrative processes, and research methodologies	4.1. Fully implement digital and automated systems across MU, including an integrated LMS, ERP, and EMIS for smooth academic delivery	i. Policy review on University-wide digitalization and system automation (Target: Existing policy review and update in 2082/83)
		ii. Prevalence of digital and automated system design and implementation workforce (Target: having in positioned at least 1 ICT Officer in each academic institution and a core team at the University Head Office by 2082/83)
		iii. University-wide digital and automation system testing, upgradation, verification, and implementation (Target: 2082/83)
		iv. Percentage of academic institutions adopting LMS based teaching-learning and assessment systems (Target: 100 percent Master's degree onwards by 2083/84; 50 percent Bachelor's degree programs by 2084/85; 100 percent Bachelor's degree by 2085/86)
		v. Percentage of administrative processes operated by applying ERP in University Head Office (Target: 20 percent by 2082/83; with 20 percent increment each subsequent year)
		vi. Percentage of administrative processes operated by applying ERP in academic institutions (Target: 30 percent in 2083/84; thereafter annual 20 percent increment)
		vii. Percentage of University-wide academic and administrative processes digitalized and automated (Target: 80 percent automation by 2085/86)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
	4.2. Promote the use of AI-driven tools and digital platforms to improve teaching, research, and administrative efficiency	i. Full implementation of MU EMIS, ERPS, LMS, CMS, and Mobile Apps (Target: 100 percent entities of the University connected with all digital and virtual operating systems)
		ii. Percentage of faculty, administrative staff and students trained to use digital tools and systems (Target: 100 percent trained by 2083/84)
		iii. Number of active users of the MU Mobile Apps (Target: 100 percent faculty, staff, and students)
		iv. Number of courses delivered via the Learning Management System (Target: 25 percent in 2083/84; in an incremental basis by 25 percent for each subsequent year)
		v. Number of LMS embedded with digital/online publication of periodicals (Target: At least 10 LMS each year)
	4.3. Enhance cybersecurity and digital data management across the institution.	i. Percentage of institutional digital systems covered by a formal cybersecurity incident management framework (Target: Design and implementation of policy, SOPs, and tools by 2083/84)
		ii. Real-time incident monitoring system operational (Yes/No, audited annually)
		iii. Percentage of compliance with national cybersecurity standards and internal security protocols (Target: 100 percent by 2084/85)
		iv. Percentage of identified cyber risks with active mitigation controls (Target: 100 percent risks are hedged and recovered by 2084/85)
		v. Percentage of staff and system administrators trained on cybersecurity and data protection (Target: At least 90 percent of user staff trained on measuring human firewalls)
		vi. Annual cybersecurity audit completed and approved (Target: 100 percent as part of governance and management compliance audit)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
Objective 5: Partnership and Collaboration		
5. Strengthening academic and research partnerships with national and international institutions, governments, and development partners to foster joint research, mobility, and international accreditation	5.1. Forge strategic partnerships with national and international universities for faculty and student exchanges	i. Number of national collaborations made through MOUs and Agreements for faculty and students exchange (Target: 2 new arrangements made by 2082/83; 5 additional arrangements each subsequent year)
		ii. Number of students benefitted by exchange programs (Target: at least 20 student exchanges per year by 2082/83; at least 50 student exchanges annually in subsequent years)
		iii. Number of faculty members benefitted by national exchange programs (Target: at least 5 faculty exchanges by 2082/83; at least 10 faculty exchanges each year subsequently)
		iv. Number of international collaborations made through MOUs and Agreements for faculty and students exchange (Target: 5 new partnerships by 2082/83; 10 new partnerships each subsequent year)
		v. Number of students benefitted by international exchange programs (Target: at least 10 student exchanges per year by 2082/83; at least 50 student exchanges annually in subsequent years)
		vi. Number of faculty members benefitted by international exchange programs (Target: at least 10 faculty exchanges by 2082/83; at least 20 faculty exchanges each year subsequently)
		vii. Number of international students visiting MU institutions (Target: at least 10 student exchanges per year by 2082/83; at least 25 student exchanges each year subsequently)
		viii. Number of international faculties visiting MU institutions through faculty exchange arrangements (Target: at least 5 faculty exchanges per year by 2082/83; at least 20 faculty exchanges each year subsequently)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
		ix. Number of national collaborative projects implemented (Target: 3 Projects by 2082/83; at least 10 projects each subsequent year)
		x. Number of international collaborative projects implemented (Target: 1 Project by 2082/83; at least 5 projects each subsequent year)
	5.2. Establish joint research projects with global research institutions	i. Number of joint national collaborative research projects completed (Target: 3 project by 2083/84; at least 5 projects in each subsequent year)
		ii. Number of joint national research publications (Target: 5 joint publications by 2083/84; 10 publications annually in each subsequent year)
		iii. Number of joint international collaborative research projects completed (Target: 1 project by 2083/84; at least 2 projects in each subsequent year)
		iv. Number of joint international research publications (Target: 2 joint publication by 2083/84; 4 publications annually in each subsequent year)
	5.3. Pursue national and international accreditation for key academic programs, institutions, and University as a whole	i. Number of academic programs accredited by national or international bodies (Target: 5 programs by 2083/84; at least 5 additional programs in each subsequent year)
		ii. Number of academic Institutions accredited by national or international bodies (Target: 2 institutions by 2082/83; at least 3 additional institution in each subsequent year)
		iii. Obtaining University Accreditation from University Grants Commission (UGC) by 2085/86
Objective 6: Community Engagement and Social Responsibility		
6. Aligning academic programs with national development priorities and	6.1. Increase engagement with local communities through service-learning programs	i. Number of community outreach projects and service-learning initiatives implemented (Target: 10 community outreach programs by 2083/84; 5 additional programs each subsequent year)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
engaging with local and global stakeholders to promote inclusive education, environmental sustainability, and regional economic development	and regional development projects	ii. Number of graduates employed in local and regional sectors (Target: 50 in 2083/84; 100 additional students in each subsequent year)
	6.2. Align academic programs with the sustainable development goals (SDGs) and national development priorities	i. Percentage of academic programs aligned with SDGs (Target: 100 percent of programs by 2083/84 after alignment with LMDP Framework)
		ii. Number of academic discourses accomplished with SDG focus (Target: at least 2 initiatives including workshops, seminars, dialogues, or conferences conducted annually)
	6.3. Launch programs that support local entrepreneurship and regional economic development	i. Number of social impact projects contributing to regional economic development (Target: 10 key projects by 2083/84; 2 additional projects each subsequent year)
		ii. Percentage of MU alumni reported to have engaged in local entrepreneurship and regional economic development initiatives (Target: 50 percent of entrepreneur turned alumni reported to be engaged in such initiatives)
Objective 7: Governance and Financial Sustainability		
7. Enhancing institutional governance, ensuring financial sustainability, and advancing efficient administration through strategic resource creation and mobilization	7.1. Strengthen governance structures by promoting transparency, accountability, and stakeholder engagement	i. Implementation of transparent decision-making processes (Target: Full transparency by 2083/84, reflected in related policy and guidelines of the University)
		ii. Accomplishment of social audit on governance and transparency (Target: Management and compliance audit report revealing the university status on social audit of the governance transparency)
		iii. Transparency of University's executive decisions (Target: Evidence indicating that all executive decisions are published in University's social media and websites within 72 hours of decision-making)

