

Kathmandu University, School of Education
Academic Audit Report
Departmental Self-Review I



**Department of Development
Education**

August, 2022

Hattiban, Lalitpur

DEPARTMENTAL SELF-REVIEW I

@ DEPARTMENT OF DEVELOPMENT EDUCATION

Task Force

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Contents

Section A

| | |
|--|----------|
| Introduction | 1 |
| Background | 1 |
| Objectives | 3 |
| Department Outcomes | 3 |
| Human Resources at Department of Development Education | 3 |
| Guiding Principles | 4 |
| Audit Framework | 4 |

Section B

| | |
|----------------------------------|----------|
| Methodology | 6 |
| Departmental Self-Review | 6 |
| Audit Process | 6 |
| Data Analysis and Report Writing | 7 |
| Members of Audit Team | 7 |

Section C

| | |
|--|----------|
| Results | 8 |
| Enrollment Trend and Gender Distribution | 8 |
| Pass Out Rate | 9 |
| Thematic Observation of Audit | 11 |
| Faculty Satisfaction Survey | 14 |
| Faculty Self-Assessment Survey | 15 |
| Student Satisfaction Survey | 15 |
| Students' Evaluation of Instruction | 18 |
| SWOC Analysis | 19 |

Section D

Conclusion and Action Plan 20

Conclusion 20

Action Plan 22

Declarations 24

Section E

Annexes 25

I: Explanation of the Dimensions of Audit

II: Gender, Enrollment and Pass-Out Rate at DODE

III: Departmental Portfolio

IV: SWOC Analysis

V: Student Satisfaction Survey

VI: Student Evaluation of Instructors

VII: Curriculum Mapping of MTVET

VIII: Curriculum Mapping of MSD

SECTION A

INTRODUCTION

Background

The Department of Development Education under KUSOED was established in October 2018. Previously the department was named the 'Department of Educational Leadership and Development Studies'. Later it was divided into two different departments. This department operates programs that connect development with education by catering to the needs of the development sector. It has streamlined and consolidated demand-driven programs aiming to produce, examine and engage in the global and local development discourse from multiple paradigms and educational perspectives.

The main objective of this department is to create creative, critical, and efficient development professionals who can meet the 21st century challenges and needs contributing meaningfully to the development of the nations through various communities and activities. The purpose of the programs under this department is to emphasize the capacity building of potential research of national and international scholars whose research is likely to become a basis for improving practices in their professions and could contribute to the development sector at local, national, and global levels. The program further aims to equip the analytical and practical skills to engage in development issues critically and debates from an interdisciplinary perspective and work across the intersections of development policy, research, and practice. The program objective is to enable students to engage in social transformation processes utilizing research-based expertise and critical and comparative analysis.

The department has now created a larger network of the pass out who have been serving in the development sector significantly through their deserving positions. This pool of experts has always extended their helping hand to the program promotion and collaborative activities or projects with the department. The benefits that the school of education is receiving from them are valuable since it is the major factor for the success of the program within this department.

The department has become a milestone in the areas of education, development, and vocational education and thus has become the hub of learning the developmental needs. This has helped the growth and development of the School of Education.

| Department at a Glance | |
|---------------------------------|---|
| Programs (5) | <ul style="list-style-type: none"> • PhD in Development Studies • MPhil in Development Studies • Master in Sustainable Development (MSD) • Master in Technical and Vocational Education and Training (MTVET) • One Year M Ed in Training and Development (MTD) |
| Faculty (Total 34) [29% Female] | Fulltime faculty – 5 <ul style="list-style-type: none"> • Professor – 1 (on leave) • Associate Professor – 1 • Assistant Professor – 2 (1 on leave) • Lecturer – 1 • Visiting faculty - 29 |
| Staffs | <ul style="list-style-type: none"> • Research Assistant – 2 • Support Staff – 1 • Research Fellows – 2 |
| Students (Batch 2022) | <ul style="list-style-type: none"> • PhD (2013 – 2022 batches) - 36 • MPhil (2013 – 2022 batches) - 227 • MSD (2014 – 2022 batches) - 192 • MTVET (2018 – 2022 batches) – 84 • MTD (2021 – 2022 batches) - 27 |

The department is conducting classrooms online as well as in blended mode. There are community-driven activities such as fieldwork to engage at the community level and apply their knowledge from the classroom to the community. Further, the department has collaborated with development partners such as Nepal Participatory Action Network (NEPAN) regularly for community engagement by conducting occasional discussion series. In the future, it has planned to work with local municipalities and collaborative work for the students' community development and knowledge implications.

Objectives

The drive of initiating the quality audit at KUSOED is to develop a system for bringing about mindful enrichment in the academic and administrative performance of the School. In this Departmental self-review or audit following are the objectives:

- Understanding the status of diverse aspects of teaching, learning, assessment and student support
- Assessing the status of resources (human, human capital, physical, technical) and their utilization
- Planning actions and activities to improve departmental effectiveness and performance
- Identifying areas to seek support of the School and other departments
- Contributing findings and data for the school audit

Department Outcomes

The Department of Development Education provides a unique value proposition of sustainability, TVET and Training and Research in higher education thereby developing a collaboration with Government of Nepal, Development Partners, Community Based Organizations and Industry through its integrated research initiatives with industry and the provision of tailored Master, MPhil and PhD postgraduate course offerings that reflect the changing demands of development, education, industry, technology and careers.

