2022 | Kathmandu University School of Education

Department of
Educational
Leadership

Academic Audit

Departmental Self-Review - I

Aug 2022

Departmental Self-Review – I

@ Department of Educational Leadership

Task Force

Shesha Kanta Pangeni, Chair
Rebat Kumar Dhakal [Focal Person/Activity Leader]
Dhanapati Subedi, Subject Committee Member
Ramila Subedi, Visiting Faculty
Anjana Malla, Student (MPhil in Educational Leadership)

Contents

Section A
Introduction

Background

Department of Educational Leadership was established in 1998 with the aim of developing academic programs related to educational leadership and management. The major objectives of this department are to produce researchers in educational leadership, critical and creative teachers and trainers for future educational leadership, transformative leaders and managers of educational programs and institutions, educational entrepreneurs, local value creators in educational leadership. The department focuses on strategic planning, projects and programs designing and implementation, evaluation and follow up in the educational institutions for their growth and development. There are altogether six (6) programs running under this department. The department has developed new programs like MEd in Early Childhood Development (One Year) and Post Graduate Diploma in Educational Management (One Year) and contributing to developing leaders and mid-level managers, which is also one of the thrusts of the school.

Recently, KUSOED developed an academic audit guideline and planned to implement the guidelines beginning 2022 February batch. Adhering to the guidelines, the Department of Educational Leadership administered the Departmental Self-Review – I (first cycle, first phase) within the

Department at a Glance	
Programs (6)	• PhD in Educational Leadership • MPhil in Educational Leadership • M Ed in Leadership and Management • One Year M Ed in Leadership and Management • One Year M Ed in Early Childhood Development • Post Graduate Diploma in Educational Management
Faculty (22) [32% Female]	Fulltime faculty – 4 • Professor – 1 • Associate Professor – 1 • Assistant Professor - 2 Visiting faculty - 17 Research Assistant - 1
Students (145)	**Regular Students** • PhD in Educational Leadership (8) -2022 intake: 1 -2021 intake: 3 -2020 intake: 4 • MPhil in Educational Leadership - 27 • M Ed in Leadership and Management – First semester: 30 (2022 Aug intake) – Third semester: 24 (2021 Aug intake) • One Year M Ed in Leadership and Management - 21 • One Year M Ed in Early Childhood Development - 22 • Post Graduate Diploma in Educational Management - 13
Dedicated Admin	Support Staff - 1

department assessing its academic as well as administrative functionalities and environment. The outcome of the audit process is expected to facilitate the department to devise and

implement action-oriented Departmental Improvement Plan for enhancing its quality of teaching, research, administration, (co/extra) curricular and outreach activities.

Objectives

The objective of conducting departmental self-review is both to strengthen an internal self-introspection process and also to support the overall academic audit of the school. The specific objectives of conducting this departmental self-review are as follows:

- To assess the academic cum administrative performance of the department
- To facilitate institutionalisation of the quality initiatives to improve the academic and administrative performance of the Department.

Audit Framework

The Departmental Self-Review followed a general audit framework comprising the following components. Specific questions, concerns and practices regarding these dimensions were explored and exposed through this audit process.

Section B
Methodology

Departmental Self-Review

The departmental audit is an internal ongoing [compiled and discussed at the end of each semester] activity, which produces a 'Departmental Self-Review' report at the beginning of each semester – the report contains information and evidence from the last semester. The departmental self-review report is a descriptive and reflective document of the Department's activities.

A panel of five internal auditors were engaged in self-review of the departmental programs and services (largely during the months of July and August).

Audit Process

The Departmental audit task force adopted both qualitative and quantitative methods to collect information, evidence and experiences of the stakeholders and about the programs. We adopted a 'practical participatory evaluation'[1] (Cousins & Whitmore, 1998) approach while engaging multiple stakeholders during the audit process.

In course of doing the audit, we administered 3 tools with the students and 4 tools with the faculty and 1 tool with the staff. Besides, one Departmental portfolio form was also updated, and necessary documents including Departmental strategic plans and curricula were also quickly assessed. The tools and techniques adopted included the following:

1. Student Satisfaction Survey
2. Student Evaluation of Instruction
3. Faculty Satisfaction Survey
4. Faculty Self-Assessment Form
5. SWOC Analysis [FGD]
6. KII/FGD with Students
7. KII/FGD with Faculty
8. KII with staff
9. Departmental portfolio form
10. Document analysis

Tools	Administration Period	Respondents/ Responses
Student Satisfaction Survey	4 July to 27 July	38 (15 Male & 23 Female)
Student Evaluation of Instruction	July 4 to Aug 6	57 responses
SWOC Analysis	July 1 among Audit Team	5
Faculty Satisfaction Survey	11 July to 24 July	14 (5 full timer, 9 visiting)
Faculty Self-Assessment	4 July to 21 July	8 (2 full timer, 6 visiting)

Most of the tools were administered during the month of July, beginning 4 of July and one tool in particular was administered till 6 Aug.

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[1] The core premise of P-PE is that stakeholder participation in evaluation will enhance evaluation relevance, ownership and thus utilization … – utilization for organizational learning and change (p. 4). [Cousins, J. B., & Whitmore, E. (1998). Framing participatory evaluation. New Directions for Evaluation, 80, 5–23.]

Data Analysis and Report Writing

The data collected through different methods, including in-person meetings to online surveys were collected, sorted (for Departmental data), and carefully analysed (the narratives and analysis are included in the Annex). From the analysis, key findings were derived, which are presented in the 'Results' section. The Audit Focal Person cum Activity Leader was fully involved in the analysis and report drafting processes. The draft report was shared with the audit team and the departmental colleagues on 21 August before sharing it at the regular weekly faculty meeting on 22 August.

The meeting also approved the audit report and proposed to make it public through IQAC webpage. Addressing the feedback received from the faculty meeting, the report was finalized and then submitted to the Dean/IQAC Chair.
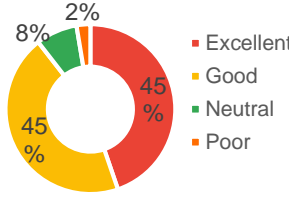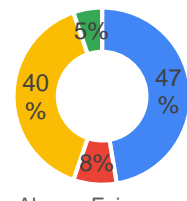
Dissemination

Upon approval of the IQAC Chair, we will disseminate the report to the Departmental Stakeholders (esp. faculty, staff and student representatives) amid an Academic Report Dissemination Seminar. As per KUSOED IQAC guidelines, the report will be made public on KUSOED website (IQAC page).

Section C
Results

In this section, the Audit Task Force has presented the key observations, findings and evidence along with relevant comments and/or suggestions regarding different dimensions of the audit.

Observations/Findings/Evidence	Remarks/Quotes
1. Curricular Aspects	
1.1 Individual course-works are adequate and largely up-to-date.	New and innovative courses should be lunched, based on market survey, to grab new dimensions of educational management, pedagogy leadership, and coordination. – Faculty reflection
1.2 Time to revise MEd curriculum. Content overlaps are found across some courses (esp. strategic planning, program development, program evaluation). Likewise, 'Assessment' not touched by any course in PDG in education management.	
1.3 Field exposures are somewhat not adequately provided (esp. in ECD program).	In coordination with the CPEP, some leadership and research training courses/sessions can be designed and put up on the CPEP webpage. - Faculty reflection
1.4 Co-curricular workshops, seminars are somehow lacking (proposal/chapter writing write-shop, etc. are needed).	
1.5 Peer learning circles, academic clubs, etc. are not systematically promoted.	
1.6 Short term education and training (professional) certification courses could be offered. In fact, some current courses (esp. leadership and research) can also be planned for a few out-of-program participants to join (paid) and earn a credited certificate. A model has been proposed in 'Advanced Qualitative Research Methods' course (see Annex).	
2. Teaching, Learning and Evaluation (including Student Support)	
2.1 In some courses (esp. visiting faculty led), resources are not posted timely on Moodle and feedback are also delayed. Moreover, visiting faculty are not fully informed of program structure, flexibility in assignment submission, leave/attendance policy, etc. Divergent views and ideas of adult learners are neglected sometimes.	"The Department must think of selecting real mentors as facilitators, not the 'position holders' who are only for sake of facilitators. They could be invited as guest speaker in a few classes." – MPhil 2022, Student
2.2 Students are full time working professionals with managerial/leadership roles – but limited support for them after 5:00 p.m. (including library, on Saturdays and holidays).	Faculty should also use a variety of presentation tools besides PowerPoint
2.3 Faculty designed video tutorials/materials are somehow lacking (except for two faculty who have self-published	

	some videos on personal YouTube channel).	slides. – Student Satisfaction survey
2.4	Faculty need orientation on the use of rubrics and providing explicit evaluation criteria in each assignment.	

Overall Quality of Teaching-Learning (n=38)

- Excellent 45%
- Good 45%
- Neutral 8%
- Poor 2%

2.5	Open Book Exam provided 24 hours of time which was convenient and enhanced creativity and level of understanding of learners. Some courses have more project and product-based evaluation at the end-semester (no paper pencil test), which has fostered alternative evaluation methods.	
2.6	Some facilitators are less prepared with their teaching content due to which students lose interest and motivation.	
2.7	Access to E-library and online repositories to get adequate authentic resources is limited.	

Fairness of the Internal Evaluation Process

- Always Fair 47%
- Sometimes Unfair 8%
- Usually Fair 40%
- Usually Unfair 5%

2.8	People from the social sector should visit as guest speakers more often sharing their experience aligning with the course.	
2.9	Due to faculty overload emanated from fewer full-time faculty (engagement in so many tasks, training, guidelines preparation, coordination with multiple partners, grants writing, etc.), timely and effective feedback and support to students (esp. research) is hampered.	
2.10	Classes/seminar in physical mode need to be coordinated at the Department level.	

3. Extracurricular Aspects

3.1	Extra-curricular aspects are largely felt to be overlooked.	A calendar of extra-curricular activities is to be maintained.
3.2	Students expect some financial support while they (wish to) organize events.	

4. Graduate Success and Employability Check

4.1	Graduate success at the MPhil/PhD seems problematic (Merely 24%, 33% and 20% in MPhil 2017, 2018 and 2019 batch respectively. Though some of them are still working in their dissertations.	Even when the faculty get placement offers by Schools/colleges, there is shortage of candidates willing to take up those jobs as principals or coordinators since they are already occupied.
4.2	There have been no serious issues regarding employability of the learners, more than 90% students are already job-holders. Some MPhil/PhD students report that they have been able to create more jobs.	

5. Research, Consultancy and Community Engagement

5.1	The Department needs to be empowered for grants writing and exploring more international consortium-based research collaborations.	In fact, collaboration with private schools seems on the rise. Importantly,

5.2	Making the Departmental (also, School's) research/publications portfolio is felt necessary.	similar collaboration with public education system is needed. The Department/ School should play a significant role in transformation of community schools.
5.3	Community partnerships and collaborations are increasing – making the department more visible. More professional collaborations are possible since students are already in leadership positions. This should also support devise student placement strategies.	
5.4	Departmental publication (pages) are non-existent.	
5.5	Not so strong international connections and partnerships.	
6. Innovative Practices		
6.1	School-based seminars and entrepreneurial idea pitching were a huge success, which boosted student confidence and demonstrated academic orientation of KUSOED / KUSOED way of doing things.	It is better to explore partners to develop (a proposal for) a leadership lab at the Department. Opportunities for student/faculty exchange in the lab program needs to be explored.
6.2	Digital leadership trainings are in offer following the CLEC approach.	
6.3	Gradually, the Department should go towards building a 'leadership learning community' and 'leadership lab' where different leadership cases are observed, experimented and researched.	
7. Crosscutting Issues		
7.1	Workload of the in-house faculty is genuinely high, which has hampered efficient service delivery and planning/implementing new ideas. More full-timers are urgently needed. Moreover, diversity and inclusion in faculty (gender, ethnicity, quantitative research orientation) is to be promoted.	There is a mismatch of full-time faculty-student ratio (lack of rationality and system/schedule in the permanent faculty hiring and promotional processes).
7.2	In retrospection, the faculty seem to be behind other departments (maybe) in terms of productivity (publications and collaborative projects) and academic networks (international seminars).	There is limited faculty/student collaborative research activities.
7.3	Systematic plans for faculty development are missing.	The faculty profile may include which courses they are facilitating in the current semester, their publication and major participation/presentation tracks in the last two years, among others.
7.4	Department/School-Policy dialogues are largely missing. Platform for sharing student/faculty research inputs to policymakers is to be developed.	
7.5	PGD fee is somehow costlier compared to Master's programs. It needs to be re-considered.	
7.6	Profile of each faculty (including visiting) need to be updated on Departmental webpage.	