Objectives	Key Areas of Focus and Action Programs	Key Performance Indicators (KPIs)
	7.2. Diversify MU's financial resources through endowments, partnerships, and private sector involvement	i. Percentage increase in revenue from non-government sources (Target: at least 150 percent of its revenue collection compared to total amount of tuition fee collected from students 2083/84; at least 25 percent increase in each subsequent year)
		ii. Total amount of funds raised through endowments, partnerships, and private sector contributions (Target: NRs. 500,000,000.00 by 2086/87)
		iii. Earning from non-academic activities (Target: at least NRs. 50,000,000.00 annually towards University Development Fund)
	7.3. Implement efficient financial management systems to optimize resource allocation and sustainability	i. Reduction in operational costs through improved financial management and technology compliance (Target: 25 percent reduction by 2083/84; 10 percent reduction each subsequent year)
		ii. Improved level of budget execution ratio (Target: at least 80 percent aggregate budget execution in 2082/83; 85 percent in year 2083/84, and at least 90 percent in 2084/85 onwards)
		iii. Improved level of digital receipt and payment (Target: 100 percent digital payment by 2083/84)

4.3. Implementation Phases

The implementation of the strategic plan for Mid-West University (MU) will be structured across three key phases, each designed to achieve specific milestones and objectives. The phases will provide clear direction, allowing the University to gradually develop its academic, research, infrastructure, and community engagement capacities. These phases will ensure the effective realization of the strategic goals within the planned timeframe.

Phase I - Foundational Establishment (2082/83): The first phase of the strategic plan will focus on building the foundational infrastructure, implementing critical digital systems, and laying the groundwork for academic excellence. This phase is crucial for setting the stage for the subsequent expansion and optimization efforts. The key activities for this phase have been planned as follows:

- i. **Curriculum Revisions and Program Development (Objective 1):** Begin revising existing curricula to integrate emerging technologies (AI, IoT, Big Data) and interdisciplinary approaches. Launch new programs aligned with regional needs, such as sustainable agriculture, public health, and climate resilience.
- ii. **Infrastructure Development (Objective 3):** Start the construction of key academic buildings, research centers, and student facilities. Focus on creating smart, climate-resilient, and sustainable infrastructure, including energy-efficient buildings and modern digital classrooms.
- iii. **Digital Systems Implementation (Objective 4):** Roll out the implementation of the Enterprise Resource Planning (ERP) system, Education Management Information System (EMIS), and Learning Management System (LMS) to streamline administrative and academic functions.
- iv. **Faculty Development (Objective 1, Objective 2):** Launch a faculty development program focused on enhancing teaching skills, research capabilities, and the adoption of digital tools. Provide training on innovative pedagogies and the integration of new technologies into teaching.

This will be made possible through (1) at least 50 percent of curricula revised to integrate new technologies; (2) accomplishment of key infrastructure projects (academic buildings, research labs, and students housing); (3) full deployment of ERP and EMIS systems; (4) At least 80 percent of faculty trained in digital tools and new teaching methodologies.

Phase II - Expansion and Engagement (2083-85): In Phase II, MU will expand its academic offerings, enhance community engagement, and complete major infrastructure projects. This phase is about scaling up and integrating new academic programs, establishing strong community connections, and expanding the University's presence in the national and regional education landscape.

These are the key activities planned for this phase:

- i. **Expansion of Academic Programs (Objective 1):** Expand the range of academic programs, especially interdisciplinary and demand-driven ones, including programs in regional development areas such as governance, sustainable agriculture, and climate science. Also introduce academic programs in the areas of medicine, public health, organic agriculture, recreation, and forestry sciences.

- ii. **Community Engagement (Objective 6):** Deepen MU's involvement in regional development by expanding community outreach programs, service-learning opportunities, and initiatives that directly address local challenges. Partner with local governments and NGOs to support rural healthcare, entrepreneurship, and education.
- iii. **Infrastructure Development (Objective 3):** Complete the construction of critical infrastructure projects, including the superspecialty labs, teaching hospital, research centers, student housing, guest houses, and green campus facilities. Ensure that all new buildings are fully functional and equipped with state-of-the-art facilities.
- iv. **International Partnerships (Objective 5):** Formalize collaborations with international universities, research institutions, and development partners. Strengthen academic exchange programs, joint research projects, and faculty mobility.
- v. **Research Focus (Objective 2):** Begin the establishment of research centers and innovation hubs. Encourage interdisciplinary research in areas like climate resilience, public health, and rural development.

Successful execution of this phase of five-year plan will result in (1) at least 30 percent increase in the number of students enrolled in new programs; (2) establishment of at least 10 international partnerships; completion of major infrastructure projects (research labs, teaching hospital, housing facilities); (3) at least 25 percent increase in community-based projects and partnerships.

Phase III - Optimization and Global Positioning (2085-87): The final phase will focus on optimizing systems, enhancing global partnerships, and positioning MU for global recognition. The University will consolidate its efforts to enhance academic quality, strengthen its international reputation, and ensure financial sustainability.

The University will witness accomplishment of these activities during this phase of strategic planning:

- i. **System Optimization (Objective 4, Objective 7):** Fine-tune digital systems (ERP, EMIS, LMS) based on feedback and performance data. Improve data analytics, enhance cybersecurity, and optimize the efficiency of administrative and academic operations.
- ii. **Continuity to Infrastructure Development (Objective 3):** Continue completion of additional construction of critical infrastructure projects, including the superspecialty labs, teaching hospital, research centers, student housing, guest houses, and green campus facilities. Ensure that all new buildings are fully functional and equipped with state-of-the-art facilities.
- iii. **Global Partnerships and Rankings (Objective 5, Objective 1):** Secure international accreditations for key programs, strengthen existing global partnerships, and position MU for inclusion in international university rankings. Focus on enhancing MU's visibility and reputation in global higher education networks.
- iv. **Research Excellence (Objective 2):** Expand MU's research output and international collaborations. Encourage faculty and students to publish in top-tier international journals and present at global conferences. Secure funding for large-scale research projects.
- v. **Financial Sustainability (Objective 7):** Diversify MU's funding sources through endowments, private sector partnerships, and innovative financing models. Establish an

endowment fund and increase revenue generation from external research grants and strategic collaborations.

- vi. Community Impact (Objective 6):** Continue to engage with the local and regional communities, ensuring MU's education and research programs continue to meet the evolving needs of the community.

By the end of this phase, the University will: (1) achieve international accreditation for at least 5 key academic programs; (2) increase MU's research publications by 50 percent, with a focus on international collaborations; (3) secure at least 40 percent of the University's funding from non-government sources (private sector partnerships, research grants, development agencies); (3) Position MU in the top 2000 of global university ranking.

This phased implementation plan provide a clear roadmap for MU to achieve its strategic objectives over the next five years. Phase I will establish the necessary foundations, Phase II will expand MU's academic and community engagement efforts, and Phase III will optimize operations and position the University on the global stage. Each phase builds on the previous one, ensuring that MU develops progressively and adapts to both internal and external challenges. Through careful planning, execution, and assessment, MU will emerge as a leading institution in Nepal and beyond, contributing significantly to education, research, and community development.