Human Resources at Department of Development Education

Following are the human resources assigned in the Department of Development Education

- Professor Mahesh Nath Parajuli, PhD (on leave)
- Associate Dean: Associate Professor Prakash C. Bhattarai, PhD
- Head of Department: Assistant Professor Suresh Gautam, PhD
- Assistant Professor, Parbat Dhungana, PhD (On leave for PhD study)
- MEd. Training and Development and MTVET Coordinator: Lecturer Lina Gurung, PhD
- PhD Fellows: Mr. Durga Baral, Mr. Prakash Kumar Paudel
- Research Assistants: Mr. Jeevan Tamang, Ms. Aakankshya GC Bhujel

- Research Fellows: Ms. Ashmita KC, Mr. Bashir Ahmed
- Administrative Staff: Ms. Anju Gautam (on need basis)

Guiding Principles

The following are the guiding principles of Academic Audit at KUSoED.

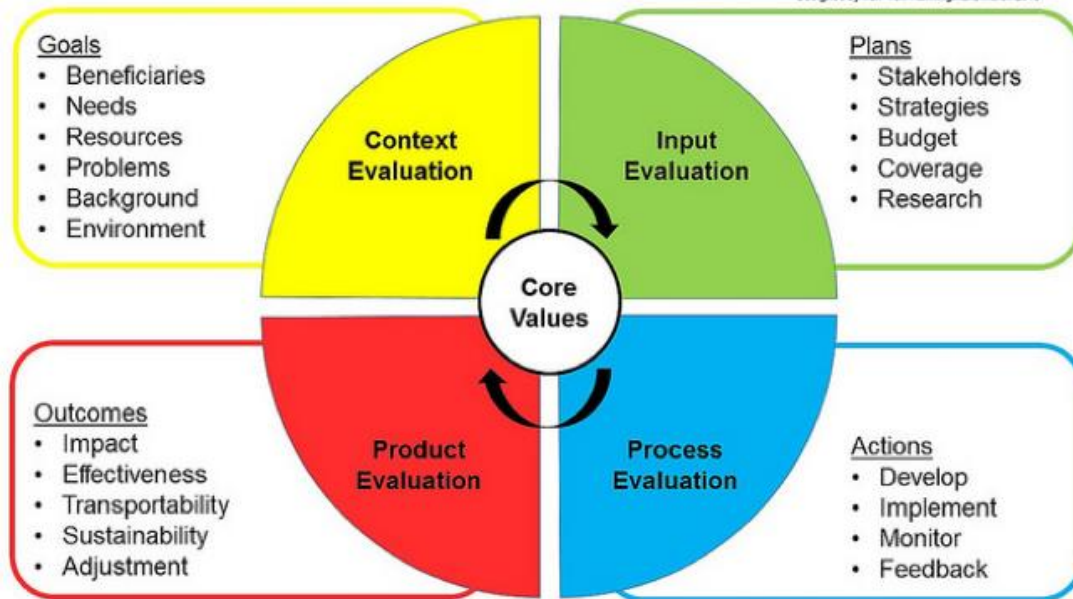
| | | |
|--|------------------------------|------------------------------|
| Academic excellence (with a focus on academic processes and competency-based assessment) | Student career prospects | Ethics and integrity |
| Quality and efficiency (of service) | Participation and diversity | Community outreach |
| Continuity and consistency | Evidence-based documentation | Learning from good practices |

Audit Framework

Academic Audit helps in assessing the overall performance of the programs and the human resources in the department. It helps in identifying the strengths and weakness for the continuous improvement of the department and the institution. This audit makes the faculties and the school authorities or the leaders accountable in regard to their academic performance. Furthermore, it helps in updating the systematic document of the department. This is one of the best practices in the school which is effective in assessing the capacities and make timely strategies to cater the need and the gaps. The academic audit had considered the academic and administrative program. For this the we have applied Stufflebeam's (2002) context, input, process, and product (CIPP) evaluation framework, which emphasizes the overall assessment of the school or the department in this report seeking corrections for problem areas.

Context, Input, Process, Product (CIPP) Evaluation Model

Designed by Ivan Teh RunningMan, March 2015



Source: Daniel L. Stufflebeam, "International Handbook Of Educational Evaluation" by Springer International Handbooks of Education, December 2002, ISBN-13: 978-1402008498

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 audit process began on first week of July and completed at the end of August, 2022. The tools and techniques adopted included the following:

1. Student Satisfaction Survey 38 (16 Male & 21 Female 1 Other)
2. Student Evaluation of Instruction (88 responses)
3. Faculty Satisfaction Survey 16 (4 full timer, 12 visiting)
4. Faculty Self-Assessment Form⁷ (3 full timer, 4 visiting)

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.]

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

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.

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 26 August before sharing it at the regular weekly faculty meeting on 29 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.

Members of the Audit team

- Suresh Gautam, PhD, Head of Department
- Prakash C. Bhattarai, PhD, Subject Committee Chair
- Indra Mani Yamphu, PhD, Visiting Faculty
- Lina Gurung, PhD, Member, Academic Audit Focal Person
- Ashmita KC, Student Representative of Academic Audit Task Force
- Aakankshya GC Bhujel, Research Assistant
- Anju Gautam, Administrative Staff