Section D
Conclusions and Action Plan

Conclusions

With only 4 full time faculty, the Department is currently running 6 programs and serving 145 regular students. The support of visiting faculty is significant in running the programs. The number of research students is also high – at least 5 students are being supervised by each faculty. It appears that necessary initiative is to be taken to fill up the required full-time faculty positions. Moreover, proper documentation is required for all activities – who are involved for how long so as to demonstrate the engagement of the faculty (time and task) since the current practice is ad hoc and informally channelled and no proper recognition of 'overtime' work has been done.

The current level of student support is somehow not up to the mark, and thus more viable options of peer support system, mentor-mentee collaborations as well as faculty driven specific student support packages are to be planned and executed so as to better serve the students.

There has been no variation in the presentation tools. They largely depend on PowerPoint slides for presenting their lessons. Variety of presentation, video making, quiz, and in-class activity designer software and tools in the virtual platform need to be explored and the faculty members are to be equipped with the knowledge and skills of using those tools.

While engaging in the departmental self-review, the task force learned to reflect on the existing practices and to explore how we can address the gaps. Some of the gaps can be addressed at the individual faculty level, some at the Departmental level and others at the School or wider university level. Since the purpose of this self-review was to assess the Departmental strengths and areas to improve, some of the gaps which may be addressed at the individual faculty and the Departmental level are further planned to be addressed through an action plan. Moreover, the self-review is a semester-wise practice and thus more participation and response from stakeholders needs to be sought in future audits so as to keep the up-to-date information of the level of engagement of all concerned staff, faculty and students.

Action Plan

Based on the observations and findings and they suggestions from different departmental stakeholders, an action plan has been devised collaboratively by engaging largely in-house faculty. The purpose is to put the recommendations into action so as to fill the existing gaps. More importantly, the focus is given to the actions which can be planned and implemented at the Departmental level, those which cannot be handled by the Department but need to be considered by the School or the University are not included in this action plan. Finally, the through follow up and the implementation of the action plan will be ensured by the Head of the Department.

Departmental Action Plan 2022 (Aug-Dec)					
#Ref	Recommendations	Action Items	Timeline	Responsibility	Remarks
1.2	It is time the department revised its MEd curriculum; also incorporated 'assessment' in some courses in PGD.	Address course overlaps in MEd courses (strategic planning, program development and program evaluation) at the beginning of the August semester.	Aug	Rebat	Done
		Start making a systematic MEd curriculum revisit (mapping and stakeholder consultation).	Dec	HoD/Subject Committee	Course mismatch (semester overlaps) have been addressed. Subject committee is reviewing the curricula.
		Incorporate 'assessment' in some courses in PGD.	Nov	HoD/Bikash	
1.3	Relevant fieldwork and exposure should be planned in all programs. Preferably, make a tentative calendar of field visits semester wise (can also be coordinated with other departments).	Appraise the course plans (together with faculty) and devise necessary field visits in each program.	Dec	HoD	
1.4	Conducting (co)curricular workshops/seminars more frequently focused on supporting proposal, article and chapter writing	Begin research writing series (monthly) – also open to outsiders.	Monthly (from Nov)	Shesha, Mana, Dhanapati, Rebat,	

		would be supportive to students.				
2.1	Department should orient visiting faculty on program structure, flexibility in assignment/leave/attend ance in the beginning of the semester.	Provide an orientation to visiting faculty on program structure, flexibilities and policies. Also, on treating adult learners (accepting divergent ideas).	Aug	HoD	
2.3	Run a Departmental YouTube channel and encourage more faculty to produce video materials.	Start a Departmental YouTube channel and provide faculty training on producing video materials.	Aug	Shesha / Bikash	Done
2.4	Use of rubrics and providing explicit assessment criteria to the learners helps to enhance the quality/credibility of assessment.	Provide faculty orientation on the use of rubrics (adapt the available) in student assessment.	Ongoing	HoD	Access given to relevant faculty
2.6	It is important for the faculty to take monthly feedback (esp. from students) so as to improve need-based service delivery.	Take monthly feedback from students about their experiences and concerns so as to foster positive teaching/learning environment.	Monthly	HoD	Ongoing
		Conduct faculty reflective meetings on a monthly basis.	Monthly	HoD	Ongoing
2.10	Classes/seminar in physical mode need to be coordinated at the Department level.	Hold faculty meeting and plan a coordinated physical class/seminar schedule.	Need based	HoD + Concerned faculty	Ongoing
3.1	Develop a calendar of extra-curricular activities.	Engage faculty and students in designing a calendar of extra-curricular activities (based on Departmental	Nov	HoDs (all departments)	

		budget).			
4.1	Focus on graduate success.	Contribute to MPhil program re-structuring.	Aug	Dhanapati, Shesha & Rebat	Ongoing
		Plan individualized support for backlog students.	Aug	HoD	Ongoing
5.4	Run a Departmental journal and a monthly newsletter.	Begin the groundwork for launching a journal.	Nov	Rebat & Dhanapati	
		Begin publishing monthly newsletter/social media presence.	Sep	Bikash & Shesha	Ongoing
6.1	Foster more innovative departmental practices.	Continue existing innovative practices.	Throughout	Department	Idea-pitching and CLEC digital leadership club,
		Execute some innovative teaching and leadership practices.	Dec		Leadership camp
7.4	It is important for devising a platform for initiating evidence-based policy dialogue in the country.	Develop at least one policy brief in a semester out of Departmental faculty/student research (dissertations)	Dec	student/faculty collaborative work	The student will be remunerated.
		Hold an educational (leadership) policy seminar with government and private sector actors.	Jan 2023	HoD	

Declarations

I, the Head of the Department of Educational Leadership, hereby endorse this audit report to be thorough and truly reflecting the departmental scenario and concerns. On behalf of the Department, I also commit to taking the suggestions of the Task Force and streamline departmental efforts towards implementing the action plan. With my signature below, I authorise the task force to submit the report to the KUSOED IQAC Chair/Dean for further assessment and action.
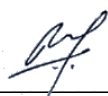
Shesha Kanta Pangeni, PhD

Acting Head

Department of Educational Leadership

I, on behalf of the Departmental Audit Task Force, declare that the task force has successfully conducted the academic audit of the Department (Cycle I, Phase I) through participatory methods and produced the Departmental Self-Review - I report. I hereby submit the report to the KUSOED IQAC Chair/Dean for further assessment and action.

Rebat Kumar Dhakal

Focal Person, Academic Audit

Department of Educational Leadership

Note: Upon approval of the Dean, the report will be made publicly available on KUSOED/IQAC website.

Section E
Annexes

Annex I: Explanation of the Dimensions of Audit

Curricular aspects cover curriculum and co-curriculum related activities, experiences and phenomenon. The key questions include: How do we initiate and (re)design curriculum? How timely are curricula/courses updated? Are they consistent with the national needs and international practices? To what extent are out-of-classroom activities (projects, fieldtrips) covered in course design? Do we clearly communicate co/curricular requirements to students? Moreover, teacher autonomy and flexibility in course redesign/update to suit different levels of learners, curriculum alignment with the school's mission/vision, stakeholder perception of the curricula being relevant to market needs, engagement of learners in different educational/course related clubs, peer learning groups, etc. are also considered.

Teaching, Learning and Evaluation: This dimension focuses on academic excellence through teaching, learning and evaluation. Moreover, it also encompasses departmental efforts in providing timely support to the learners. For this, adequacy and competency of the faculty and staff is important. Expectation is to strengthen learner centred, 21st century pedagogical strategies, learner engaged course planning-implementation-assessment designing, need-based alternative education/assessment, higher order thinking skills, learner achievement, innovative and creative teaching methods, fair and transparent student evaluation/assessment (for/as/of learning) practices.

Extracurricular Aspects are voluntary activities that usually fall outside the conventional scope of curricular aspects. These cover community service/activism, sports, hobbies, student (wellbeing) clubs, cultural activities, peer leadership groups, blogging, social media campaigning, volunteering, and so on, which are integral part of academic life.

Graduate Success and Employability Check: Rather than mere academic achievement within the program, graduate success refers to graduate publication, research uptake, advancement in portfolio, conference presentation, and contribution to the community of practice. Moreover, placement in some jobs (esp. Master level), job promotion, and creation of more jobs for others (MPhil/PhD level) are counted as employability check.

Research, Consultancy and Community Engagement: The engagement of the faculty/staff and students in collaborative, individual and cliental research, training, consulting activities as well as community outreach and engagement activities fall within the scope of this dimension.

Innovative Practices are any initiatives by the Department which make their usual business way more interesting and effective or add much value to what/how they are doing things. Ideally, these should promote better student engagement or improve working conditions for the faculty and staff. Some include blended pedagogy, virtual reality in teaching, 3D printing technology, flipped classrooms, unconferences, departmental research travel/grants, etc.

Crosscutting Issues cover aspects that are broadly the issues at the School level – maybe somehow more contributed by individual departmental level issues (e.g. diversity/inclusion of faculty, staff and students, ICT in administration/service delivery, program sustainability, etc.). Besides, this also covers the impression of the evaluation team on the Department's overall position in different dimensions (e.g. faculty load, professional growth, etc.).

Annex II: Departmental Portfolio

Department: Educational Leadership

1. Candidates details (intake) [Last five years]

Batch	Program				Applied				Selected				Admitted			
2018	PhD	MPhil	MEd2	MEd1												
2019	PhD	MPhil	MEd2	MEd1												
2020	PhD	MPhil	MEd2	MEd1												
2021	PhD	MPhil	MEd2	MEd1												
2022	PhD	MPhil	MEd2	MEd1												
2021	ECD	PGD	-	-			-	-			-	-			-	-
2022	ECD	PGD	-	-			-	-			-	-			-	-

2. Current year/batch intake details

Details by number, age, gender, caste/ethnicity, locale (country, municipality, province, district etc.), parental information, schooling, ----------(as in current application form). Entrance score?

MPhil 2022, February Batch

S. No.	Name	Contact	Age	Caste/ Ethnicity	Address	Schooling	Parental Info.	Entrance Score
1.	Anita Bhattarai	9841617466						
2.	Anjana Malla	9865233695						
3.	Arjun Pariyar	9851325116						
4.	Bimal Sigdel	9856031514						
5.	Chudama ni Subedi	9846183212						
6.	Dibakar Joishi	9846020403						
7.	Dolaraj Bhandari	9852056546						
8.	Ganga Prajapati	9803844255						
9.	Him Bahadur Paudel	9857630008						
10.	Indra Prasad Upadhya ya Paudel	9846055706						
11.	Indra	9857644299						

	Bahadur Adhikari							
12.	Jyoti Singh Bhadari	9841793463						
13.	Krishna Hari Ghawa Shrestha	9841432532						
14.	Kumar Karki	9851051991						
15.	Laxmi Devi Shrestha	9845093649						
16.	Manoj Lama	9851187711						
17.	Mansun KC	9849510800						
18.	Nilam Kumar Shrestha	9842055196						
19.	Nilkeshwari Maharjan	9843635090						
20.	Nirajan Thapa	9849141987						
21.	Prayas Dharananda Rajopadhyaya	9851069496						
22.	Ram Prasad Basyal	9851030445						
23	Ramu Pandeya	9851070954						
24.	Shiva Prasad Aryal	9851096113						
25.	Smriti Thapa	9860041111						
26.	Vani Rajeshwori Shah Rana	9851065398						
27.	Yashoda Dhyadi	9865633636						

3. Student details of the last five batches

Batch	Program	Enrolled	Completed (pass-out)	Incomplete			Remarks
				Course work not completed	Proposal not submitted	Thesis/papers/ research projects not submitted	
2018 Feb.	PhD						
	MPhil						
2018 August	MEd_2						
	MEd_1						
2019 Feb.	PhD						
	MPhil						
2019 August	MEd_2						
	MEd_1						
2020 Feb.	PhD						
	MPhil						
2020 August	MEd_2						
	MEd_1						
2021 Feb.	PhD						
	MPhil						
2021 August	MEd_2						
	MEd_1						
	ECD						
	PGD						
2022 Feb.	PhD						
	MPhil						
2022 August	MEd_2						
	MEd_1						
	MEd_2						
	MEd_1						