4.4. Monitoring, Evaluation, Accountability, and Learning (MEAL)

To ensure the effective implementation of the Five-Year Strategic Plan of Action (2082/82-2086/87), Mid-West University (MU) will establish a robust system for Monitoring, Evaluation, Accountability, and Learning (MEAL). This system will be critical in tracking the progress of strategic initiatives, measuring their impact, and fostering continuous improvement. The MEAL framework will not only assess whether activities are being executed as planned but also provide insights on how well the University's strategies are achieving their desired outcomes and contributing to long-term goals. This approach ensures transparency, informed decision-making, and accountability at all levels. In coordination with various entities, committees, and work teams, Planning, Development, and Monitoring Directorate (PDMD) will undertake the task of overall accomplishment of MEAL initiatives of the University.

Monitoring will be the first component of the MEAL framework, focused on tracking ongoing activities, ensuring they are aligned with the University's strategic objectives, and identifying potential issues early. The monitoring process will involve regular data collection from various departments, academic programs, and projects, through key performance indicators (KPIs) identified for each strategic objective. Monitoring will take place through monthly and quarterly reports generated by each department and campus, and these will be reviewed by the University's central administration. The use of digital tools and systems such as the Enterprise Resource Planning (ERP) and Education Management Information System (EMIS) will play a pivotal role in real-time tracking and data management, enabling quick assessments and timely interventions.

Evaluation will be conducted at strategic intervals to assess the overall effectiveness and impact of the planned activities. Evaluation will focus on determining whether the objectives set out in the strategic plan are being achieved, the quality of the outcomes, and whether the desired impact is being realized at the institutional, community, and national levels. Both formative evaluations (conducted during the implementation phase to provide insights for adjustments) and summative evaluations (conducted at the end of each major phase or at the conclusion of the plan period) will

be conducted. External evaluators with expertise in higher education, research, and development will be engaged to ensure impartiality, objectivity, and alignment with international best practices.

Accountability will be a core principle throughout the MEAL process, ensuring that the University remains responsible to all stakeholders, including students, faculty, staff, partners, donors, and the local community. To uphold accountability, MU will create clear mechanisms for stakeholders to voice concerns, provide feedback, and participate in the decision-making process. This will involve regular consultations with key stakeholders, such as community leaders, industry partners, and government representatives, through focus groups, town hall meetings, and surveys. Transparency in the use of resources, including the publication of financial reports and project progress, will be essential in building trust and demonstrating that MU is fulfilling its commitments.

Learning will be embedded within the MEAL framework as a continuous feedback loop aimed at fostering improvement and innovation. As part of the learning process, the results of monitoring and evaluation will be used to identify strengths, weaknesses, and opportunities for growth. This data will inform future planning, guide decision-making, and facilitate adaptive strategies to overcome challenges encountered during implementation. Regular knowledge-sharing platforms, such as workshops, seminars, and internal reports, will ensure that lessons learned are disseminated across the University and that stakeholders are kept informed of progress. Additionally, a learning culture will be cultivated within MU, encouraging experimentation, innovation, and the iterative refinement of strategies.

To further strengthen the MEAL framework, institutionalized review processes will be established. These reviews will be conducted annually, in which departments and key stakeholders assess performance against strategic objectives. The reviews will be comprehensive, looking at both quantitative data (such as KPIs, financial records, and student outcomes) and qualitative data (such as stakeholder feedback and faculty insights). This process will ensure that the University remains agile and responsive, capable of refining its approach and realigning resources where necessary. MU will also empower PDMD to act as a dedicated MEAL Unit responsible for coordinating all aspects of monitoring, evaluation, accountability, and learning, which will report directly to the University leadership.

In conclusion, the MEAL framework will serve as the foundation for ensuring that MU's strategic plan is implemented efficiently and effectively. By systematically tracking progress, assessing outcomes, ensuring accountability, and fostering a culture of continuous learning, MU will not only improve its internal operations but also enhance its long-term impact. The MEAL system will provide critical insights into how well MU is meeting its objectives, allow for data-driven decision-making, and ensure that the University remains responsive to the evolving needs of its stakeholders and the broader educational environment.

4.5. Conclusions

This section has outlined a strategic approach for Mid-West University's infrastructure, digital transformation, and sustainability initiatives. To provide a comprehensive and evolving paradigm-based structure and design, the integration of AI, IoT, and Big Data into the curricula and research is key to enhancing academic offerings, improving operational efficiency, and preparing students for future technological advancements.

These technologies will be seamlessly woven into the university's academic programs, ensuring that both students and faculty are equipped with the necessary skills and tools for tomorrow's challenges. The incorporation of AI-driven research methodologies and data analytics aligns with the institution's goal of fostering innovation and maintaining global competitiveness. Furthermore, the emphasis on smart infrastructure, including the development of high-tech laboratories and digital platforms, will create an adaptable and resilient learning environment.

In addition to technological advancements, Mid-West University is also committed to sustainability. The focus on green campus initiatives, including energy-efficient buildings and eco-friendly practices, highlights the university's dedication to environmental responsibility. By embedding sustainability into every aspect of its operations, from infrastructure development to community engagement, the university is poised to make a significant impact on both local and global scales.

Finally, the strategic plan stresses the importance of collaboration, both locally and internationally. By fostering partnerships with global institutions, the university enhances its academic offerings and research capabilities, positioning itself as a key player in the international academic community. Through these collaborative efforts and continued investment in infrastructure, Mid-West University is set to transform into a globally recognized leader in education, innovation, and societal impact.

SECTION - V

METHODS USED

5.1. Introduction

The Five-Year Strategic Plan of Action (2082/83–2086/87) of Mid-West University (MU) has been prepared through a systematic, participatory, and evidence-informed planning process. The methods adopted were designed to ensure analytical rigor, institutional ownership, contextual relevance, and strategic coherence, while aligning the plan with national higher education policies, federal restructuring, regional development priorities, and emerging global trends in higher education.

This section outlines the methodological approaches, tools, and processes employed in the formulation of the Strategic Plan, highlighting how diverse sources of evidence and stakeholder perspectives were integrated to produce a realistic, implementable, and future-oriented roadmap for the University.

5.2. Scope of Work and Deliverables

The scope of work for the strategic planning exercise encompassed a comprehensive review of the University's academic, research, administrative, infrastructural, financial, and governance systems. The planning process aimed to assess the current institutional status, identify strategic gaps and opportunities, and define priority directions for the next five years.

Key deliverables under this scope included:

- a. Performing a situational analysis of Mid-West University within the national and regional higher education landscape.
- b. Identification of strategic objectives aligned with the University's vision, mission, and federal context.
- c. Formulation of objective-driven action programs with measurable Key Performance Indicators (KPIs).
- d. Development of a phased implementation roadmap.
- e. Establishment of monitoring, evaluation, and learning linkages to support effective execution.

Such a defined scope of work and its associated deliverables provided a structured and outcome-oriented foundation for the strategic planning exercise. By clearly delineating analytical boundaries, expected outputs, and planning priorities, the process ensured coherence between institutional diagnosis, strategic intent, and actionable programming. This clarity of scope not only strengthened the internal consistency of the Strategic Plan but also enhanced its feasibility, accountability, and alignment with national higher education policy frameworks and regional development imperatives.

5.3. Formation of Work Teams

To ensure institutional ownership and multidisciplinary input, the strategic planning process was supported by the formation of dedicated work teams and committees (Appendices B, C, and D). These teams comprised senior academic leaders, administrative officials, faculty members from diverse disciplines, planning and finance personnel, and technical experts.