SECTION C

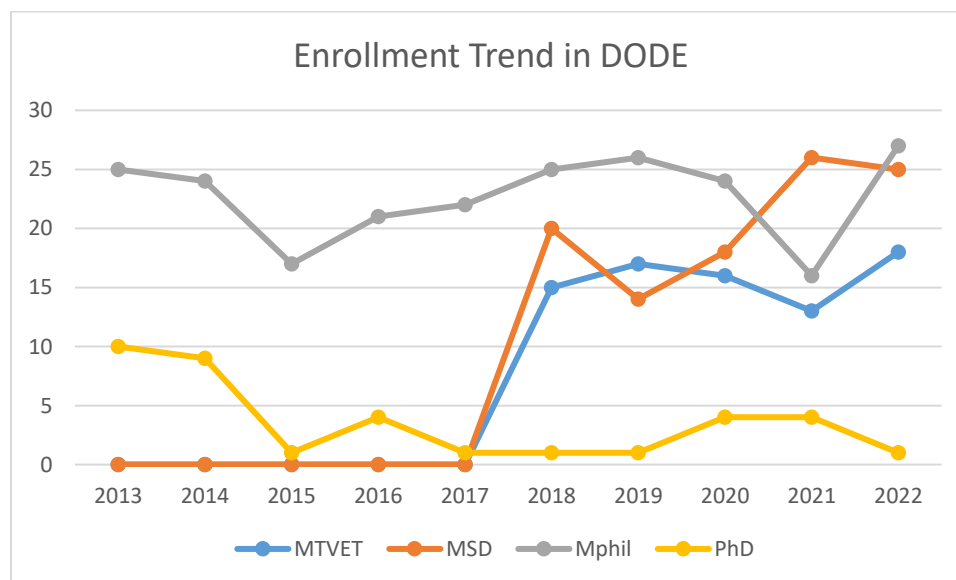
RESULTS

This section presents the findings from the document analysis as well as the result from different surveys taken with students and faculties.

Enrollment Trend and Gender Distribution

Figure 1 is about the enrollment rate in Masters, MPhil and PhD program of the department. The master program is presented with five years' data while MPhil and PhD has data from 10 years. This figure shows that the university is admitting less students in the later year than 10 years back. A significant decline was observed in MPhil in the year of 2015 and 2021. Regarding Master's programs, there has been a decreasing trend except in 2019. But in MTVET program, which started in 2015, there's a higher number of students in the recent year 2022 though there was slightly decline in 2021. The exact year wise number of students in these programs is given in Annex 2.

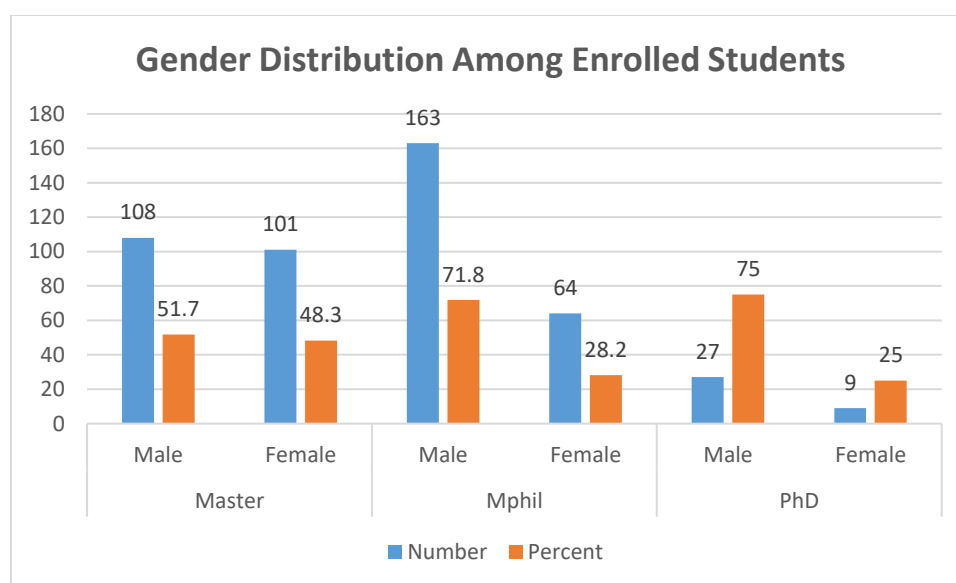
Figure 1: Enrollment trend of DODE



(Source: Exam Section, KUSOED)

An analysis of the gender distribution of the students has also been presented with reference to total number of students in different programs of the department. The balanced gender parity is observed significantly in the master degree program. The gender gap is wider in MPhil and the highest in PhD program (see the details in Annex 2).

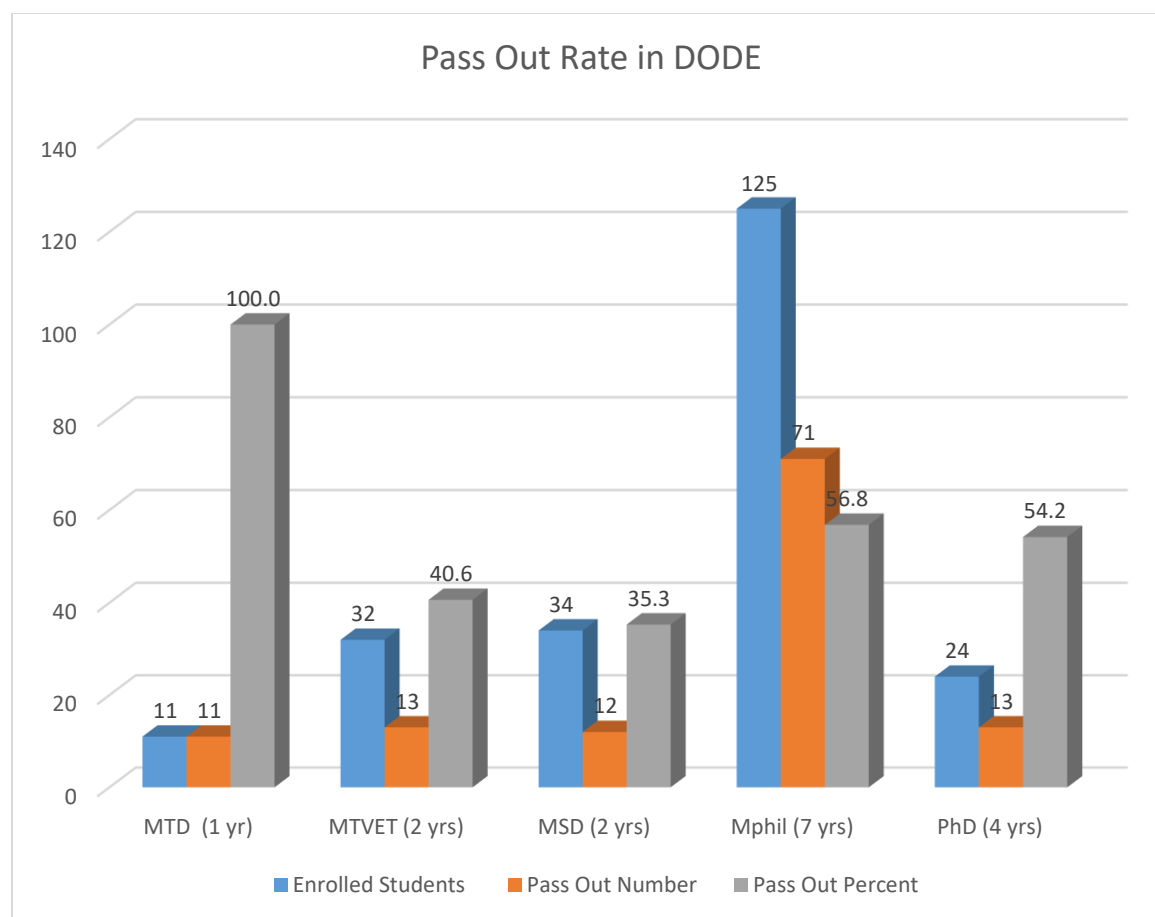
Figure 2: Gender Distribution Among Enrolled Students