4. HR Details of the Department

S.N.	Name	Gender	Designation	Service Category (permanent /contract/ visiting)	Publication (Number of Books/ Chapters/ Journal articles)	Engagement in research/ consultancies (number)
1	Prof. Mana Prasad Wagley	Male	Professor	Contract		
2	Dr. Shesha Kanta Pangeni	Male	Acting HoD	Permanent		
3	Dr. Rebat Kumar Dhakal	Male	Asst. Prof.	Contract		
4	Mr. Bikash Ghaju	Male	Research Assistant	Contract	3	

5	Dr. Dhanapati Subedi	Male	Assoc. Dean/ Assoc. Prof.	Permanent		
6	Dr. Meenakshi Dahal	Female	Visiting Faculty	Visiting		
7	Dr. Kul Prasad Khanal	Male	Visiting Faculty	Visiting		
8	Dr. Basu Prasad Subedi	Male	Visiting Faculty	Visiting		
9	Prof. Geornianna Durate	Female	Visiting Faculty	Visiting		
10	Dr. Yuju Eunice Huang	Female	Visiting Faculty	Visiting		
11	Dr. Hari Lamsal	Male	Visiting Faculty	Visiting		
12	Dr. Mahashram Sharma	Male	Visiting Faculty	Visiting		
13	Dr. Pushpa Raj Padhaya	Male	Visiting Faculty	Visiting		
14	Prof. Ganga Pathak	Female	Visiting Faculty	Visiting		
15	Ms. Ramila Subedi	Female	Visiting Faculty	Visiting		
16	Mr. Medin Bahadur Lamichhane	Male	Visiting Faculty	Visiting		
17	Dr. Toyanath Khanal	Male	Visiting Faculty	Visiting		
18	Ms. Neha KC	Female	Visiting Faculty	Visiting		
19	Mr. Devi Ram Acharya	Male	Visiting Faculty	Visiting		
20	Elisha Shrestha	Female	Visiting Faculty	Visiting		
21	Shyam Sworup Khanal	Male	Visiting Faculty	Visiting		
22	Surendra Aamgai	Male	Visiting Faculty	Visiting		

5. Subject Committee Members (Current) and meetings (last one year)

Date	Purpose	Important Decision	Implementation

6. Faculty workload (2022 August semester)

SN	Faculty Name	Course Load	Thesis/research

			(credit)	supervision	
				Completed	Ongoing
1	Prof. Mana Prasad Wagley	6			
2	Dr. Shesha Kanta Pangeni	5			
3	Dr. Rebat Kumar Dhakal	11			
4	Dr. Dhanapati Subedi	6			
5	Dr. Meenakshi Dahal	6			
6	Dr. Basu Prasad Subedi	6			
7	Prof. Geornianna Durate	3			
8	Dr. Hari Lamsal	2			
9	Dr. Mahashram Sharma	3			
10	Ms. Ramila Subedi	6			
11	Mr. Medin Bahadur Lamichhane	6			
12	Mr. Devi Ram Acharya	3			
13	Dr. Toyanath Khanal	3			
14	Ms. Neha KC	3			
15	Mr. Bikash Ghaju	3			
16	Dr. Kul Prasad Khanal	6			
17	Prof. Ganga Pathak	3			
18	Dr. Yuju Eunice Huang	3			
19	Dr. Pushpa Raj Padhaya	3			
20	Elisha Shrestha	1			
21	Shyam Sworup Khanal	1			
22	Surendra Aamgai	1			

7. Revenue Generation

Program	Individual payment status		Total fee collection	Total due	Scholarship status		Departmental activities			
	Paid	Due			Full	Partial	Project (granted, applied, etc.)	Seminar/ workshop/ training/ conference	Publication of journal/ book	Other
PhD										
MPhil										
MEd_2										
MEd_1										
ECD										
PGD										

8. Curriculum Development and Update

Program	Frequency	Nature of update (major/minor)	Specific details
PhD			
MPhil			
MEd_2			
MEd_1			

ECD			
PGD			

9. Graduate progress

Program	Already working	Started during the course work	Employed after graduation	Continuing further education	Self-employed	Unemployed
PhD						
MPhil						
MEd_2						
MEd_1						
ECD						
PGD						

10. Alumni contacts maintained?   Yes ☐   No ☐   [If yes, put in Annex]

(email, phone, address, office, publication etc.)

11. Tracer study and report?   Yes ☐   No ☐   [If yes, put in Annex]

12. Departmental budget (information) including income and expense

13. Departmental resources (library, furniture, allocated rooms etc.)

Rooms	Tables	Cupboards	Chairs	Heater	Cooler	Wall Fan	Computer	Printer	Telephone
3	8	5	11	3	3	2	3	2	2

	Name of the Student	Year of Enrolment	Proposal Completed (Yes or No)	Name of the Supervisor	Mobil No.	E-Mail
			Thesis/Dissertation Writing MPhil/PhD Students			
1	Archana Bhandari	2019 February Batch		Dr. Dhanpati Subedi	9841314238	sabarchana@gmai.com
2	Archana Shah Lama	2019 February Batch	No		9851149252	Lamaarchana007@gmail.com
3	Avinashi Paudel	2019 February Batch	No		9841699311	Avinashi.Paudel@gmail.com
4	Beni Bahadur Karkee	2019 February Batch		Dr. Dhanpati Subedi (Pass)	9841593953	Beni_karkee@yahoo.com
5	Durga Bahadur Oli	2019 February Batch		Dr. Sheshkanta Pangeni	9841440585	durgaoli2016@kusoed.edu.np PP
6	Ganesh Datta Bhatt	2019 February Batch		Dr. Dhanpati Subedi	9848725052	yrsgdbhatt@gmail.com
7	Karunakar Joshi	2019 February Batch	No		9841655727	karunakarjeejoshi@gamil.com
8	Laxman Bhattari	2019 February Batch		Dr. Sheshkanta Pangeni	9849142468	bhattarai.laxman73@gmail.com
9	Maheshwor Mahat	2019 February Batch		Dr. Dhanpati Subedi	9851145500	Maheshmahat1@gmail.com
10	Milan Gurung	2019 February Batch		Dr. Dhanpati Subedi	9851103202	Milan90@hotmail.com
11	Nareshwor Acharya	2019 February Batch	Phone uthen		9851231519	nareshwor.acharya@sosnepal.org.np
12	Padam Poudel	2019 February Batch		Dr. Dhanpati Subedi	9802032833	Padampoudel18@gmail.com
13	Pradhumna Poudel	2019 February Batch		Dr. Dhanpati Subedi	9841695173	Pradhumna1988@gmail.com
14	Puskar Nath Phulara	2019 February	No		9851165621	puskarnathphulara@gmail.com

	Name of the Student	Year of Enrolment	Proposal Completed (Yes or No)	Name of the Supervisor	Mobil No.	E-Mail
		Batch				
15	Raj Kumar Yonjon	2019 February Batch	No		9851112696	
16	Ravi Kiran Karmacharya	2019 February Batch		Dr. Sheshkanta Pangeni	9801177547	rkarmachrya@gmail.com
17	Sanjeev Shrestha	2019 February Batch		Dr. Dhanpati Subedi	9841303366	sanjeevstha1979@gmail.com
18	Shishir Sharma Neupane	2019 February Batch		Dr. Basu Prasad Subedi	9848020753	sharmaashishir@gmail.com
	Silpa Bhandari	2019 February Batch		Dr. Meenashi Dahal	9851157483	silpabhandari4@gmai.com
20	Subash Shrestha	2019 February Batch		Dr. Dhanpati Subedi		
21	Surendra Bikram Prajapati	2019 February Batch	Drop		9751019554	Surendra_bp@hotmail.com
22	Shyam Swarup Khanal	2019 February Batch	No		9841020309	swrupjee@hotmail.com
23	Sushila Dhakal	2019 February Batch		Dr. Sheshkanta Pangeni	9862597101	sushiladhi9@gmail.com
24	Tara Paudel	2019 February Batch		Dr. Basu Prasad Subedi	9841602932	tara10paudel@gmail.com
	Name of the Student	**Year of Enrolment**	**Proposal Completed (Yes or No)**	**Name of the Supervisor**	**Mobil No.**	**E-Mail**
1	Amit Gupta	2020 February Batch	Drop		9818768550	1foramit@gmail.com
2	Anu Khadka	2020 February Batch	No		9855025526	khadkaanu21@gmail.com
3	Basanta Bahadur Pun Magar	2020 February Batch	Drop		9847831849	bpun.magar@gmail.com

4	Binita Sunder Chaudhary	2020 February Batch	No		9841274875	binitacb@gmail.com
5	Binod Kumar Koirala	2020 February Batch	No		9841271542	koiralabinodkumar@gmail.com
6	Dhan Bahadur Kandangwa	2020 February Batch	Phone uthena		9841704149	drlimbu4@gmail.com
7	Dhiraj Thapa	2020 February Batch	Phone uthena		9851149918	gaabas02@gmail.com
8	Dipendra Raj Khatri	2020 February Batch	No		9851063848	drkhatrigundu@gmail.com
9	Dipesh Khanal	2020 February Batch	No		9841560420	kkdipesh@gmail.com
10	Jai prakash Lal Srivastav	2020 February Batch	No		9841316289	jpsrivastav2078@gmail.com
11	Jessy P.V	2020 February Batch		Dr. Dhanpati Subedi	9851108933	jessycj36@gmail.com
12	Prabesh Satyal	2020 February Batch	No	Dr. Rebat Kumar Dhakal Sir Sanga	9841262961	satyalprabesh2@gmail.com
13	Pradeep Khanal	2020 February Batch	Phone Uthena		9841507426	khanalpradeep7426@gmail.com
14	Prajjwal Pradhan	2020 February Batch	Phone Uthena		9841428939	pradhaanprajjwal@gmail.com
15	Pratigya Dhungel	2020 February Batch		Dr. Dhanpati Subedi	9851253624	prati.rl.rana@gmail.com
16	Pravek Joshi,	2020 February Batch	Phone Uthena		9841862408	pravek.joshi1@gmail.com
17	Purna Dangol	2020 February Batch	No		9841558313	purnadangol2018@gmail.com
18	Rajesh Maharjan	2020 February Batch	Drop		9851169440	uniquecollege2018@gmail.com

	Name of the Student	Year of Enrolment	Proposal Completed (Yes or No)	Name of the Supervisor	Mobil No.	E-Mail
19	Raju Rai	2020 February Batch	No		9851042118	rairaju00@gmail.com
20	Rashmila Shakya Bajracharya	2020 February Batch	Phone Uthena		9841192701	rashmilalnc@gmail.com
21	Sagendra Shrestha Padum Shramanera	2020 February Batch			9867077499	shresthasagendra@gmail.com,
22	Santosh Rai	2020 February Batch	Mobile off		9842200675	raisantosh2050@gmail.com
23	Shreeram Gyawali	2020 February Batch		Dr. Binod K. Shrestha	9851004922	shreeramko@gmail.com
24	Sumin Maharjan	2020 February Batch	No		9860132371	suminmaharjan@gmail.com
25	Sunita Maharjan	2020 February Batch	No		9843454594	sunumhr123@gmail.com
26	Youbaraj Dhakal	2020 February Batch	No		9851185995	youbarajdkl@gmail.com
27	Prabhat Koirala	2020 February Batch		Dr. Basu Prasad Subedi	9851164702	rising.parbhat@gmail.com
	Name of the Student	**Year of Enrolment**	**Proposal Completed (Yes or No)**	**Name of the Supervisor**	**Mobil No.**	**E-Mail**
1	Avash Bhattarai	**2018 February Batch**	Mobile Uthena		9841977171	avash.bhattarai123@gmail.com
2	Ashok Singh Bhandari	**2018 February Batch**	Mobile Uthena		9841730944	mayalu_ashok@hotmail.com
3	Vickrant Gurung	**2018 February Batch**	**Phone change**		9851081952	vickgurung@gmail.com
4	Keshaba Sharma Ghimere	**2018 February Batch**	No		9846034854	kghimirey@yahoo.com
5	Khim Prasad	**2018 February**		Dr. Dhanpati Subedi	9851090772	khimkandel40@gmail.com

	Kandel	**Batch**				
6	Renuka Gautam	**2018 February Batch**		Pass		
7	Reshma Thapa	**2018 February Batch**	Mobile Uthena		9841858043	thapareshma753@gmail.com
8	Bipin Sherchan	**2018 February Batch**		Pass	9841972072	bipinsherchan@yahoo.com
9	Dinanath Shrestha	**2018 February Batch**		Pass	9851140588	stha_dina@yahoo.com
10	Uddhav Bhattarai	**2018 February Batch**	No		9841553347	uddab.bhattarai@gmail.com
11	Dinesh Jung Regmi	**2018 February Batch**	Phone Ching		9851055916	dineshregmi2051@gmail.com
12	Ganesh Dhital	**2018 February Batch**		Pass	9851046723	mganeshd@yahoo.com
13	Khubi Ram Adhikari	**2018 February Batch**		Pass	9841381085	khubiramadhikari71@gmail.com
14	Ramila Subedi	**2018 February Batch**		Pass	9860678060	subediramila404@yahoo.com
15	Sunetra Pradhanang	**2018 February Batch**		Dr. Sheshkanta Pangeni	9851030625	sunetra2001@gmail.com
16	Sumat Ojha	**2018 February Batch**	No		9841287664	Sumatojha101@gmail.com
17	Bishwo Nath Kadel	**2018 February Batch**	Phone change		9851140907	kadelbishwoth@gmail.com
18	Sagar Dahal	**2018 February Batch**	No		**9851006686**	**9861793525**

Annex III: Datasheets and Narrative Reports

Student Evaluation of Instruction

Student Evaluation of Instruction was intended to get individual course-wise feedback (on the courses offered to 2022 February session students. The online survey was administered among leadership students (PDG to PhD) during 4 July to 6 Aug, however only a few students participated in the survey due to their engagement in the end-semester examinations. Altogether 57 responses were received. As such, the participation was too small to generalise the findings. However, it provided the Department an opportunity to see the trend anyway.