The work teams were responsible for thematic analysis, sectoral inputs, data validation, and drafting of relevant sections of the plan. Their composition ensured representation across schools, campuses, and functional units, fostering a whole-of-university approach to strategic thinking and planning.

5.4. Desk Research and Document Review

Extensive desk research constituted the core analytical foundation of the Five-Year Strategic Plan of Action. The desk review process was led and consolidated by Professor Chandra Prasad Rijal, an expert member in the Planning Council of the University, who assumed principal responsibility for drafting the Strategic Plan by synthesizing analytical outputs, institutional reviews, and evidence generated by multiple thematic teams. This consolidation role ensured methodological consistency, analytical coherence, and alignment across diverse inputs gathered throughout the planning process.

The desk research involved a systematic and critical review of national and sectoral policy instruments governing higher education and public institutions, including constitutional provisions, federal governance frameworks, relevant acts, regulations, directives, and policy guidelines. More emphasis was placed on ensuring alignment with the evolving federal structure of Nepal and the emerging roles and responsibilities of universities within provincial and regional development contexts.

In parallel, the review covered University Grants Commission (UGC) policies, strategic frameworks, quality assurance and accreditation standards, financing modalities, and performance assessment criteria. This enabled the Strategic Plan to remain compliant with regulatory expectations while positioning Mid-West University to strengthen quality, accountability, and competitiveness within the national higher education system.

At the institutional level, an in-depth examination of Mid-West University's previous strategic plans, drafts of other alternative plans, annual progress reports, academic calendars, audit reports, policy decisions, and internal governance documents was undertaken. These materials provided critical insights into institutional trajectories, implementation gaps, recurring challenges, and areas of demonstrated strength. Lessons drawn from past planning and execution experiences directly informed the prioritization, sequencing, and feasibility considerations embedded in the current Strategic Plan.

The desk review was further enriched through the integration of findings emerging from site visits, stakeholder consultations, executive-level discussions, and formal committee deliberations conducted during the planning period. Reports and observations generated through these engagements were systematically analyzed and cross-referenced with documentary evidence, allowing for triangulation of data and validation of emerging strategic themes.

In addition, relevant national and international best practices in university governance, digital transformation, research and innovation management, sustainability, and community engagement were reviewed to benchmark Mid-West University's aspirations against comparable institutions and global trends. These comparative insights informed the articulation of strategic directions that are both context-sensitive and forward-looking.

The desk research and document review process enabled an evidence-based diagnosis of institutional strengths, weaknesses, risks, and opportunities. It ensured that the Strategic Plan is grounded in empirical analysis, responsive to stakeholder realities, and aligned with regulatory,

policy, and developmental imperatives. This methodological rigor substantially enhanced the credibility, coherence, and relevance of the Strategic Plan from the lens of its potential for effective implementation.

5.5. Executive Meetings and Leadership Consultations

A series of structured leadership consultations, followed by executive meetings were undertaken with the Vice-Chancellor, Registrar, members of the Executive Council, the Planning Council, and other senior academic and administrative officials of the University. These engagements constituted a critical governance-led layer of the strategic planning process, ensuring that institutional leadership perspectives were systematically integrated into the formulation of the Strategic Plan.

The inputs provided by the Vice-Chancellor, Registrar, and deans of different graduate schools of the University offered shared-perspectives with strategic guidance on institutional vision, policy priorities, organizational reform, and long-term positioning of Mid-West University within the universal higher education landscape. Likewise, substantive feedback and deliberations emerging from meetings of the Planning Council were carefully reviewed and incorporated with due consideration, strengthening strategic alignment, internal coherence, and institutional realism.

In addition, the proceedings and outputs of thematic workshops conducted by various subject-specific teams, as well as the deliberations of the Drafting Team, played an instrumental role in shaping the Strategic Plan. These forums enabled critical reflection on analytical findings, refinement of strategic options, and validation of proposed priorities through informed dialogue and collective reasoning (Appendices B, C, and D).

Collectively, these executive consultations, council deliberations, and workshop processes facilitated consensus-building on key strategic choices, validated evidence-based analyses, and reinforced leadership ownership of the plan. As a result, the vision, mission, strategic objectives, and overall implementation logic of the Strategic Plan were refined with clarity, consistency, and policy coherence, ensuring strong institutional commitment to its execution.

5.6. Stakeholder Consultations

Recognizing that a credible and implementable strategic plan must be grounded in broad-based ownership and contextual realities, the formulation of the Five-Year Strategic Plan of Action was informed by extensive and structured stakeholder consultations conducted at multiple levels of the University system and beyond (Appendices B, C, and D). The consultation process was designed to ensure inclusivity, transparency, and responsiveness, reflecting Mid-West University's commitment to participatory governance and social accountability.

At the institutional level, consultations were held with the University's top leadership, senior academic and administrative officials, faculty members, and professional staff. These interactions provided critical insights into institutional priorities, operational challenges, capacity constraints, and reform aspirations. Higher emphasis was placed on engaging academic leadership and functional units to capture discipline-specific perspectives and system-wide concerns.

At the campus level, discussions were conducted with campus executives, head of departments, members of the teaching faculty and administrative staff, and student representatives of the different graduate school-based central and constituent campuses. These engagements enabled the planning team to understand campus-specific realities, regional disparities, infrastructure needs,

programmatic priorities, and service delivery challenges. Inputs from campus-level consultations ensured that the Strategic Plan remains sensitive to geographic diversity and grounded in the lived experiences of the University's decentralized units.

In addition to internal stakeholders, the planning process actively incorporated feedback from external stakeholders, including alumni, local government representatives, development partners, industry and professional bodies, and community stakeholders. These consultations provided valuable perspectives on labor market relevance, community engagement, partnership opportunities, regional development needs, and the societal role of the University within the federal governance framework.

Stakeholder consultations were conducted through a combination of formal meetings, focused group discussions, workshops, and structured feedback mechanisms. Inputs received through these platforms were systematically documented, analyzed, and synthesized, and were cross-referenced with findings from desk research, site visits, and executive deliberations. This triangulated approach ensured that stakeholder feedback meaningfully informed strategic priorities, programmatic choices, and implementation considerations.

The stakeholder consultation process substantially strengthened the relevance, legitimacy, and social responsiveness of the Strategic Plan. By integrating perspectives from University leadership, academic and administrative units, constituent campuses, students, and external partners, the planning process ensured that strategic priorities were grounded in institutional realities and societal needs. This inclusive approach reinforced shared ownership, enhanced policy alignment, and positioned Mid-West University as a responsive and accountable public institution within Nepal's evolving federal higher education framework.

5.7. Observation and Field Visits

As an integral component of the strategic planning methodology, systematic observation and field visits were undertaken across the University's central campuses, constituent campuses, academic institutions, administrative units, and major infrastructure sites (Appendix D). These visits were designed to generate first-hand understanding of institutional operations, academic delivery environments, physical infrastructure conditions, human resource deployment, and service delivery mechanisms within diverse geographic and socio-economic contexts.

The field engagements enabled direct interaction with faculty members, administrative staff, students, and campus leadership, allowing the planning team to capture lived institutional experiences, operational bottlenecks, resource constraints, and emerging opportunities. Observations made during these visits provided critical insights into disparities in infrastructure readiness, digital capacity, academic quality, and administrative efficiency across campuses.