Pass Out Rates

Different programs have been initiated in different period of time and according to the nature of the program the time period to graduate is different for example, it is one year for MTD, generally 3 years for MSD, MTVET and MPhil (mostly due to the time required in doing rigorous thesis work). Likewise for PhD it is generally 5 years for the completion. According to the available data, a tentative pass-out rate has been calculated and presented in the figure below. According to the chart, MTD program has 100% pass-out rate which is extremely good. MTVET has the 40.6%, MSD has 35%, MPhil has 53% and PhD program has 54%.

Figure 3: Pass Out Rate



| Level | Enrolled Students | Pass Out Number | Pass Out Percent | Batch Included |
|---------------|-------------------|-----------------|------------------|----------------|
| MTD (1 yr) | 11 | 11 | 100.0 | 2021 |
| MTVET (2 yrs) | 32 | 13 | 40.6 | 2018 – 2019 |
| MSD (2 yrs) | 34 | 12 | 35.3 | 2018 – 2019 |
| Mphil (7 yrs) | 125 | 71 | 56.8 | 2013 – 2019 |
| PhD (4 yrs) | 24 | 13 | 54.2 | 2013 – 2016 |

Thematic observation of the Audit

| Observations/Findings/Evidence | | Comments and Suggestions |
|--|--|---|
| 1. Curricular Aspects | | |
| 1.1 | Course Revision of Master in Technical and Vocational Education and Training and Master in Sustainable development. The feedback was received from the program stakeholders and revised accordingly. The revision of the course syllabus is revised every year by the concerned teachers. So it has been perceived and practiced as an ongoing activity. | Curriculum revision carried out in 2021 (MTVET) and 2022 (MSD). The consultation workshop was held with the subject committee members, report was produced and shared with them including the other stakeholders The assessment guideline was shared during the faculties' regular meeting and feedback was collected. |
| 1.2 | Assessment Guideline was developed for the standard evaluation and mentoring for the consistence measurement with the team of Dr. Shesha Kanta Pangen and Indra Mani Rai Shrestha. | |
| 1.3 | Master, MPhil and PhD Guideline was developed within the school and the faculties from the department had active involvement. | |
| 2. Teaching, Learning and Evaluation (including Student Support) | | |
| 2.1 | <p>Faculties are highly engaged in student support, counseling and mentoring for research and other needs.</p> <p>Full-time faculty, Coordinators and HODs are available for support but need to also ensure that visiting faculty are available to support students for a designated period of time, at least once a week.</p> | <p>Overall Rating of Instructor/s:</p> <p>MSD: Good (Mean Score = 3.6)</p> <p>MPhil: Excellent (Mean Score = 4.5)</p> <p>On a five point scale where 1: Poor, 2: Fair, 3: Average, 4: Good, 5: Excellent (Source: SEI)</p> <p>“Unreachable part-time faculty” (Source: SSS)</p> <p>“Less systematic process of teaching” (Source: SSS)</p> <p>“Doubt in pedagogical competence of facilitators, although they are undoubtedly qualified” (Source: SSS)</p> <p>“In some courses, no feedback on assignments, grading based on submitting before deadline and not based on quality of work, sometimes biased grading,</p> |
| 2.2 | Department is responsive to grievance and have been providing the necessary information to the students timely. | |
| 2.3 | There is good feedback mechanism in the programs via Moodle, email, calls and physical meeting. However, the students have suggested that it needs improvement and apply equally in all courses. Some have been providing timely feedback whereas some visiting faculties haven't been able to do so | |
| 2.4 | Most of the classes are well organized and maintain the academic calendar. However, sometimes the course facilitator is highly dependent on the teaching assistant and even allow them to lead most of the classes. In such cases the quality of delivering the content is questionable. | |