Some of the feedback included the following:

Program-Wise SEI Respondents (n=57)

The course instructor came to the class without any preparation, the PhD scholars only took part actively in the sharing. We had expected a lot to learn from this course but it was only limited with the speaking, chatting rather than writing. Very much disappointed with this class [Academic Writing]. As per the subject's essence, materials tasks should be designed. – MPhil student

Department must think for selecting real mentors as facilitators, not the facilitators only for sake of facilitators. Better invite them as guest some days. – MPhil student

In Entrepreneurship course, more interaction with business people or entrepreneurs will benefit more. – MEd student
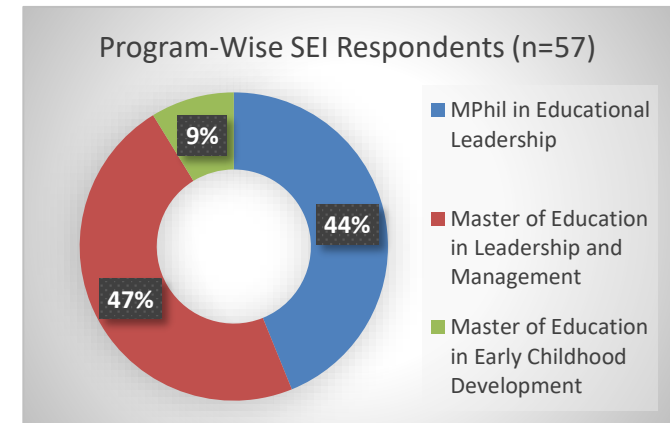
It will be better if research methodology course was offered in the first semester. – MEd student

More skills and practical exposure were expected in EDLM 5421 Practicum. – MEd student

EDUC 600 tutor may be an expert researcher but he is not a good instructor. – MPhil student

EDLM 517 Development and Management of Resources tutor should improve his presentation skill, conducting classes, involvement of students in class, update on the course material. He sometimes struggles with technology that hiders learning specially in online learning platforms. Therefore, some support on technology could make the class more productive and excellent. – MEd student

Psychology course tutor should be technology friendly and mustn't use PPT from google. – ECD student

EDUC509 facilitator is doing best. — MEd student

EDLM 535 Entrepreneurship in Education tutor is the best. Moreover, The provision of co-facilitator provided extra space for support required for student. — MEd student

Majority of students are inspired by her personality, the way of her teaching, and depth of knowledge she presents in class [EDLM 524 Perspectives and Trends in Educational Management and Leadership] — MEd student

Let all the gurus teaching at 1st Semester be continued to 2nd Semester since they are professional and caring. — MEd students

Hereunder, we present the overall feedback on different courses.

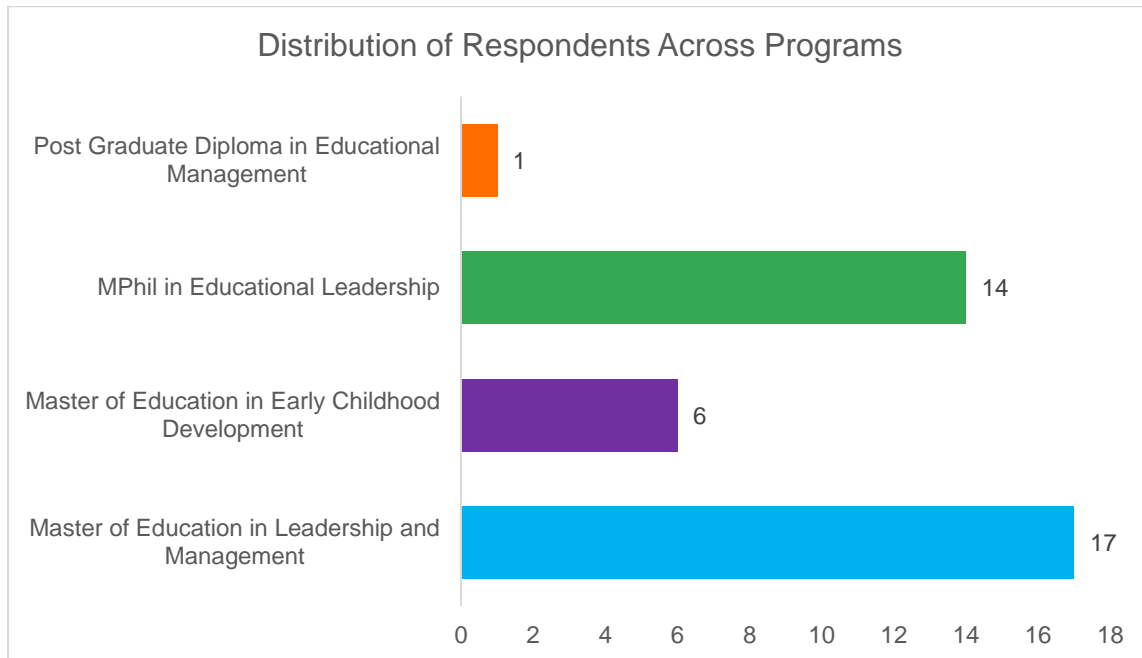| Course	1. Well organized subject matter.	2. Clear outline of objectives and assessment	3. Assignments, exams, and grading were appropriate.	4. The instructors' presentation of material was well organized.	5. The instructor was confident and competent.	6. The instructor treated students with fairness and concern.	7. The instructor was easy to approach	8. The instructor encouraged me to ask questions	9. I was challenged to think critically	10. Learning activities provided opportunities for interaction.	11. The instructor provided useful feedback	12. The instructor is friendly and considerate.	13. I learned a great deal from this instructor.	14. Syllabus was well covered.	15. Overall, I would rate this instructor as:
MPhil	N	D	D	SD	D	A	D	N	D	N	D	D	N	N	Fair
Writing	D	SD	N	D	D	Agree	D	N	N	D	N	N	D	SD	BA
EDUC 600	Agree	N	Agree	N	N	N	D	N	Agree	N	Agree	D	N	Agree	Fair
EDUC 620	SA	SA	SA	SA	SA	SA	Agree	SA	Agree	SA	SA	SA	SA	SA	Excellent
EDUC 632	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
Writing	N	N	Agree	D	N	SA	SA	N	N	D	Agree	Agree	N	N	Fair
MPhil	SA	SA	Agree	Agree	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDU 600	Agree	SA	SA	SA	SA	SA	Agree	SA	SA	SA	SA	SA	SA	Agree	Excellent
EDU 600	Agree	Agree	SA	Agree	Agree	SA	N	SA	SA	Agree	Agree	N	Agree	Agree	Good
620	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Agree	SA	Excellent
Leadership	Agree	D	Agree	D	SD	SD	Agree	D	Agree	Agree	D	D	D	Agree	BA
Leadership	SA	SA	SA	Agree	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	
EDUC 600	D	Agree	SD	N	D	SD	SD	D	N	N	D	SD	SD	N	Poor
Leadership	SA	SA	Agree	SA	SA	SA	Agree	SA	SA	SA	SA	SA	SA	Agree	Excellent
Dimensions	Agree	SA	Agree	D	Agree	D	SD	Agree	Agree	N	N	D	Agree	Agree	Fair
EDLE 632	Agree	Agree	Agree	Agree	Agree	SA	SA	Agree	Agree	SA	Agree	SA	Agree	Agree	Good

Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Rating
EDUC 600	Agree	Agree	Neutral	Neutral	Neutral	Agree	Disagree	Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Fair
EDUC 620	Agree	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
OB	Agree	SA	SA	Agree	SA	SA	SA	Agree	SA	Agree	Agree	SA	OB	Agree	Excellent
Research	SA	SA	SA	SA	SA	Agree	Agree	Agree	SA	SA	Agree	SA	Agree	SA	Excellent
Dimensions	SA	SA	SA	Agree	SA	Agree	Agree	Agree	SA	Agree	Agree	Agree	SA	SA	Excellent
EDUC- 600	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDLE-632	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDUC-620	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
MEd	Agree	SA	SA	Agree	SA	SA	SA	Agree	SA	SA	SA	SA	SA	Agree	Excellent
MEd	Agree	SA	SA	SA	SA	SA	SA	SA	Agree	Agree	SA	SA	SA	SA	Excellent
532, 554, 541, 518			Agree	SA	SA	SA	SA	SA	Agree	SA	SA	Agree	Agree	Agree	Excellent
EDUC514	SA	SA	SA	Agree	Agree	N	SA	SA	Agree	N	D	SD	D	Agree	Excellent
Entrepr	Agree	SA	Agree	Agree	SA	SA	SA	SA	Agree	SA	Agree	SA	Agree	Agree	Excellent
Research	SA	Agree	Agree	SA	SA	SA	Agree	SA	Agree	SA	Agree	SA	SA	Agree	Excellent
EDLM 522	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
Practicum	Agree	N	Agree	Agree	SA	Agree	Agree	SA	Agree	N	Agree	Agree	Agree	N	Good
EDLM 544-554-559	SA	SA	Agree	Agree	SA	Agree	Agree	Agree	Agree	Agree	Agree	SA	Agree	Agree	Good
Research	Agree	Agree	Agree	N	Agree	SA	Agree	SA	Agree	SA	Agree	Agree	Agree	SA	Excellent
Leadership	SA	Agree	Agree	Agree	Agree	SA	Agree	SA	SA	SA	SA	SA	SA	SA	Excellent
EDLM 515	Agree	Agree	SA	SA	SA	Agree	SA	SA	SA	SA	SA	SA	Agree	Agree	Good
2 years	SA	SA	N	Agree	Agree	SA	Agree	Agree	Agree	SA	SA	SA	SA	SA	Good
EDLM	SA	SA	Agree	Agree	Agree	SA	SA	SA	SA	SA	SA	SA	SA	SA	Good
MEd	SA	Agree	Agree	SA	SA	SA	SA	Agree	Agree	SA	N	Agree	Agree	SA	Excellent
EDLM 518	SA	SA	SA	SA	SA	SA	SA	SA	Agree	SA	SA	SA	SA	SA	Excellent
	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Good
EDUC 509	SA	SA	SA	SA	SA	SA	Agree	SA	Agree	Agree	Agree	Agree	SA	Agree	Excellent
EDLM 524	Agree	Agree	Agree	Agree	SA	SA	Agree	SA	Agree	Agree	Agree	Agree	Agree	Agree	Good
517	N	D	D	D	D	N	NA	N	D	D	D	N	N	SD	BA
509	SA	SA	SA	SA	SA	SA	NA	SA	SA	SA	SA	SA	SA	SA	Excellent
535	SA	SA	SA	SA	SA	SA	NA	SA	SA	SA	SA	SA	SA	SA	Excellent
Entrepr	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDLM 535	Agree	Agree	Agree	Agree	SA	SA	SA	SA	SA	Agree	SA	SA	SA	Agree	Excellent
EDUC 509	SA	SA	SA	SA	SA	SA	SA	SA	SA	Agree	SA	SA	SA	SA	Excellent