Findings from the field visits complemented secondary data reviews and stakeholder consultations, strengthening the overall evidence base of the Strategic Plan. These insights directly informed infrastructure development strategies, campus-wise prioritization of investments, phased implementation planning, and the formulation of region-sensitive academic programs and outreach interventions tailored to the needs of Karnali Province and adjoining regions.

5.8. Sub-Committee Assessments and Thematic Analysis

To ensure analytical depth and sector-specific rigor, the strategic planning process was supported by the formation of dedicated thematic sub-committees (Appendices B, C, and D). These sub-

committees were tasked with conducting in-depth assessments across key strategic domains, including academic programs and curriculum development, research and innovation, digitalization and automation, infrastructure development, governance systems, and financial sustainability.

Each sub-committee comprised subject-matter experts, senior academics, administrative officials, and technical personnel, ensuring multidisciplinary perspectives and practical relevance. The sub-committees employed a range of analytical tools, including situational diagnostics, trend and gap analysis, benchmarking, feasibility assessment, and risk identification, to generate evidence-based and actionable recommendations.

The findings, strategic options, and recommendations generated by the sub-committees were systematically documented and synthesized into thematic reports. These outputs were subsequently consolidated into the overall strategic framework, ensuring coherence across objectives, alignment with institutional priorities, and balance between academic ambition, operational feasibility, and resource availability.

5.9. Validation and Approval Process

The draft Five-Year Strategic Plan of Action underwent a structured and iterative validation and approval process to ensure institutional ownership, technical soundness, and policy alignment. This process involved multiple stages of internal review, consultation workshops, and refinement, engaging academic institutions, administrative units, planning bodies, and senior leadership of the University.

Feedback and recommendations received during the validation phase were carefully examined, reconciled, and incorporated where appropriate to enhance clarity, internal consistency, strategic alignment, and implementability. Attention was given to aligning objectives, action programs, and performance indicators with statutory mandates, regulatory frameworks, and resource realities.

Upon completion of the validation process, the Strategic Plan was formally reviewed and approved by the competent university authorities in accordance with established governance procedures. The finalized document thus represents a collectively endorsed institutional roadmap and provides a legitimate, authoritative, and actionable basis for implementation, monitoring, and evaluation over the five-year period.

5.10. Conclusions

The methodological approach adopted in the preparation of the Five-Year Strategic Plan of Action reflects Mid-West University's strong commitment to evidence-based, participatory, and accountable institutional development. By integrating field-based observations, thematic expertise, data-driven analysis, and inclusive stakeholder consultation, the planning process ensured that strategic priorities are both visionary and grounded in institutional realities.

This comprehensive and systematic methodology has strengthened the credibility, relevance, and ownership of the Strategic Plan across the University community. It provides a solid foundation for effective implementation, adaptive learning, and continuous improvement, thereby enhancing the University's capacity to achieve sustainable academic excellence, institutional resilience, and meaningful societal impact throughout the plan period and beyond.

APPENDIX - A

PLAN OF ACTION (2082/83 – 2086/87)

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
1. Academic Excellence	1.1. Endorsement of a university-wide holistic policy on academic excellence, with needful periodic revisions	*	*	*	*	*	A holistic policy endorsement in coordination with all graduate schools; Planning, Development and Monitoring Directorate (PDMD)
	1.2. Revision of existing university policy on university-wide digitalization and automation, with needful further revision	*	*	*	*	*	Situational and timely policy adaptation in coordination with all graduate schools and PDMD
	1.3. New design, revise, or redesign academic curricula to integrate emerging technologies and interdisciplinary approaches	57	10	8	7	5	100 percent attainment of curricular updates, redesign, or new design with interdisciplinary approaches; respective graduate schools in coordination with Curriculum Development Directorate (CDD)
	1.4. Launch new academic programs that address regional needs such as sustainable agriculture, public health, and climate resilience	10	10	8	7	5	Introduction of new academic programs in reflection with national and regional priorities; respective graduate schools in coordination with CDD
	1.5. Develop and strengthen industry-academia linkages to provide students with hands-on experience and improve employability	25	75	100	75	25	Promotion of internship, apprenticeship, and capstone projects and curricular innovation through industry collaboration

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
	1.6. Conduct student tracer research embedding their perceived satisfaction and career status	1	1	1	1	1	University-wide annual tracer research to reveal their level of perceived satisfaction on MU education and career status
	1.7. Initiate mini research projects covering all academic landscape of the University	30	40	50	80	100	Annual continuity of mini research interventions
	1.8. Initiate faculty research projects covering all academic landscape of the University	15	20	25	30	35	Annual continuity of faculty research interventions
	1.9. Initiate collaborative research and innovation projects in collaboration with different HEIs and Institutions globally	2	5	7	8	10	Annual continuity of collaborative research interventions
	1.10. Organize faculty and staff training and development programs for capacity building	5	7	10	12	15	Periodic events with at least 40 beneficiary participants per event
	1.11. Initiate quality assurance and accreditation at all three levels – Program, Institution, and University	2	8	10	7	5	Achievement of national and international certification and accreditation of the various academic programs, higher education institutions and the University
	1.12. Obtain national and international institutional membership, recognition, and quality certification	2	3	5	7	10	Annually progress attainment of national and international recognition and certification of the HEIs within MU umbrella

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
	1.13. Achieve University ranking by taking part with providing data for assessment	*	*	*	*	*	Attainment of QS World University Ranking within top 1,500 universities in the world
2. Research, Innovation, and Promotion	2.1. Institutionalize a university-wide holistic policy adaptation on research, innovation, and promotion as per developing requirements, market needs and world scenarios	*	*	*	*	*	In coordination with respective graduate schools and PDMD, Research Directorate (RD) undertakes the responsibility
	2.2. Establish Research Management Cells (RMC) across each HEI	3	5	8	10	5	Each HEI having a functional RMC in place
	2.3. Establish specialized research centers and innovation hubs	3	5	3	3	1	Establishment of at least 5 innovation hubs and 10 research management cells across higher education institutions
	2.4. Organize national academic conferences through various graduate Schools and Constituent and Affiliated HEIs	3	4	5	6	10	Promotion of research culture and knowledge exchange through national collaborations
	2.5. Organize international academic conferences through various graduate Schools and Constituent and Affiliated HEIs	2	3	4	5	6	Promotion of research culture and exchange of knowledge through international collaborations
	2.6. Develop faculty research capacity through grants, workshops, collaboration opportunities, and attainment of patents	1	3	4	5	6	Organize training programs, workshops, collaborative research proposal submissions, and facilitate MU faculty and institutions achieve patents

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
3. Sustainable Infrastructure Development	3.1. Enact University policy on Smart, green, and climate resilient infrastructure development	1					University policy specifying specifications for smart and climate resilient infrastructure development; RD is responsible for policy coordination
	3.2. Develop/upgrade campuses with green and SMART technologies	4	5	6	7	8	Annual incremental development and upgradation
	3.3. Digitalize total infrastructure of the University	*	*	*	*	*	Digitalization of total land and building and other fixed infrastructure of the University
	3.4. Develop new smart infrastructure that integrate sustainability and digital tools into all facilities	4	2	3	4	5	All academic and administrative infrastructure to be developed or transformed into SMART infrastructure
	3.5. Build high-tech/superspecialty laboratories and research centers	1	1	1	1	1	At least one facility developed each year
	3.6. Initiate green and smart campus initiatives	*	*	*	*	*	Undertaking of University-wide gardening, fruiting, and vegetation and other initiatives
	3.7. Adopt 3R policy across the University	*	*	*	*	*	Development, upscaling, and implementation of relevant policy and working protocols
4. Digitalization and Automation	4.1. Accomplish timely update/review of the existing policies and operational guidelines on University-wide digitalization and automation	*	*	*	*	*	Development, upscaling, and implementation of relevant policy premises, performance indicators, and working protocols