| | | |
|---|--|--|
| 2.5 | Blended mode of learning (appreciated) but has many challenges catering to the needs of students who are physically present and who are attending the classes online because of the resource limitation of the department Peer Learning, Experience Sharing, Learning connected to actual scenarios, critical thinking, workshop model of classes have been appreciated | unaware of how assignments have been graded” (Source: SSS) “Some form of uniformity required across subjects – physical or online, “not dependent on teachers’ moods” (Source: SSS) |
| 2.6 | Since the visiting faculties have full time job and mostly end their duty after 5 pm only, the classes time at 4:30 are not feasible to everyone especially for master degree program so they have been adjusting the time in mutual understanding with students. However, the on time start of the classes regularly has still been a challenge to some extent for few. | “If teacher came right on time, we could have ended classes on time and got on with our other responsibilities and not missed any lesson at the end of the classes” (Source : SEI) |
| 2.7 | Grading Rubrics need to be shared with the students because it helps the students to be aware of how to improve their grades and on what basis their assignments were graded. | “When I got my grades, I felt that some teachers were biased towards me inspite of myself being attentive and regular in the class” (Source: SEI) |
| 3. Extracurricular Aspects | | |
| 3.1 | The department has actively participated, coordinated and conducted international seminars physically and virtually. Many students from the department programs were involved as presenters, rapporteurs and members of organizing team. | “Practical field visit for new knowledge should be more emphasized rather than the paper assignment and examinations only” (Source: SSS) |
| 3.2 | There is frequent field visit in every master degree and MPhil program as a part of research, enrich learning in the concerned subjects. Those field visits are outside Kathmandu Valley as well as inside the valley. They organize webinars of their field visits and shared in the public via virtual platform | |
| 3.3 | There are frequent workshops for the students as per the need required in the subjects or the research activities. | |
| 4. Graduate Success and Employability Check | | |
| 4.1 | Internship Facilitation – There are internship courses in MSD and MTD whereas in regard to MTVET there is work based learning course where students are send to the TVET related schools or organization for 3-5 months. There are few | Graduate success is lowest in MSD and MTVET (35% & 40% respectively) while MPhil and PhD has success rate more than 50 percent (53% and 54% |

| | | |
|--|---|--|
| | successful cases in each master degree program where students have been able to successfully get the job in those organization. | respectively). The MTD program has 100% success rate. |
| 4.2 | Placement Strategies – Mostly the students have full time job. However, few full time students had approached the department for the job placement. On the basis of personal connection, they were placed successfully rather than from the placement unit. The department has faculties and a RA who are KU graduates. An MTVET student has been hired as department RA. | Employment Percentage MTVET 2021 (100%) MTVET 2022 (88%) MTD 2021 (100%) MTD 2022 (100%) |
| 4.3 | Linkages with industries – The department has tried to link with the industries and has carried out two activities in this regard. a) Invited the industrialists and members of FNCCI in a national seminar on TVET issues. We noted their concerns that can be b) Participated in 2 days Job fair in Chitwan conducted by Chitwan Association of Industries (CAI). It helped us to disseminate information on our academic programs. | MSD 2021 (48%) MSD 2022 (76%) MPhil 2021 (95%) MPhil 2022 (100%) |
| 5. Research, Consultancy and Community Engagement | | |
| 5.1 | The department of development education has developed the sexual harrassment policy to ensure the inclusive university system. This department also conducted UNV SWVR research as the global report to document the volunteering practices in Nepal. The report uses two cases from Newar and Tharu depicting the traditional volunteering practices. | “I participated in some Development Partners' meetings to get pre-informed of upcoming grants calls. I was engaged in proposal development in collaboration with World Bank (for USAID funded call) and also looking for Finnish Embassy's imminent two calls.” (Source: SEI) |
| 5.2 | Some activities of MTVET program has been supported by LELAM project such as supporting fieldwork, research and scholarships to PhD students. Currently there are six major research in progress in the field of TVET sector and the MTVET faculties as well as students are engaged in the | “I have not been engaged in any sort of professional development activities from KUSOED. I am doing on my own. I wish to team up with faculties of KUSOED from the initiation of the organization itself?” |
| 5.3 | The department has developed proposals and applied for the grant which is focused on research in different areas. The proposal aims at engaged our students at different level and phases of the project. This has been the practice in the past and at present. | |

| | | |
|--------------------------------|---|--|
| | Currently we have LELAM and Australian Volunteer Program | (Source: SEI) |
| 5.4 | The faculties from the department have been actively engaged in the editorial team of the “Journal of Education and Research (JER)” published regularly by KUSOED. The department is now working in another journal/book in the subject area of Monitoring and Evaluation. It will be soon published latest by the end of October 2022. | “Yes, in last three years, in self initiation and CTEVT's support, I conducted labor market assessment, M&E and quality improvement initiations in Sudurpaschim Province.” (Source: SEI) |
| 5.5 | The in-house and the visiting faculties have been involved in research, consultancies and paper or book chapter publication from their individual efforts as per their own individual self-engagement plan. | “I have not got an opportunity to contribute to any project planning, designing or monitoring in KUSOED but I would love to be part of any further activities” (Source SEI) |
| 6. Innovative Practices | | |
| 6.1 | As per the faculty's self-assessment survey <ul style="list-style-type: none"> • Practical Approach to Project Development and Implementation • Empowerment Pedagogy • Organization focused projects as assignment • Case Studies, Problem Solving • Storytelling, Peer-learning • Interactive Pedagogy • Workshop Model • Localized pedagogies | “Interactive class (Research and Stats), SPSS Workshop” (Source: SSS) “Innovative teaching styles for advance courses” (Source: SSS) “The instructor's delivery was great, he is highly knowledgeable” (Source: SEI) “The assignments of this subjects were really interesting and pushed me to think critically and analytical. Personally I really liked the challenges that came with it”. |

Faculty Satisfaction Survey

There were 16 respondents in the faculty satisfaction survey where 4 were in-house faculty and 12 were visiting faculties. Most of the faculties are satisfied with the collegiality within the department. They have expressed positively towards the management and leadership of the school where five faculties reported the management/leadership as extremely effective, seven of them found very effective and the remaining four opined to have moderately effective leadership. Likewise, they were reported that their opinions and suggestions were highly valued within the

school. They also seemed to be satisfied with the senior administration. However there were few were neutral in this regard. More than half of the faculty have found easy to obtain necessary resources and support from the school. All the faculties believed that there is fair compensation of their efforts/time/skills within KUSOED. 12 faculties responded that KUSOED responded and acknowledged for their accomplishments. About 80% of the faculties wish to stay in KUSOED and serve for longer period of time. In nutshell almost all the faculties are quite satisfied with KUSOED as a better workplace.