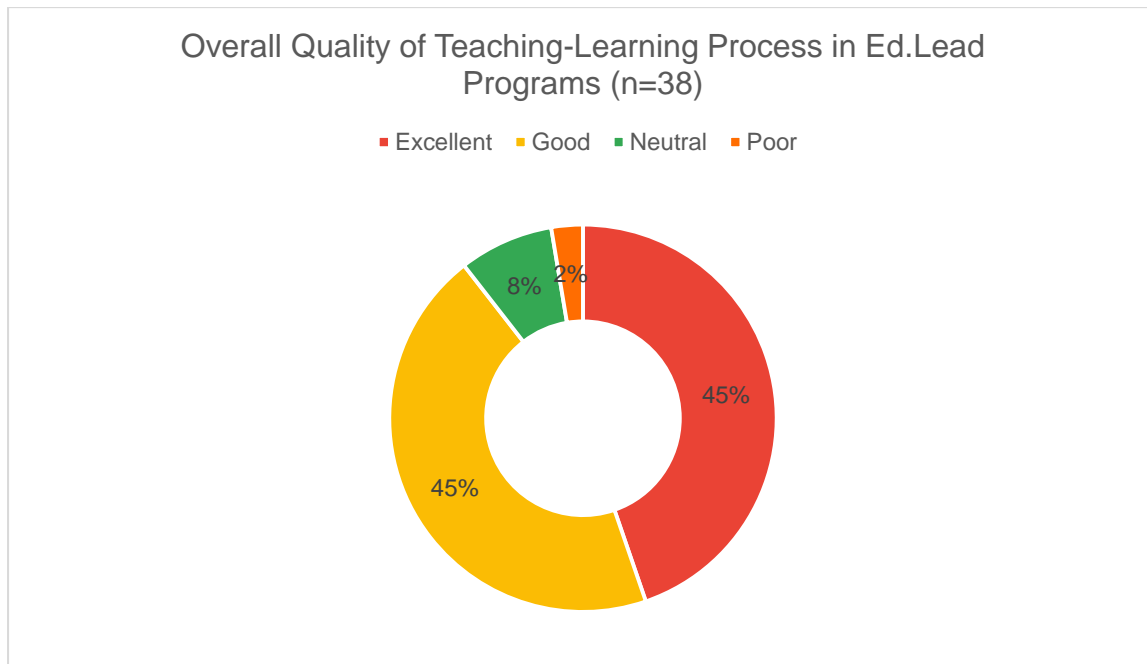|															
EDLM 519	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDLM 524	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	Excellent
EDLM 517	Agree	Agree	Agree	Agree	SA	SA	Agree	Agree	Agree	Agree	Agree	SA	SA	SA	Good
Psychology	Agree	N	N	N	Agree	Agree	N	Agree	N	Agree	N	N	N	N	Fair
ECD	Agree	SA	Agree	N	Agree	SA	SA	SA	N	SA	N	Agree	N	Agree	Good
ECD	Agree	SA	SA	Agree	SA	Agree	Agree	Agree	Agree	N	Agree	Agree	SA	Agree	Excellent
EDED 533	Agree	SA	Agree	Agree	SA	Agree	SA	Agree	Agree	SA	Agree	SA	SA	Agree	Excellent
ECD	N	SA	SA	Agree	SA	SA	SA	SA	SA	SA	SA	SA	SA	Agree	Excellent

Student Satisfaction Survey

From the Department of Educational Leadership, altogether 38 students participated in the survey. The survey was conducted between 4 July and 27 July 2022, where 15 Male and 23 Female students had participated.
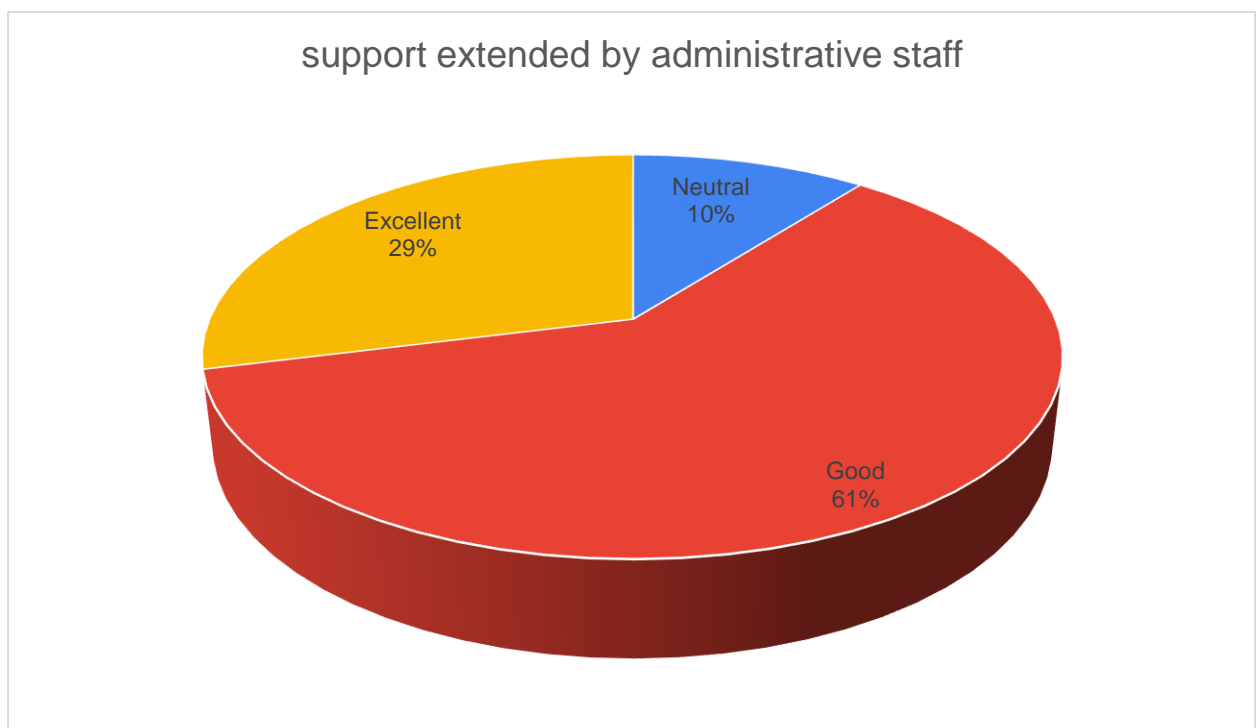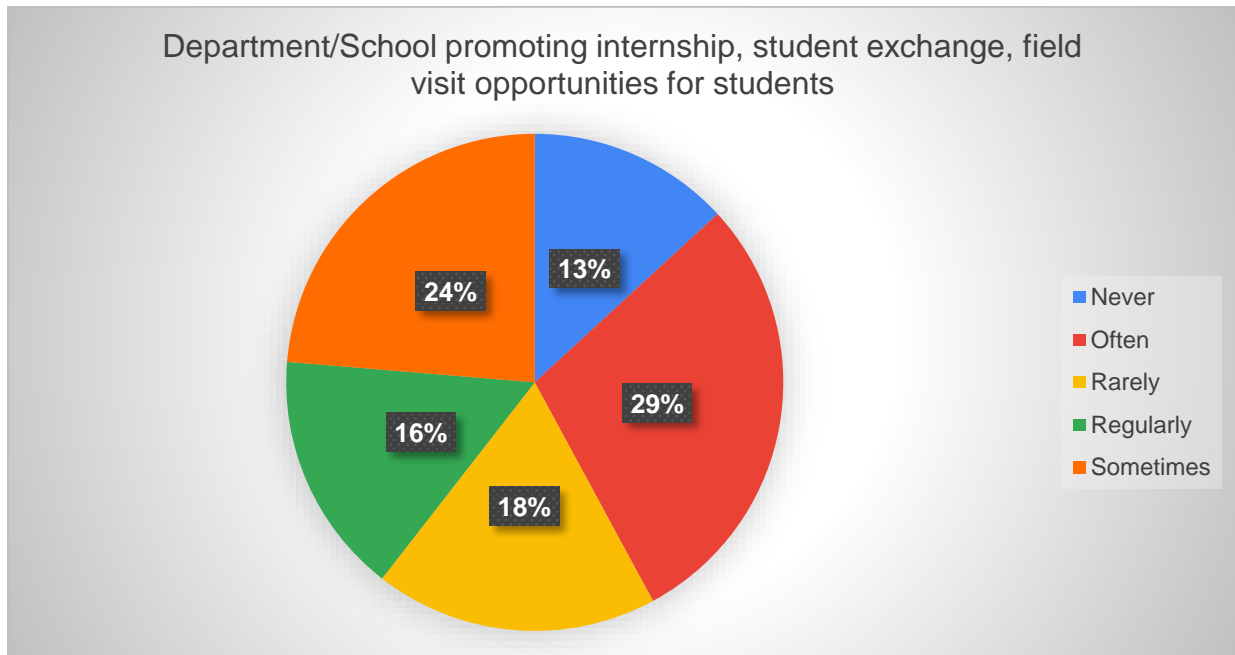
Some of the key findings are reported here:

Distribution of Respondents Across Programs

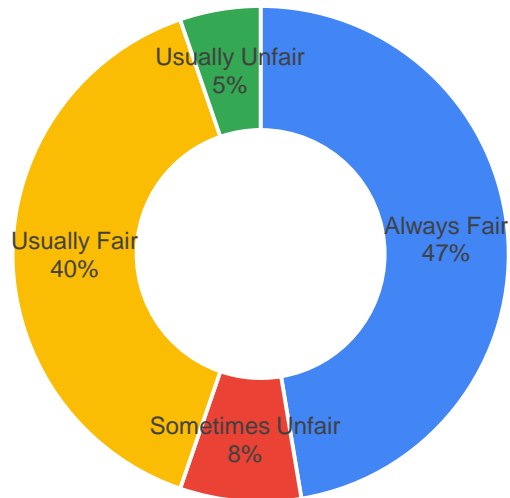| Program	Count
Post Graduate Diploma in Educational Management	1
MPhil in Educational Leadership	14
Master of Education in Early Childhood Development	6
Master of Education in Leadership and Management	17

Regarding student response on the overall quality of teaching learning process at the department (across its programs), a large majority (45% Excellent, 45% Good) found the quality good. 8% students opted neutral whereas 2% considered it poor.

Overall Quality of Teaching-Learning Process in Ed.Lead Programs (n=38)

- Excellent: 45%
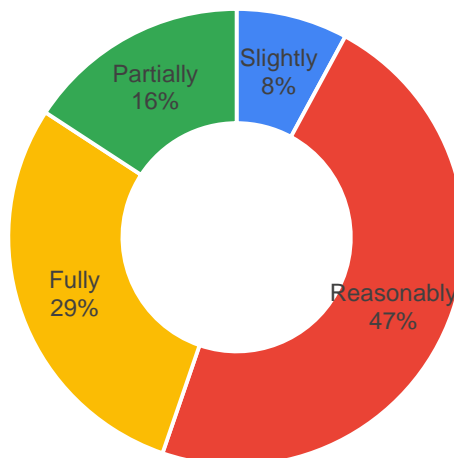- Good: 45%
- Neutral: 8%
- Poor: 2%

How often does the School take active interest in promoting internship, student exchange, field visit opportunities for students?