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
	4.2. Procure workforce for digitalization and automation initiatives	5	10	4	3	3	ICT team of 25 specialists in place covering all institutions and Central Office
	4.3. Equip Central ICT Unit and academic institution-based ICT Sub-Units with minimum required technology and Internet connectivity	5	10	4	3	3	Infrastructure set up for ICT system functionalization
	4.4. Provide training for all users including students, faculty and administrative staff	*	*	*	*	*	Training on ICT systems orientation and operation
	4.5. Implement University and institution-wide digitalization (EMIS, CMS, ERP, LMS, Mobile Apps)	5	10	5	4	3	All academic institutions operate using their respective ERP and LMS
	4.6. Leverage AI-driven tools, digital platforms, and research methodologies embedding with curricula and LMS	*	*	*	*	*	All academic curricula and LMS systems of the University embed AI-driven technologies
	4.7. Undertake cybersecurity and digital data management across the University	*	*	*	*	*	Development and enactment of policy, procedures, and working protocols
5. Partnership and Collaboration	5.1. Strengthen strategic collaborations with national and international institutions	2	5	5	5	5	Collaborative arrangements: MOUs and Agreements
	5.2. Launch student exchange programs	20	50	75	100	125	Tow-way student exchange initiatives
	5.3. Launch faculty exchange programs	10	20	30	40	50	Tow-way faculty exchange initiatives

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
	5.4. Initiate joint-international collaborative research projects	1	2	3	4	5	MU institutional involved in international collaborative research projects
	5.5. Initiate joint international research and publication initiatives	2	4	5	7	10	Implementation of collaborative research projects and collaborative publications
	5.6. MU obtaining University level accreditation from UGC	*	*	*	*	*	Ongoing process
	5.7. MU participating in international accreditation process	*	*	*	*	*	MU receiving different international recognition, certification, and accreditation
	5.8. Facilitate MU Institutions participating in international accreditation process	2	3	4	5	6	Facilitation of MU Institutions participating in International recognition, certification, and accreditation processes
6. Community Engagement and Social Responsibility	6.1. Increase community engagement through introduction of outreach projects and service-learning initiatives	2	10	12	15	20	Promotion of community engagement initiatives
	6.2. Align academic programs with sustainable development goals (SDGs)	50	15	10	5	3	LMDP Framework-based curricula to be aligned with SDGs as per the nature of academic programs and various courses taught
	6.3. Organize local and regional economic development intensive discourses	2	3	4	6	10	Seminars, workshops, dialogues, policy marathons, etc.
	6.4. Launch local entrepreneurship and regional economic development intensive projects	2	3	3	3	3	Launching of social impact projects with local and regional collaborations

Strategic Objectives	Key Activities	Year-Wise Milestones/Thresholds					Remarks
		2082-83	2083-84	2084-85	2085-86	2086-87	
	6.5. Facilitate MU graduates in self-employment and entrepreneurship initiatives	50	100	150	200	300	Fresh MU graduates opting entrepreneurship promotion initiatives through University support
7. Governance and Financial Sustainability	7.1. Improve institutional governance systems by incorporating GEDSI approach and embedding transparency, accountability, and financial sustainability protocols and working procedures	*	*	*	*	*	Improved governance and financial sustainability of the University
	7.2. Accomplishment of annual financial audits, social impact audits, and compliance audits at all levels	*	*	*	*	*	A University-wide mandatory provision with enactment
	7.3. Increasing university's revenues from non-government funding	*	*	*	*	*	Incremental revenue collection annually
	7.4. Diversify MU's financial resources through endowments, partnerships and private sector participation	*	*	*	*	*	Collection of funds worth at least NRs. 500,000,000.00
	7.5. Secure additional funds for University development from other non-academic activities	*	*	*	*	*	Collection of at least NRs. 250,000,000.00 during the five-year period
	7.6. Attainment of digital payment and receipt systems	*	*	*	*	*	University-wide intervention in place
	7.7. Implement efficient financial management systems	*	*	*	*	*	With reduced level of operational costs; improved level of annual budget expenditure and execution ratios; digital receipt and payment systems

*As applicable

APPENDIX – B

APPROVAL COMMITTEE OF FIVE-YEAR STRATEGIC PLAN

SN	Name	Designation	Responsibility/Institution
1.	Prof. Dr. Dhruba Kumar Gautam	Vice-Chancellor	President, Planning, Development and Monitoring Council
2.	Prof. Dr. Shobhakhar Kandel	Registrar	Member, Planning, Development and Monitoring Council
3.	Prof Dr. Yam Bahadur Karki	Dean	Member, Planning, Development and Monitoring Council
4.	Prof. Dr. Binod Basyal	Dean	Member, Planning, Development and Monitoring Council
5.	Prof. Chandeshwar Prasad Shriwastav	Dean	Member, Planning, Development and Monitoring Council
6.	Asso. Prof. Dr. Rajan Suwal	Dean	Member, Planning, Development and Monitoring Council
7.	Asso. Prof. Dr. Ananda Prasad Subedi	Dean	Member, Planning, Development and Monitoring Council
8.	Asso. Prof. Dr. Purnaman Shreshtha	Dean	Member, Planning, Development and Monitoring Council
9.	Asso. Prof. Dr. Deepak Bahadur Adhikari	Dean	Member, Planning, Development and Monitoring Council
10.	Prof. Dr. Chandra Prasad Rijal	Professor	Expert Member, Planning, Development and Monitoring Council
11.	Assist. Prof. Dr. Bishnu Kumar Khadka	Executive Director	Member-Secretary, Planning, Development and Monitoring Council

FIVE-YEAR STRATEGIC PLAN DEVELOPMENT CORE COMMITTEE

SN	Name	Responsibility	Designation, Institution
1.	Assist. Prof. Dr. Bishnu Kumar Khadka	Coordinator	Executive Director, Planning, Development and Monitoring Directorate
2.	Prof. Dr. Chandra Prasad Rijal	Technical Lead Expert	Expert Member, Planning, Development and Monitoring Council
3.	Assist. Prof. Dr. Resham Bahadur Bist	Member	Head of Department, English, Graduate School of Humanities and Social Sciences
4.	Assist. Prof. Dr. Prem Kumari Dhakal	Member	Assistant Professor, Graduate School of Education
5.	Assist. Prof. Dr. Anup Basnet Kshetri	Member	Assistant Professor, Graduate School of Science and Technology
6.	Assist. Prof. Rishi Khanal	Member	Assistant Professor, Mid-West University School of Management (MUSOM)
7.	Assist. Prof. Lalit Jung Shahi	Member	Assistant Professor, Graduate School of Humanities and Social Sciences
8.	Assist. Prof. Kamal Raj Lamsal	Member	Assistant Professor, Graduate School of Humanities and Social Sciences
9.	Assist. Prof. Anil Kumar Gurung	Member	Assistant Professor, Graduate School of Science and Technology