Faculty Self-Assessment Survey

There were 7 respondents for the Faculty Self-Assessment Survey from Department of Development Education. Faculties reported that they had notable engagements in providing supports to the students especially in research guidance, mentoring or collaborations in article writing and encouraging students for participation in seminars. Faculties have been responding to their queries through email, viber/whatsapp and phone calls. Most of the visiting faculties were not engaged in the curriculum development or revision or even in new program design. They reported that there were very less exposure visits and fellowships for faculties. Very few participated in collaborative events and therefore suggested that KUSOED need to extend partnership with other universities and organizations. Faculties have been exploring the opportunities themselves for research activities. They participated in national and international seminars (physical and virtual both) through their own self initiation. They have been involved in the research and consultancies from their individual effort rather than being included through the institutional initiatives. They were able to publish journal articles, books chapters, newspapers and blog articles in a fair number in the last 3 years. Faculties reported that there were not involved in any activities by KUSOED for their professional development except one who was nominated to learn a post graduate diploma course from KUSOED. The faculties attended online short courses and webinars through self-initiation. All faculties have been receiving student's feedback but very few provide and receive the formal course wise feedback form.

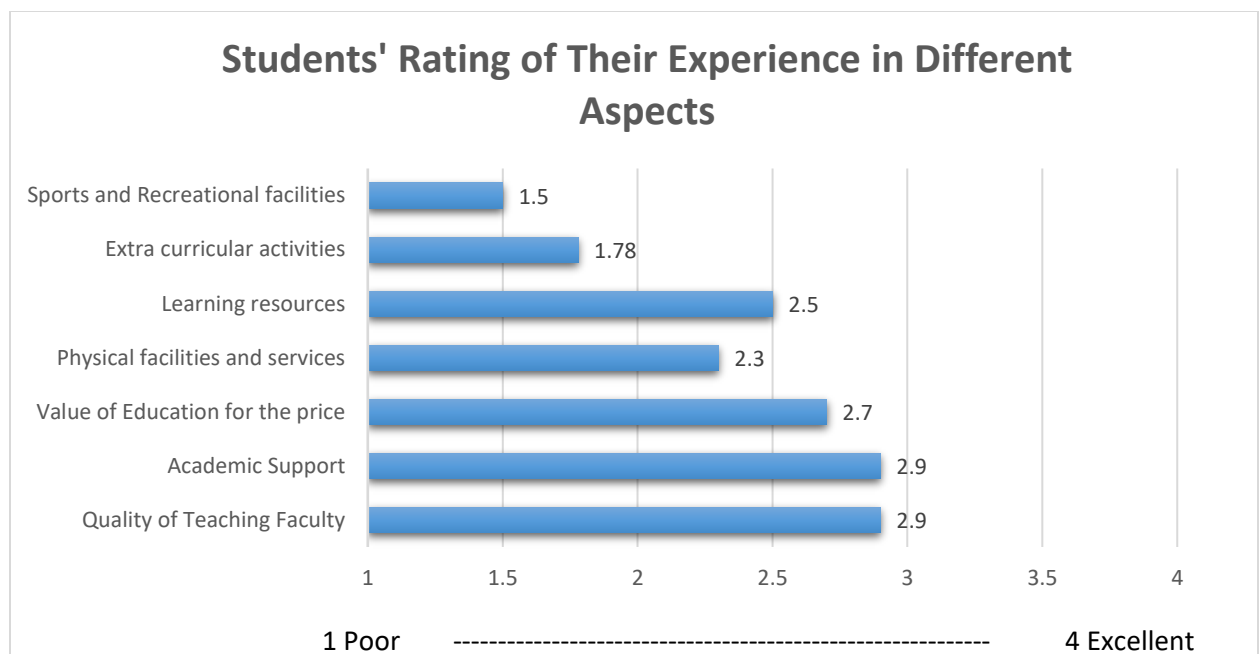
Student Satisfaction Survey

38 students from the department participated in the 'Student Satisfaction Survey'. There were 17 students from MSD program, 7 from M'TVET, 5 from MTD and 9 students from MPhil

program altogether as respondents. Further there were 16 (42 percent) male, 21 (55 percent) female and 1 (3 percent) among the respondents.

Half of the students (50%) have rated the overall quality of teaching-learning process as good while 18 percent said it was excellent. More than four-fifth of the students (83.7%) are happy with the support from the administrative staff. Regarding the school's interest in promoting internships, exchange programs or field visits, few students (8%) students opined that it wasn't taken regularly while 32 percent said often and 42 percent said sometimes. Some students (37%) reported that the teachers were about the cover 100 percent of the syllabus in the class while nearly half of the respondents (47%) said it was 80% of the syllabus. More than of the students (60.5%) believed that the internal evaluation process was fair while other about 40 percent reported to being unfair. More than half of the students agreed on the instructions, materials and activities being effective and adequate (Strongly Agree = 8% and Agree = 50%). When inquired about the overall academic experience with the university program, 13.2 percent were very satisfied, 47.4 were satisfied, 21.1% remained neutral and the remaining were not satisfied (15.8%) and very dissatisfied (2.6%).

There were mixed view on the materials being uploaded on the Moodle by teachers. They have found the course facilitator encouraging and cooperative to them and agreed that they have received the value of the program in general in different extent. They are happy with the food being served in the school cafeteria (32 percent fully agree and 58 percent reasonably agree). Regarding teachers' availability and access to the resources in the library they are satisfied fully (21%), reasonably (26%), partially (42%) and slightly (8%). The overall experience of the students had been quite satisfied. Out of 38 students, there was only one respondent who was not satisfied at all. The following figure presents the students' rating of their experience in different aspects of the school or specific to department. It was a four scale rating where 1 denotes the poor and 4 denotes excellent. The students rated the academic support and the quality of teaching faculty the highest, approximately 3. The lowest rating was given to sports and recreational facilities and extra-curricular activities.