Department/School promoting internship, student exchange, field visit opportunities for students

- Never — 13%
- Often — 29%
- Rarely — 18%
- Regularly — 16%
- Sometimes — 24%

support extended by administrative staff
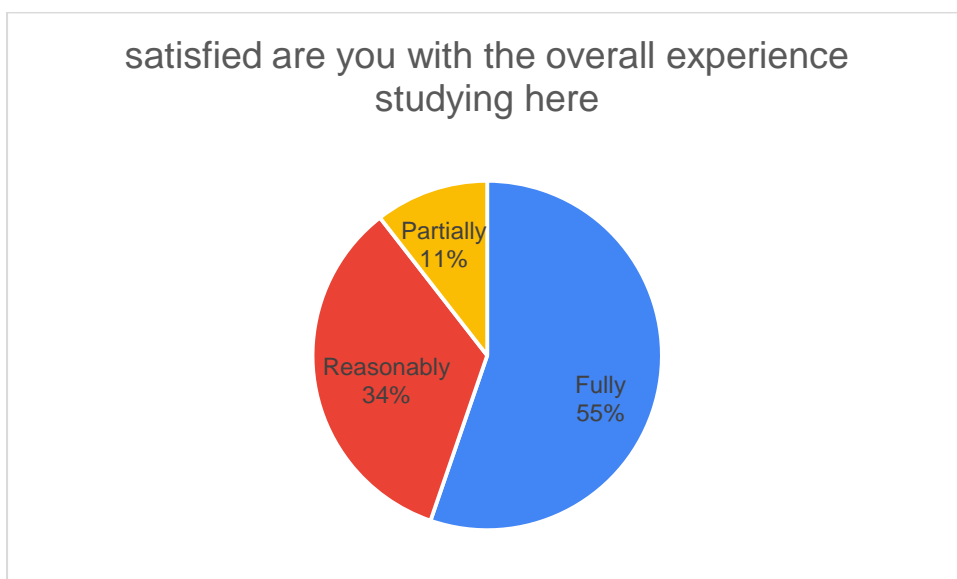
- Neutral 10%
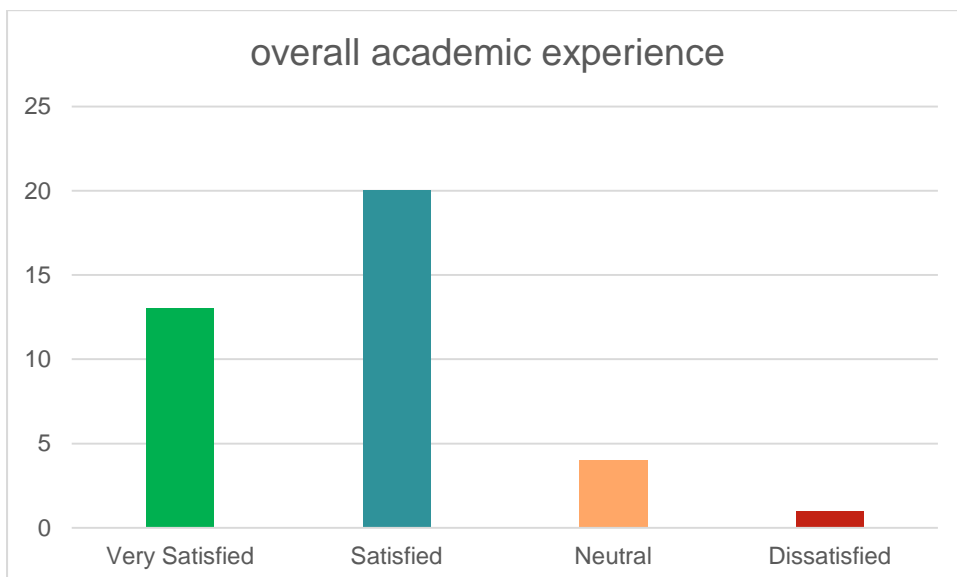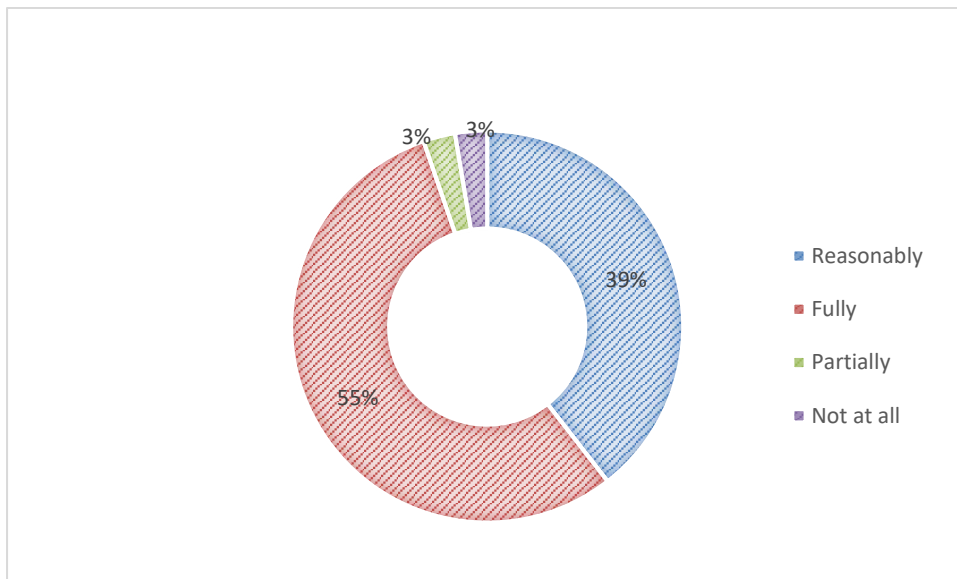- Excellent 29%
- Good 61%

fairness of the internal evaluation process

Moodle courses [materials and activities] are timely updated

How much value (addition) are you getting from the program overall?

overall academic experience

satisfied are you with the overall experience studying here

20. What is one thing you have found MOST helpful in the program?	21. What is one thing you found LEAST helpful in the program?	22. Do you have any specific recommendations for improving the program?
helpful nature of teacher	time management	If possible, It is good to have classes only three days per week.
student involvement, peer sharing and support, discussion class		for online student, if possible better to have one program of two three days closed camp seminar and recreation program
Insightful learning	none	I wish the university managed some subsidy for online mode of classes
Report writing, proposal writing and review writing	NA	Creative writing workshop even for online mode
A lot of study and writing own reflection and papers.	In fact, overall things were good, nothing least helpful as such.	Do more case study and field visit and visiting lecuters.
Seminar	Library	Some teacher are more helpful other teacher also are requested to be the same.
Group works in classroom- This helps to get the wider/broader perspectives from various individuals.	Too much of assignments- The entire focus remains on completing the assignments rather than learning. Learning remains secondary due to overwhelming amount of assignments.	Coordination among faculty staffs about course details so that collective project works can be assigned to students rather than having many assignments of same nature.
		May we have guidance on time management, any work opportunity in institution too
		It will be very helpful is the students have the options to choose their own electives.
Regular class is going on everyday	Individual support and mentoring	Individual support system if provided Will be very helpful
No idea	No idea	Tons of suggestions were provided in the first semester please implement the same.
Cooperative culture	Nothing	Facilitation must be improved
I learnt that I must do	Some facilitators are not capable for facilitating	Authorities take no responsibility... some facilitators are boss of their own...
Research methodology	Development and management of resources	Need to follow up with facilitator. Whether they are doing well or not with given time for classes.
nothing	manythings	run your own ecd Centre rather than making comment on other
Very relatable life skills to my practical life and job.	Till now everything has been going well.	All the professors are not the same in their teaching skills. They have their unique way of teaching but in some areas I could not find pretty good instruction while doing research articles by the professor. I could have done more better than the recent one.
Program Coordinator Dr Meenakshi Dahal. She has done a lot for us! Appriciated!	Coordination	This course should not be terminated! The students who will graduate from this course must be given a chance to

		engage in the teaching process as this is the first batch!
Collaborative learning	Difficulty in keeping up with the speed of the course	I am quite satisfief
Teachers Professionalism and Individual Caring	Not Experienced	Let that be discussed in recorded form but verbally sometimes in group.
Everything is good	Not at all	Not at all
Guideline of the teachers and the materials provided on time and all the support from teachers	My own time management problem	It is our university and we will make it better together.
The theoretical aspect linking with early childhood development and management of ECD program and its design	All content are helpful for our professional life as well as personal life	the course is excellently designed with dedicated and competent instructors. It would be better if the research methodology can be taught in the first semester.
Instructors are so much helpful, punctuality in work is the most credible part.	It would be better if we get class recording of online classes so that every one could be accessible on the classroom.	Overall fine, and it would be better to make practical based classes even in online mode too.
pedagogy	non	for one year students -have some sessions with Mphil students to sense the flavor of Mphil . to prepare the mind to go into mphil degree -it will have been motivating factors had there been a mixed clases with m Phil students (Some classes / specific topic)
All theoretical classes was excellent but the educational tour was amazing where we got opportunity to learn the real experiences of teaching learning practices of preschools, parents teachers partnership etc.	All sessions and contents were important.	The course is excellently designed. If the research methodology will be taught in 1st semester then it would be more easier for students.
Supportive facilitators and their guidance	NA	It would be good if some assignment is cone physically although it is virtual class
Online classes and use of digital platforms	Instructions are sometimes confusing	Facilitators should be consistent in providing instructions especially in online mode precise and clear instructions are essential.
The empathetic approach of the facilitators.	I can't think of anything right now. Online classes leave very little options anyways.	Everything is good.
Support form the facilitator		
The way the facilitators come prepared and the discussion platform that is provided.	The assessment modality. Why should there be a written assessment for every course when we do that amount of assignments throughout? Just a question!	We couldn't have any experiential/service learning due to online course modality. Maybe we could have incorporated that in the last semester. Maybe!
exposure	not at all	College must evaluate while selecting

		the facilitator from PHD scholar to the different level as per their efficiency
The one thing I have found most helpful in the program is to use of ICT. I am taking class in online mode. Therefore, by using ICT I an able to do presentations and assignments.	Practical field visit is least helpful in the program. Due to covid 19 situation we could not visit schools and other educational organizations.	The plans, preparations, course, facilitator and management are good in the program. Some interaction with experts and field visit need to be add in this program.
Teaching Methodologies	Everything was helpful	Nothing specific

Finally, here is a student testimonial that shows the important role the department and its programs have been playing.

Department of Educational Leadership

Academic Audit 2022 Spring
Student testimonies

Ramila Subedi

I joined the MPhil program in Educational Leadership after completing my Master in English Literature. I was confident that I had a good idea of leadership as I used to be acknowledged for my professional practice at my workplace. But when I started moving on with the program, I realized what leadership actually is. I learnt to be more contingent, I started making better practices on team building. Most importantly, I could even internalize that management skill is a must for educators.

I found this program an integrated one because it doesn't only discuss pedagogy and leadership. The program is fascinating because this includes governance, program development, monitoring, management and many more. I have heard the learners expressing their possibility of growing as experts in multiple fields including development, teaching, learning, governance, management and many more. I have found this confidence inside myself as well.

Other Responses from the Student Satisfaction Survey

3. Program you're enrolled in	10. How comfortable do you feel voicing your opinion in the classes?	12.The course instructions, materials and activities are effective and adequate.	13. How friendly, encouraging and cooperative do you find the course facilitator?	16. How pleased are you with the quality of the food served at school cafeteria?	17. How easy it is to get the resources you need from the library?	18.a. Quality of teaching faculty (1=Poor; 5 = Excellent)	18.b. Academic support	18.c. Value of education for the price	18.d. Physical facilities and services	18.e. Learning resources	18.f. Extra-curricular activities	18.g. Sport and recreational facilities
PGD	Satisfactory	SA	Fully	Not at all	Not at all	3	4	3	3	4	3	3
MPhil	Very Good	Agree	Reasonably	Partially	Partially	3	2	2	2	2	2	2
MPhil	Very Good	Agree	Fully	Reasonably	Partially	4	3	3	3	3	3	3
MPhil	Very Good	Agree	Fully	Fully	Reasonably	3	3	3	3	3	2	2
MPhil	Excellent	SA	Fully	Fully	Fully	4	4	4	4	4	4	3
MPhil	Excellent	Agree	Fully	Fully	Fully	4	4	4	3	4	1	1
MPhil	Excellent	Agree	Reasonably	Partially	Partially	4	3	3	3	3	2	2
MPhil	Poor	Disagree	Partially	Not at all	Reasonably	3	2	2	3	2	1	1
MPhil	Very Good	Agree	Fully	Fully	Fully	3	3	3	3	3	3	3
MPhil	Excellent	SA	Fully	Fully	Reasonably	4	4	4		3	3	
MPhil	Very Good	Agree	Reasonably	Not at all	Fully	3	3	3	3	2	2	2
MPhil	Excellent	SA	Fully	Fully	Fully	4	4	3	4	4		
MPhil	Excellent	Agree	Fully	Partially	Partially	2	2	2	3	3	1	1
MPhil	Satisfactory	Agree	Reasonably	Reasonably	Reasonably	3	3	3	3	3	2	3
MPhil	Poor	SD	Partially	Partially	Partially	2	2	1	2	1	1	1
Master LM	Very Good	Agree	Fully	Partially	Partially	4	4	3	2	3	1	1
Master LM	Very Good	SA	Fully	Fully	Partially	4	4	4	3	4	2	2
Master LM	Very Good	Agree	Fully	Reasonably	Reasonably	3	3	4	4	3	3	3
Master LM	Satisfactory	Agree	Reasonably	Reasonably	Not at all	3	3	3	3	3	3	3
Master LM	Excellent	SA	Fully	Fully	Fully	4	4	4	3	3	3	2