APPENDIX - C**EDITORIAL TEAM OF THE FIVE-YEAR STRATEGIC PLAN**

Advisory Board		
1.	Prof. Dr. Dhruba Kumar Gautam	
2	Prof. Dr. Panna Thapa	
3.	Prof. Dr. Shobhakhar Kandel	
4.	Asso. Prof. Dr. Amrit Kumar Sharma, Gaire	
5.	Prof. Dr. Yam Bahadur Karki	
6.	Asso. Dr. Arjun Bahadur Aidi	
7.	Assist. Prof. Narayannath Yogi	
Editorial Board		
1.	Prof. Dr. Chandra Prasad Rijal	Editor-in-Chief
2.	Assist. Prof. Dr. Bishnu Kumar Khadka	Editor
3.	Assist. Prof. Dr. Laxmi Prasad Acharya	Editor
4.	Assist. Prof. Dr. Yadu Prasad Gyawali	Editor
5.	Assist. Prof. Dr.Pushpa Raj Acharya	Editor
6.	Assist. Prof. Dr. Aishwarya Prasad Dhakal	Editor
7.	Assist. Prof. Khem Raj Rawat	Editor

APPENDIX - D**DRAFTING TEAM OF THE FIVE-YEAR STRATEGIC PLAN**

SN	Name	Designation
1.	Prof. Chandra Prasad Rijal, PhD	Coordinator
2.	Prof. Dr. Narayan Prasad Paudel	Member
3.	Asso. Prof. Dr. Amrit Kumar Sharma Gaire	Member
4.	Assist. Prof. Dr. Sushil Kumar Shahi	Member
5.	Assist. Prof. Dr. Resham Bahadur Bist	Member
6.	Assist. Prof. Rishi Khanal	Member
7.	Assist. Prof. Ram Prasad Kandel	Member
8.	Assist. Prof. Mukunda Prasad Sharma	Member
9.	Narayan Prasad Kandel	Member
10.	Sher Bahadur K.C.	Member
11.	Dinesh Gautam	Member

APPENDIX - E

WORK TEAMS GENERATING THEMATIC INPUTS

SN	Name	Responsibility
Theme 1: Situation Analysis		
1.	Assist. Prof. Rishi Khanal	Coordinator
2.	Assist. Prof. Bhiusing Budha	Member
3.	Assist. Prof. Sharada Paudel	Member
4.	Assist. Prof. Harendra K. C.	Member
5.	Assist. Prof. Bhanubhakta Adhikari	Member
6.	Assist. Prof. Khum Bahadur Khadka	Member
7.	Assist. Prof. Bamdev Gyawali	Member
8.	Assist. Prof. Hari Bishnu Oli	Member
9.	Assist. Prof. Panchdev Bhatta	Member
10.	Sailendra Pathak	Member
11.	Jagat Raj Dhakal	Member
Theme 2: Academic Quality Enhancement and Student Welfare		
1.	Assist. Prof. Dr. Prem Kumari Dhakal	Coordinator
2.	Assist. Prof. Khagendra Prasad Adhikari	Member
3.	Assist. Prof. Sabita Dhungana	Member
4.	Assist. Prof. Rupa Thapa	Member
5.	Assist. Prof. Kalpana Paudel	Member
6.	Assist. Prof. Kamala Kumari Tiwari	Member
7.	Assist. Prof. Dipak Kumar Thapa	Member
8.	Kamal Bahadur Sijapati	Member
9.	Bibek Khadka	Member
10.	Jagat Jung Shahi	Member
11.	Prakash B.K.	Member
Theme 3: Human Resource Management		
1.	Assist. Prof. Dr. Resham Bahadur Bista	Coordinator
2.	Assist. Prof. Tej Bikram Basnet	Member
3.	Assist. Prof. Dr. Ammar Bahadur Rokaya	Member
4.	Assist. Prof. Dr. Bhim Bahadur Khadka	Member
5.	Assist. Prof. Bed Prakash Dhakal	Member
6.	Assist. Prof. Gitaram Dhakal	Member
7.	Assist. Prof. Ashish Baral	Member
8.	Tulsi Gharti	Member
9.	Surya Prakash Kandel	Member
10.	Ajit Baudel	Member
11.	Bharat Dhamala	Member
Theme 4: Institutional Capacity Enhancement and Sustainable Development		
1.	Assist. Prof. Lalit Jung Shahi	Coordinator
2.	Assist. Prof. Narendra Prakash Sawad	Member
3.	Assist. Prof. Yagya Prasad Upadhyaya	Member
4.	Assist. Prof. Moti Prasad Giri	Member
5.	Assist. Prof. Yak Raj Sharma	Member
6.	Assist. Prof. Kamal Bahadur Singh	Member

SN	Name	Responsibility
7.	Assist. Prof. Dabal Bahadur Budha	Member
8.	Assist. Prof. Er. Mukesh Kafle	Member
9.	Sindhu Dahal	Member
10.	Shanti Prasad Regmi	Member
11.	Bablu Gurung	Member
Theme 5: Research, Innovation, and Entrepreneurship		
1.	Assist. Prof. Dr. Anup Basnet Kshetri	Coordinator
2.	Assist. Prof. Dr. Karan Singh Dhimi	Member
3.	Assist. Prof. Dr. Ram Suresh Yadav	Member
4.	Assist. Prof. Dr. Dhanush Chandra Pathak	Member
5.	Assist. Prof. Parbati Kumari Upadhyay	Member
6.	Assist. Prof. Dr. Pushkar Nath Rijal	Member
7.	Assist. Prof. Dr. Sarparaj Rokaya	Member
8.	Assist. Prof. Dambar Bahadur Khadka	Member
9.	Assist. Prof. Dr. Madan Mani Sapkota	Member
10.	Assist. Prof. Dr. Khopiram Woli Kshetri	Member
11.	Assist. Prof. Pushkar Sapkota	Member
Theme 6: Physical Infrastructure, Technology Promotion, and Financial Management		
1.	Assist. Prof. Anil Kumar Gurung	Coordinator
2.	Assist. Prof. Laxman Singh	Member
3.	Assist. Prof. Bikram Bahadur Khadka	Member
4.	Assist. Prof. Mohan Raj Bhatta	Member
5.	Assist. Prof. Rajendra Prasad Dhital	Member
6.	Assist. Prof. Er. Govinda Khatri	Member
7.	Assist. Prof. Krishna Prasad Chapai	Member
8.	Assist. Prof. Er. Prabin Bhusal	Member
9.	Er. Sunil Tiwari	Member
10.	Madhav Prasad Pandey	Member
11.	Amrit Shahi	Member
Theme 7: Good Governance, Collaboration, and International Relations Development		
1.	Assist. Prof. Kamal Raj Lamsal	Coordinator
2.	Assist. Prof. Bhupendra Bahadur Shahi	Member
3.	Assist. Prof. Binaram Bhandari	Member
4.	Assist. Prof. Nirmal Kumar Thapa	Member
5.	Assist. Prof. Khushal Budhathoki	Member
6.	Assist. Prof. Toyenath Pahadi	Member
7.	Assist. Prof. Krishna Prasad Nyaupane	Member
8.	Assist. Prof. Tribhuvan B.C.	Member
9.	Rachana Bista	Member
10.	Saraswati Pant	Member
11.	Devichandra Pandey	Member