Figure 4: Student Rating of Their Experience

Students expressed their different ideas on the most helpful thing they found in the program.

S1: Reinforcement in the learning process

S2: Specific feedback and quick email replies from professors

S3: Collaborative learning with classmates

S4: Facilitator's motivation

S5: Interactions and group discussion

S6: Facilitators being humble and easily approachable

S7: Innovative style of teaching

S8: Peer learning, friends from diverse background

S9: Extra non-credit course such as Academic Writing

S10: Openness to learn and exchange ideas and sharing of experience by teachers

S11: Rigorous Assignment

S12: The program has made me think critically

Students shared their experience on few things that weren't helpful for them in learning. According to them, some teachers with good profile had no interactive sessions, the PowerPoint slides weren't reader friendly, some of the visiting faculties were unreachable and there was communication crisis, internet issues was constantly disturbing the classes, some assignments were very difficult and few teachers provided grades without any feedback. The respondents provided few recommendations as well which are listed below.

- Integrating experiential learning and projects. KUSOED should actively seek partnerships to bring in research activities and work opportunities for students and more exposure in the specialization area.
- There should be student's club to organize different extra-curricular activities within the school. The student welfare committee should be mobilized to organize clubs and conduct events and seminars.
- There should be more student-to student and teacher-student engagement.
- The KUSOED infrastructure especially the toilets are not managed properly.
- The visiting faculties should provide certain hours within the university premise to interact with students and respond to their queries.
- A visiting faculty should be hired only after satisfying the trial class as a degree only do not guarantee their teaching abilities.
- There should be blended mode of teaching and learning rather than just delivering all the subject through online throughout the semester
- There should be frequent workshops for students and scholarships equally distributed to the students of all programs
- The teacher should be technology friendly and well oriented on the use of Moodle. The recordings should be uploaded regularly in the Moodle.

Students' Evaluation of Instruction

There were 88 students who filled the SEI questionnaire. There were 14 items in the questionnaire and the Likert scale from strongly agree to strongly disagree was provided. Though it was usually a five scale, we added 'not applicable' section too. In overall, the students have expressed their positive responses significantly for teachers being friendly and considerate to students. They

have found the instructors confident and competent in their subject matter, covered the contents given in the syllabus and their subject was well organized with presentation and reading materials. They liked the way teacher's pedagogy and competency challenged them to think critically, encouraged to ask questions inside and outside classroom. Teachers had different learning activities which provided them opportunities to interaction and supported active learning. Comparatively students have more disagreement with instructors on clearly communicating the course objectives, grading or evaluation criteria, assignments. The most dissatisfaction expressed was on 'providing useful feedbacks on assignment for the improvement' and 'providing appropriate assignments, exams and grading'.

SWOC Analysis

SWOC analysis is a very important assessment tool widely practiced. There were faculties, research assistants and research fellows who attended the meeting for SWOC analysis of the departments. The detail analysis has been presented in Annex 4. The analysis found the dedicated and inclusive faculties and staff who demonstrated a good team work as the strength of the department. At present the department has 3 active faculties and 2 on leave so the human resources are highly inadequate and they are overburdened with teaching, administrative and research work. This pose challenges for their engagement in research work, self-study and wellbeing. The research assistants too have been found overloaded in the administrative works. There have been very less opportunities for faculties and staffs for their capacity developments. However, since the departments has opportunities for strengthening their networks with the development partners and other stakeholders as there were few major projects in the past and few at present. This experience has created opportunities for creating goodwill, brand and engage in collaborative projects in future. The challenges are also equally there. The time constraints and the workload that faculties and staff have within the department is obstructing to grab the opportunities. Since many students are going abroad for the studies and at the same time new graduate and post-graduate programs are being offered by other universities in Nepal, the potential candidates for our program has become very limited. Furthermore, the department has not been able to reach out to the communities or build linkages with industries for student's placement or other collaborative activities.

SECTION D

CONCLUSION AND ACTION PLAN

CONCLUSION

In order to address the existing needs and context, the timely revision of the curriculum is a must. The department of Development Education has been able to apply this and by conducting in MTVET and MSD curriculum revision. Furthermore, the department was actively engaged in the MPhil curriculum revision and preparing other required guidelines for effective teaching and learning.

The department has very limited in-house faculties and have been providing the student support, counselling, addressing grievances and conducting the programs smoothly. However, currently there is only 10% of the faculties as the active full time faculties and 74% of the courses run by the visiting faculties, there are challenges at program level. Furthermore, there are new faculties in some courses who are less oriented to the KUSOED teaching approaches, Moodle system and feedback mechanisms. It poses challenges in meeting the expectations from the students within the program. After all, the department aims to prepare graduates for a rapidly changing and increasingly globalized world through student-centered and research-led learning and teaching. In meeting this the contribution of visiting faculties should be equally recognized.

The department hasn't face the threat of employability of the program graduates since mostly the students have full time job at the time of joining the program and collected enough experience in their sector. However, since there are more fresh students in MSD, more concern should be provided for them. The graduate success rate has been less than half in MTVET and MSD. Almost half of the students in MPhil and PhD program too have dropped the program in the past for various reasons. So it is pertinent that the support activity needs to be more rigorous in clearing the backlog. More writing workshops and

individual/group counselling is required to motivate the students. The students have rated as 'good' in the academic support and teaching quality of KUSOED within the department. It has been found that in order to maintain the quality of teaching, the faculties have been putting effort exponentially from individual level. However, most of the visiting faculties have reported of less connection and engagement in program designing and project implementation in the school program. So the department and the school as whole should be planning of using the expertise of the visiting faculties in different ways rather than limiting only to the teaching activities. The institutional initiation in providing opportunities for the faculties' professional growth should be one of the priority of the school in implementing its vision. More collaborative projects can create environment and possibilities for field exposure to the students and connecting the visiting faculties for the growth of the department as well as their individual's professional development.