Master LM	Very Good	Agree	Reasonably	Partially	Not at all	3	3	4	3	3	4	3
Master LM	Very Good	SA	Fully	Reasonably	Reasonably	4	4	4	4	4	3	3
Master LM	Satisfactory	Agree	Fully	Fully	Fully	3	3	3	4	3	3	2
Master LM	Very Good	Neutral	Reasonably	Reasonably	Fully	4	4	3	4	3	4	2
Master LM	Excellent	SA	Fully	Fully	Fully	4	4	4	4	4	3	3
Master LM	Very Good	Agree	Fully	Slightly	Partially	4	4	4	3	3	3	3
Master LM	Satisfactory	Neutral	Reasonably	Fully	Partially	3	3	3	3	3	1	1
Master LM	Excellent	SA	Fully	Reasonably	Reasonably	3	4	3	3	3	3	3
Master LM	Very Good	Agree	Fully	Slightly	Reasonably	3	3	4	3	3	2	2
Master LM	Excellent	SD	Fully	Reasonably	Reasonably	4	4	4	3	4	2	2
Master LM	Very Good	SA	Fully	Fully	Fully	4	4	4	2	2	3	2
Master LM	Satisfactory	Agree	Fully	Partially	Fully	4	4	3	3	3	2	2
Master ECD	Very Good	Neutral	Reasonably	Not at all	Not at all	3	3	3	2	1	1	1
Master ECD	Fair	SA	Fully	Partially	Reasonably	4	3	3	3	3	2	2
Master ECD	Very Good	Neutral	Fully	Fully	Fully	3	4	3	3	3	3	2
Master ECD	Excellent	Agree	Fully	Fully	Reasonably	4	4	4	4	4	3	3
Master ECD	Excellent	Agree	Fully	Fully	Fully	4	4	4	4	4	3	3
Master ECD	Excellent	Agree	Fully	Slightly	Slightly	4	4	3	2	2	1	1

SWOC Analysis

The SWOC analysis was conducted among the Audit Team members on 1 July and the members further reached to staff, faculty and students by the next two weeks.

Strengths What do we do well? What unique resources can we draw on? What do others see as our strengths?	Weaknesses What could we improve? Where do we have fewer resources than others? What are others likely to see as our weaknesses?
Tutors are helpful, competent, supportive; focused on student success (faculty and learners' warm relationship)	Lack of communication between programs [within and across departments, e.g. Leadership and ECD; Leadership and TVET/MTD]
Seminar and idea pitching were a huge success (boosted student confidence, academic orientation, KU way of doing things)	Visiting faculty are not fully informed of program structure, flexibility in assignment submission, leave, attendance, etc. (Department should orient them in the beginning of each semester)
Online (blended) program arrangement is a plus (flexible and accessible to many)	Students are pretty busy; full time working professionals with managerial/leadership roles – but limited support for students after 5:00 p.m. (including library, on Saturdays and holidays)
Faculty made resources (e.g. Shesh Sir, Bikash sir's videos on YouTube)	Weaker diversity of education offerings (limited programs)
More than expected level of writing and support (article and proposal writing was unknown before)	'Assessment' not touched by any course in PDG in education management' – we are to include in any subject anyway
Students are empowered to take self-initiatives	We might be 'spoonfeeding' our students
Class size (similar to 'small school leadership club')	Competing priorities [academic? training? consultancy?)
Faculty (senior professor) with national prominence	Ambition to grow too fast, can reduce the quality of services
Increased community partnerships and collaborations	Faculty productivity – we are behind other department (maybe)
Nature of program is blended: not limited to education; management, leadership, governance etc.	Fewer students, also non-completers, Very large teaching and service burdens on faculty
In-house faculty anytime ready to support visiting faculty (support system is highly appreciable)	Time to revise MEd curriculum (three years passed)
If we need any update in any course, we can have subject committee meeting and update it	Limited faculty/student collaborative research programs/activities
Updating of the curriculum or the course is largely timely	Not so strong international connections and partnerships

	Teachers' input not received timely in some courses
	We are taking plagiarism somewhat lightly: One assignment submitted to four subjects: how to address this?

Opportunities	Challenges
Opportunities What opportunities are open to us? What trends could our department take advantage of? How can our department turn its strengths into opportunities?	**Challenges** What challenges could harm our department? What is our competition doing? What challenges do our weaknesses expose to us?
Collaborative projects/research works/write ups/seminars	Lack of undergraduate/feeder programs
More professional collaboration is possible since students are already in leadership positions (office space can be shared during our own construction)	Not so strong international connections and partnerships
Open for many more educational leadership and research programs, camps, events	Cost of program [PGD fee structure is to be re-considered]; Other universities offering programs at lower costs (and thus diverting students)
Build a 'leadership learning community' and 'leadership lab' where different leadership cases are observed, experimented and researched	Increasing "brain drain" of students leaving the country and not seeing KU as a place to study. Also, lack of highly skilled, job opportunities in the country
Enhance partnerships and collaboration (including for placement; convince schools to send prospective leaders)	Mismatch of full time faculty/student ratio (lack of rationality in the permanent faculty hiring and promotional processes)
Short term education and training (professional) certifications [leading to degree]	Diversity and inclusion in faculty (gender, ethnicity, quantitative research orientation)
More foreseeable revenue bonds	Leadership degree not yet required for school leaders (state policy not favorable)
More competitive advantage (other universities) and brand value	
With online/blended mode, recruiting students from across the country and beyond	
Encourage (local) government funded schemes for school headteachers to get leadership degree	
Alumni network	
Qualified faculty who are capable of getting grants, funds, and research projects	
Scope for providing research and post-doctoral studies	

Faculty Satisfaction Survey

Faculty Satisfaction Survey (online) was administered from 11 July to 24 July, where 14 faculty from the Department had participated. Among those, 5 were full time whereas 9 were course-contract-based visiting faculty. The overall results of the Faculty Satisfaction Survey has been presented in the following datasheet.

3. How satisfied are you with the collegiality among faculty members in the school?	4. How effective is the leadership / management of your department?	5. How valued do feel your input and opinions are to department /School leaders?	6. How satisfied or dissatisfied are you with the senior administration at School?	7. How fair or unfair are the administer-ative procedures at School?	8. How easy or difficult is it to obtain the resources /support that you need for teaching?	9. How fairly are you compensated for your work at school/ university?	10. How well do you get recognized for your accomplish-ments?	11. How satisfied are you with the adequacy of physical resources and support services for instruction?	12. Overall, how satisfied or dissatisfied were you with [school/ university] as a place to work?	13. How likely or unlikely are you going to stay at School for the next year?
Neither satisfied nor dissatisfied	Moderately effective	Moderately valued	Neutral	Neither fair nor unfair	Slightly easy	Moderately fairly	Very well	Slightly satisfied	Neutral	Quite likely
Slightly satisfied	Very effective	Extremely valued	Satisfied	Slightly fair	Slightly easy	Very fairly	Very well	Slightly satisfied	Satisfied	Extremely likely
Extremely satisfied	Very effective	Extremely valued	Satisfied	Slightly fair	Extremely easy	Very fairly	Very well	Slightly satisfied	Satisfied	Quite likely
Neither satisfied nor dissatisfied	Slightly effective	Moderately valued	Neutral	Neither fair nor unfair	Neither easy nor difficult	Moderately fairly	Somewhat well	Neither satisfied nor dissatisfied	Neutral	Not sure
Slightly satisfied	Moderately effective	Very valued	Satisfied	Slightly fair	Slightly easy	Very fairly	Very well	Slightly satisfied	Very satisfied	Quite likely
Slightly satisfied	Very effective	Very valued	Satisfied	Slightly fair	Slightly easy	Moderately fairly	Very well	Slightly satisfied	Satisfied	Quite likely
Slightly satisfied	Very effective	Very valued	Satisfied	Extremely fair	Slightly easy	Moderately fairly	Somewhat well	Slightly satisfied	Satisfied	Quite likely
Extremely satisfied	Very effective	Moderately valued	Satisfied	Extremely fair	Extremely easy	Very fairly	Very well	Extremely satisfied	Satisfied	Extremely likely
Neither satisfied	Very effective	Very valued	Satisfied	Slightly fair	Slightly difficult	Slightly fairly	Somewhat well	Slightly satisfied	Satisfied	Quite likely

nor dissatisfied										
Extremely satisfied	Very effective	Extremely valued	Very satisfied	Extremely fair	Extremely easy	Moderately fairly	Very well	Neither satisfied nor dissatisfied	Very satisfied	Extremely likely
Extremely satisfied	Extremely effective	Very valued	Satisfied	Extremely fair	Slightly easy	Very fairly	Very well	Extremely satisfied	Satisfied	Extremely likely
Extremely satisfied	Very effective	Extremely valued	Very satisfied	Extremely fair	Extremely easy	Very fairly	Very well	Extremely satisfied	Very satisfied	Extremely likely
Neither satisfied nor dissatisfied	Slightly effective	Moderately valued	Neutral	Neither fair nor unfair	Neither easy nor difficult	Slightly fairly	Somewhat well	Slightly satisfied	Neutral	Not sure
Slightly satisfied	Very effective	Extremely valued	Very satisfied	Extremely fair	Neither easy nor difficult	Very fairly	Extremely well	Neither satisfied nor dissatisfied	Satisfied	Extremely likely

Faculty Self-Assessment

We also distributed faculty self-assessment forms to all full time and visiting faculty. We received responses from 8 of them. The rationale for this self-assessment is to ascertain the faculty capability and prospects for institutionalising promising programs and activities. The form among others had asked the faculty to share how they have been contributing to the Department besides regular teaching and got following responses.

> *Ullens Education Foundation (UEF), in partnership with the Kathmandu University School of Education (KUSOED), organized a two-day workshop for school principals and education leaders on "Leading Schools in Changing Times." The event brought school leaders from various educational institutes, including schools from Kavrepalanchowk, Dang, Kaski & Nawalparasi. I was a part of the planning committee and also facilitated a session.*

Another faculty reflected that evaluation rubrics has been very supportive for all teachers and he took pride in being part of the rubrics developing team. He said,

> *Rubrics for student evaluation was one of my signature contribution/initiative.*

Another faculty reflected on outreach activities, especially through training.

> *I have been advocating and sharing my journey of progressive education with public and private school leaders and educators.*

Reflecting on the signature pedagogy, another faculty member shared:

> *User-friendly Moodle use; empowerment pedagogy: students work alone or in group based on their choice of topic, peer assessment, space for student-designed module in each course. Overall, constructivist approach.*
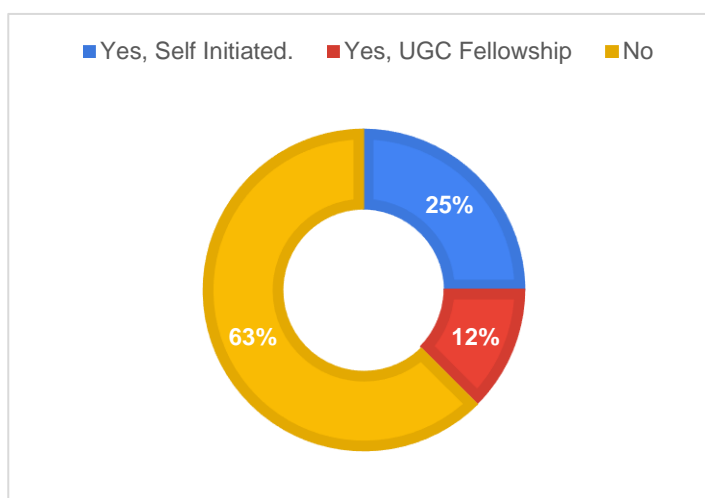
Moreover, some faculty were also proactively contributing to the Department by developing some educational resources that are supportive for faculty and students.