APPENDIX - F

GRADUATE SCHOOL & AUTONOMOUS INSTITUTION-WISE ACADEMIC PROGRAMS ON OFFER

As of January 2026

SN	Graduate School	Academic Levels			
		Bachelor's Degree	Master's Degree	Master of Philosophy (MPhil)	Doctoral Degree
1.	Graduate School of Agriculture and Forestry	BSc-Ag	-	-	-
2.	Graduate School of Education	Bachelor of Education (BEd) in - Nepali Education, English Education, Mathematics Education, Population Education, Health Education, Education Planning and Management, Science Education, Special Needs Education, and One-Year BEd	Master of Education (MEd) in - Nepali Education, English Education, Mathematics Education, Population Education, Health Education, Education Planning and Management, and Curriculum and Evaluation	MPhil Leading to PhD with 7 areas of specialization (Managed by Office of the Dean)	
3.	Graduate School of Engineering	BE Civil Engineering BE Computer Engineering BE Hydropower Engineering	MSc Construction Management MSc Structural Engineering MSc Computer Engineering	-	-
4.	Graduate School of Humanities and Social Sciences	Bachelor of Arts (BA) in - Nepali, English, Mathematics, Social Work, Journalism and Mass Communication, Development Economics, Sociology, Rural Development, and International Relations and Diplomacy	Master of Arts (MA) in - Nepali, English, Social Work, Journalism and Mass Communication, Development Economics, Sociology, Conflict and Peace Studies, International Relations and	MPhil Leading to PhD with 12 areas of specialization (Managed by Office of the Dean)	

SN	Graduate School	Academic Levels			
		Bachelor's Degree	Master's Degree	Master of Philosophy (MPhil)	Doctoral Degree
			Diplomacy, Anthropology, Folklore and Cultural Studies, International Cooperation and Development, Local Economic Development		
5.	Graduate School of Law	BA-LLB	-	-	-
6.	Graduate School of Management	BBA, BBS, BHM, BTTM	MBA, MBS, MPA	MPhil in Management PhD in Management (Managed by Office of the Dean)	
7.	Graduate School of Medicine and Public Health	-	-	-	-
8.	Graduate School of Science and Technology	BSc (Physical Group) BSc (Biological Group) BSc Environment Science BSc CSIT BIT	MSc Physics MSc Natural Resource Management	-	-
9.	Mid-West University School of Management (Autonomous Institution of MU)	BBA	MBA	-	-

APPENDIX - G

HIGHER EDUCATION INSTITUTIONS (HEI) DETAILS WITH
ACADEMIC PROGRAMS ON OFFER

As of January 2026

SN	Name of the HEI and Location	Contact Phone/Email	Academic Degrees on Offer
1.	Mid-West University, Graduate School of Agriculture and Forestry (MU-GSAF), Central Campus, Bheriganga-Lekbeshi Municipality, Surkhet, Karnali Province	+977-83-590458 gsaf@mu.edu.np	BSc-Ag
2.	Mid-West University, Graduate School Education (MU-GSEd), Central Campus, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-523485 gsedu@mu.edu.np	BEd, One-Year BEd, MEd
3.	Mid-West University, Graduate School Engineering (MU-GSEr), Central Campus, Sano Surkhet, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-523284 gser@mu.edu.np	BE, MSc
4.	Mid-West University, Graduate School Humanities and Social Sciences (MU-GSHSS), Central Campus, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-520228 gshss@mu.edu.np	BA, MA
5.	Mid-West University, Graduate School Law (MU-GSL), Central Campus, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-521395 lschool@mu.edu.np	BA-LLB
6.	Mid-West University, Graduate School Management (MU-GSM), Central Campus, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-520487 gsm@mu.edu.np	BBS, MBS, MPA
7.	Mid-West University, Graduate School Science and Technology (MU-GSST), Central Campus, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-521315 gsst@mu.edu.np	BIT, BSc, BSc-CSIT, MSc
8.	Mid-West University, School of Management (MU-SOM), Autonomous Institution, Birendranagar Municipality, Surkhet, Karnali Province	+977-83-525352 musom@mu.edu.np	BBA, MBA
9.	Mid-West University Institute of Cooperation and Development (MICD), Lalitpur Metropolitan City, Sanepa, Lalitpur, Bagmati Province	+977-1-5444970 micd@mu.edu.np	MICD, MLED, MMSD, MUPD

SN	Name of the HEI and Location	Contact Phone/Email	Academic Degrees on Offer
10.	Babai Multiple Campus, Gulariya Municipality, Bardiya, Lumbini Province	+977-84-420129/421018 bmcbaridiya@mu.edu.np	BA, BEd, BBS, MA, MEd, MBS
11.	Bheri Multiple Campus, Lekbeshi Municipality, Gumi, Surkhet, Karnali Province	+977-83-5xxxxx bmcsurkhet@mu.edu.np	BEd, BBS, MEd
12.	Narayan Multiple Campus, Narayan Municipality, Dailekh, Karnali Province	+977-89-420084 nmcdailekh@mu.edu.np	BA, BEd, BBS, MEd
13.	Vidhyapur Janta Multiple Campus, Panchapuri Municipality, Surkhet, Karnali Province	+977-83-5xxxxx vjmc surkhet@mu.edu.np	BEd, BBS
14.	Bageshwori Multiple Campus, Kohalpur Municipality, Banke, Lumbini Province	+977-81-540076/541080 bmcbanke@mu.edu.np	BA, BBA, BEd, BBS, BSc, MA, MEd, MBS
15.	Jaljala Multiple Campus, Rolpa Municipality, Rolpa, Lumbini Province	+977-86-440376 jmcrolpa@mu.edu.np	BA, BEd, BBS, MEd
16.	Rara Multiple Campus, Chhayanath Rara Municipality, Mugu, Karnali Province	+977-87-690368 rmcmugu@mu.edu.np	BEd, MEd
17.	Bheri Gyanodaya Multiple Campus, Bheri Municipality, Jajarkot, Karnali Province	+977-89-430036 bgmcjajarkot@mu.edu.np	BA, BEd, BBS, MEd
18.	Musikot Khalanga Multiple Campus, Musikot Municipality, Rukum-West, Karnali Province	+977-88-530105 mkmrukum@mu.edu.np	BA, BEd, BBS, MEd
19.	Tila Karnali Multiple Campus, Khandachakra Municipality, Kalikot, Karnali Province	+977-88-530105 tkmc@mu.edu.np	BEd, MEd,
20.	Global College International, Kathmandu Metropolitan City, Kathmandu, Bagmati Province	+977-1-4465186/4488410 gci@mu.edu.np	BBA, BHM, BTTM, MBA

APPENDIX - H

STUDENT ENROLLMENT SUMMARY

As of January 2026

SN	Level of Study	Male		Female		Total
		Number	Percentage	Number	Percentage	
1.	Bachelor's Degree	4,787	44.26	6,029	55.74	10,816
2.	Master's Degree	923	50.33	911	49.67	1,834
3.	MPhil Degree	17	85.00	3	15.00	20
4.	PhD Degree	13	100.00	-	-	13
5.	MPhil Leading PhD Degree	21	80.77	5	19.23	26
Grand Total		5,761	45.33	6,948	54.67	12,709