> *Yes, I have been producing video tutorials and student/faculty support materials in using ICT/Moodle. Moodle is the evidence; see EDUC 670/680.*
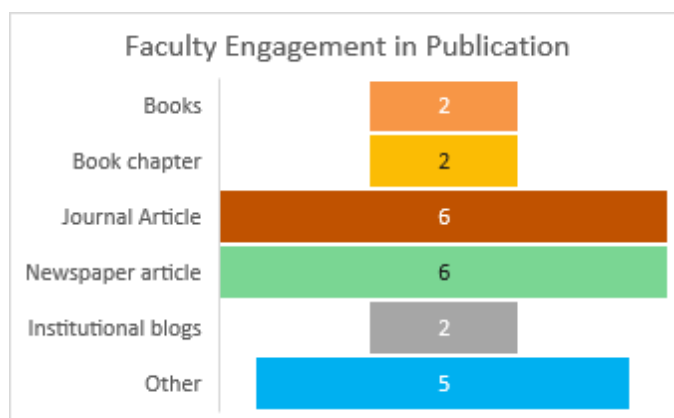
Another faculty member also shared:

> *Some guidelines for research writing (ongoing); academic audit guidelines, IQAC guidelines; learning materials for students - limited to enrolled students. Thinking of making some materials publicly available.*

Further, the form has included a question: Did you get any exposure visit/fellowships this semester? Among the 8 responses, a large majority (63%) had no opportunities as such. Even those who said, they got some opportunities reported that they were self-initiated (rather than Department/school initiated). However, one visiting faculty acknowledged the support of the Department in her winning the UGC fellowship for her PhD study. The overall result is demonstrated in the adjoining Figure.

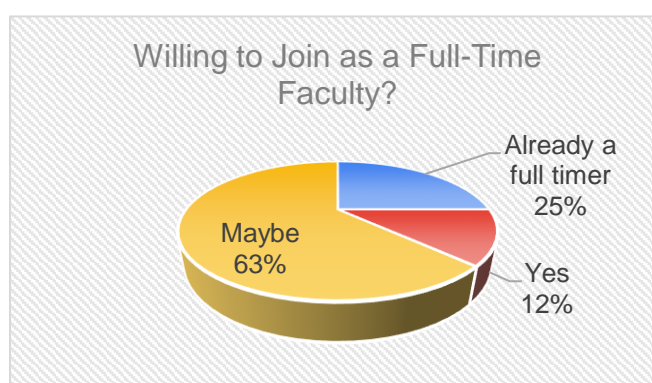■ Yes, Self Initiated. ■ Yes, UGC Fellowship ■ No

25% 12% 63%

The faculty also reflected (self-assessed) in terms of their engagement in scholarly publications. Among the 8 faculty who filled up the self-assessment forms, 2 were engaged in book publication (one of them was engaged in publishing more than 5 school-based textbooks). Two faculty members shared that they were engaged in chapter writing for an edited volume. Out of 8 faculty, six members had published at least two journal articles in the last two years. Other details are presented in the accompanying figure.

Faculty Engagement in Publication

Faculty comments on the overall administration and management of the department, regarding adequacy of teaching resources, timely support in administrative / technology / student issues, curriculum revision, class management, alternative assessment, project and field work, etc. were also gathered.

Faculty	Comments
Faculty 1	Department is running smoothly with group work and effort. Initiations should be made to organize high level conference on Educational Leadership. Departmental activities and progress need to be published in web, department blogs, brochures.
Faculty 2	I am satisfied with the level of support I have been receiving from the department.
Faculty 3	I like the flexibility it offers.
Faculty 4	Supportive and collaborative.
Faculty 5	Project and fieldwork need to be further developed/strengthened. New and innovative courses should be lunched to grab new dimensions of teaching pedagogy, leadership and administration.
Faculty 6	Need to breakdown the class of 2 Years MEd and 1 year MEd in the course Instructional leadership.
Faculty 7	Visiting faculty capacity development should be considered.
Faculty 8	Promote student-faculty publications.

Finally, the faculty were asked whether they would like to join as a full-timer at the Department. The responses revealed that among the respondents, 25% were also full-timers at the Department, whereas the rest were serving as visiting faculty. Only one of them showed interest in becoming a full-timer and the rest were undecided – largely because they were holding some full-time jobs somewhere.

Willing to Join as a Full-Time Faculty?

Annex IV: Sample Course for Non-Program Participants

EDUC 621: ADVANCED QUALITATIVE RESEARCH METHODS (3)

Offered By
Kathmandu University
School of Education

Course Description

The course is intended for students who already have a foundation in qualitative methods and are planning to use this methodological approach in their dissertation research. It aims at enabling research students with skills, knowledge and understanding of qualitative research traditions, methods and techniques, thereby developing research capabilities in problematising research issues, conceptualising theoretical perspectives, developing research design and analysing and interpreting qualitative data. Furthermore, the course also aims research students to develop knowledge and skills necessary for applying appropriate quality and ethical standards for their research projects. As such, this course explores the theoretical and pragmatic aspects of qualitative research. Key topics of this course include: Overview of qualitative research traditions, key paradigms and worldviews, problematising in qualitative research, research designs, interpreting qualitative data and maintaining ethical and quality standards.

Learning Outcomes

After successful completion of this course, students are expected to:

1. Demonstrate a sound understanding of the different research paradigms in conceptualising research problems.
2. Demonstrate a sound understanding of a number of specialised qualitative methodologies and techniques for 'data' collection and interpretation and the underlying epistemological and ontological assumptions the approach brings to the task of discovery.
3. Critically assess qualitative methods available and making appropriate methodological and analytical choices.
4. Create an ideal research methodology that enables learners to become a non-positivistic education researcher.
5. Appraise the diverse ethical and quality standards relevant to non-positivistic research traditions.

Targeted Participants

This course is specially designed for MPhil/PhD in Educational Leadership students. Since this is a core course across departments, it can be equally relevant to other programs at the MPhil/PhD level. However, research references and examples are made typically for educational leadership issues.

Alternative Participants

This course is optionally offered to other university MPhil/PhD candidates or independent research scholars on a full fee-paying basis. When a regular program has all quota (25) filled in, max 5 alternative participants can be accommodated. If more than 5, a separate class schedule will be managed.

The procedure for taking part in this course is a) Course Sign Up [with a deposit of NPR 500], b) Eligibility test, and c) Course enrolment.

Full Course Fee: NPR 80,000.00 [payable in two instalments]

Alternative participants should complete all course requirements as the regular (targeted) participants.

Upon successful completion of this course, a credited certificate will be issued.

Course Contents / Syllabus

1. Conceptualising Your Research
   a. Concept of research paradigms
   b. Usefulness of different research paradigms
2. Theorising Your Research
   a. Developing your research problem
   b. Assumptions (ontology, epistemology, axiology) and paradigms
   c. Theoretical perspectives (to orient your study)
3. Designing Your Research
   a. Non-positivistic research designs and methodologies
   b. Qualitative multi-methods approaches
   c. Sample, site and data
4. Representing Your Research
   a. Analysing/interpreting qualitative 'data'

      b.   Meaning-making and reporting processes

      c.   Newer analytics (Metaphorical, Narrative, Poetic, Dialectical Thinking)

5. Maintaining Quality and Ethics in Your Research

      a.   Quality standards for non-positivist research traditions

      b.   Aligning quality standards with a chosen paradigm/design

      c.   Researcher positionality and reflexivity

      d.   Ethical protocols for non-positivist research traditions

6. Student Designed Module (tbc)

      a.   Use of Qualitative Data Analysis Tool(s)

      b.   Analytical approaches and writing up

      c.   Unconference/Q&A or Panel Discussion with Non-Positivist Research Advocates at KUSOED and Beyond

Knowledge Base

References/links will be provided on Moodle site module-wise.

Instructional Methodologies

Instructional methodologies are designed to support intensive, postgraduate level course work in an interactive setting. Typical methodologies include facilitator presentations, student presentations, peer group learning, discussions, self-evaluation, proposal/chapter development, key readings, research/inquiry exercises, among others.

The course is taught with facilitator-student, student-student, and student-facilitator feedback.

Students actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, self-reflection, in-class presentations, whole-class and small group activities, assigned readings, research/inquiry, and collaborative work – all focused on developing a qualitative research proposal and chapter writing.

Course Format

- Key course content, activities, fieldwork, and assessments are organized into modules totalling 48 seat hours.
- One class meeting each week: 180 minutes

- One-on-one meetings with the instructor throughout the course
- Self-paced study and learning activities

Class Format

Each class will comprise obligatory student presentation and comments. The presenter will have 15-30 minutes and the commentator will have 5-10 minutes. Moreover, general discussion of 15-20 minutes will follow. Then, the Course Facilitators will take charge of rest of the class, but engaging the learners in collaborative inquiry, independent research and active discussion.

Location

Home-based (a permanent virtual classroom link https://meet.google.com/xhw-egoe-gwt is provided in the Moodle course platform) and/or physical classroom based at KUSOED premises, Hattiban, Lalitpur

Date/Time

Tuesdays, beginning August 09

5:30-8:30 pm

Course Site

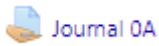Course site: https://kusoede.edu.np/course/view.php?id=506

Course Enrolment Option

Self-Enrolment Key: EDUC621

Classroom Policies

1. Click on the course website to enter our virtual class.

2. As soon as you enter the class (usually, 5 minutes before regular class time), click , type EDUC621 as password to mark your presence. Please, mark your attendance within the first 1 hour of the class. Those appearing after 6:30 pm will not be permitted to mark the attendance.

3. Regular class attendance is a must. You may take 2 days' class off (pre-informed) during the semester, but not on the days you are designated to present or comment.

Assignment Policies

1. All assignments must be submitted only on Moodle (through "Journal" link, 📄 Journal 0A ; no e-mails) and following the template!

2. Please note the assignment submission deadlines on the calendar (frequently check the calendar on course area) and turn in your assignments accordingly (by midnight on the due date). Normally, assignments are due two-weeks following the end of the module.

3. If you think that you cannot meet the deadlines in some assignments, please inform the course facilitator(s) ahead of the deadline. In some general situation (e.g. difficulty of the task) or emergencies (e.g. illness), we can arrange for a reasonable extension.

Course Expectations

As gradable assignments, you will write five journals (ranging from descriptive essays to drafting a plan or a program document). Besides, active participation in in-class activities and timely submission of assignments are expected from the students. Follow the APA (7th ed.) style for citation and references and format your paper/assignments as per the template provided.

Academic Integrity Policy

Academic integrity is integral to academic life. For students, it involves their obligation to act with honesty and to respect the rights of other in carrying out all academic assignments. Therefore, honest, original work is expected from each student. As such, students must not copy, cut and paste any sentences or parts of sentences from articles, the internet or other students (this does not restrict you from fair use with appropriate citation and references). Likewise, they should not submit the same paper for credit in two courses. Academic misconduct of any kind will not be accepted. The course facilitators retain the right to reject or give a grade of F for unoriginal work.

We are very strict about maintaining academic integrity. As such, plagiarism of any form is a serious offense in academia. Ghost or guest authorship, duplicate submission and citing from known predatory journals (links will be provided) are strongly discouraged.

Assessment Plan

Within Semester Assessment (100%)

a. Class participation/presentation   = 10%
b. Journals 5 (a and b)   (**mutually planned**)   = 50%
c. Individual qualitative research proposal (and a sample chapter) = 40%
     i. Final Proposal/Chapter   = 20 points
     ii. Viva [Presentation]   = 20 points

Raw Score	93-100	85 plus	75 plus	67.5 plus	57.5 plus
Grading	A	A-	B+	B	B-
Grade Point	4.0	3.7	3.3	3.0	2.7
Explanatory Indicators	Outstanding	Excellent	Very Good	Good	Satisfactory

Course Facilitator

Rebat Kumar Dhakal is an Assistant Professor of Educational Leadership. He speaks and writes about pedagogical innovations, responsible research practice, teacher education, educational leadership, and curriculum sociology. His current research interests include education policymaking, school governance, research integrity and narratives of 'high quality' higher education in South Asia. He is a life member of International Forum of Researchers in Education. He is available on Facebook, Twitter or LinkedIn. Please write to rkdhakal@kusoed.edu.np for course communication.

Academic Audit

Departmental Self-Review - I