ACTION PLAN

| Action Plan | | | | | |
|---|--|---|-----------------------------------|---|---------|
| #Ref | Recommendations | Action Items | Timeline | Responsibility | Remarks |
| 2. Teaching, Learning and Evaluation (including Student Support) | | | | | |
| 2.1 | Coordination with visiting faculties for providing academic support to students particularly in their respective courses. | Space for visiting faculty for meeting students. Visiting faculty will be notified to come an hour earlier on the day of their class. | September, 2022 | School Administration | |
| 2.3 | There should be good feedback mechanism equally in all courses especially the courses facilitated by the visiting faculties. | Inform visiting faculty to respond the students' queries within two days. | September, | HoDs, Coordinators and Responsible faculties | |
| 2.4 | The course facilitators should be less dependent on their teaching assistants and should have their regular presence as a lead facilitator to maintain the quality of the teaching content and the pedagogy. | The responsibility of the course facilitators is mentioned in the course contact and job description. | During Contract period/ | HoDs and Coordinators | |
| 2.5 | Blended mode of learning (appreciated) but has many challenges catering to the needs of students who are physically present and who are attending the classes online because of the resource limitation of the department. | Strengthening blended learning platform with enough facilities. | | School Administration and institutional set up. | |
| 2. Field work, Practical Aspect and Internship | | | | | |
| 2.1 | Increasing the volume of field work, practical aspects of course connecting the job market and the knowledge and skills of the students | Prioritize small field work visits of the course, Organize workshops frequently | Managed with the internal funding | School and Department for increasing the | |

| | | | | | |
|--|---|--|--------------------|--|--|
| | | | | budget of the activities. | |
| 2.2 | The concept of internship is suitable for the fresh student candidate | Internship can be changed into the work-based learning | | Subject committee and Department | |
| 2.3 | Exposure visits and connection with the industry. | Added exposure visits to the Master students | | School and Department for increasing the budget of the activities. | |
| 3. | Evaluation and Assessment | | | | |
| 3.1 | IN semester assessment can be more transparent and authentic | Shared Assessment rubrics | August | Faculty | |
| 5. Research, Consultancy and Community Engagement | | | | | |
| 5.5 | The in-house and the visiting faculties have been involved in research, consultancies and paper or book chapter publication from their individual efforts as per their own individual self-engagement plan. There should be initiation from the school itself to engage all the faculties | Continue Research and Innovation Create a conducive environment that promotes staff wellbeing and further develops them | Continuous program | Dean, Associate Dean, 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.

Suresh Gautam, 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.

Lina Gurung, PhD

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 2: Gender, Enrollment and Pass out Data in Different Programs at Department of Development Education

A. One Year M.Ed in Training and Development (MTD)

| Batch | Male N (%) | Female N (%) | Total N (%) |
|--------------|-----------------------|-------------------------|------------------------|
| 2021 | 7 (63.6%) | 4 (36.4%) | 11 (100%) |
| 2022 | 6 (37.5%) | 10 (62.5%) | 16 (100%) |

B. Master in Technical and Vocational Education and Training (MTVET)

| Batch | Male N (%) | Female N (%) | Total N (%) |
|--------------|-----------------------|-------------------------|------------------------|
| 2018 | 12 (80%) | 3 (20%) | 15 (100%) |
| 2019 | 12 (70.6%) | 5 (29.4%) | 17 (100%) |
| 2020 | 8 (50%) | 8 (50%) | 16 (100%) |
| 2021 | 8 (61.5%) | 5 (38.5%) | 13 (100%) |
| 2022 | 14 (77.8%) | 4 (22.2%) | 18 (100%) |

C. Master in Sustainable Development (MSD)

| Batch | Male N (%) | Female N (%) | Total N (%) |
|--------------|-----------------------|-------------------------|------------------------|
| 2014 | 11 (55%) | 9 (45%) | 20 (100%) |
| 2015 | 17 (70.8%) | 7 (29.2%) | 24 (100%) |
| 2016 | 9 (42.9%) | 12 (57.1%) | 21 (100%) |
| 2017 | 11 (45.8%) | 13 (54.2%) | 24 (100%) |
| 2018 | 11 (55%) | 9 (45%) | 20 (100%) |
| 2019 | 5 (35.7%) | 9 (64.3%) | 14 (100%) |
| 2020 | 5 (27.8%) | 13 (72.2%) | 18 (100%) |
| 2021 | 7 (26.9%) | 19 (73.1%) | 26 (100%) |
| 2022 | 13 (52%) | 12 (48%) | 25 (100%) |

D. MPhil in Development Studies

| Batch | Male N (%) | Female N (%) | Total N (%) |
|--------------|-----------------------|-------------------------|------------------------|
| 2013 | 20 (80%) | 5 (20%) | 25 (100%) |
| 2014 | 16 (66.7%) | 8 (33.3%) | 24 (100%) |
| 2015 | 16 (94.9%) | 1 (5.9%) | 17 (100%) |
| 2016 | 18 (85.7%) | 3 (14.3%) | 21 (100%) |
| 2017 | 17 (77.3%) | 5 (22.7%) | 22 (100%) |
| 2018 | 16 (64.0%) | 9 (36.0%) | 25 (100%) |
| 2019 | 20 (76.9%) | 6 (23.1%) | 26 (100%) |

| | | | |
|------|------------|------------|-----------|
| 2020 | 18 (75.0%) | 6 (25.0%) | 24 (100%) |
| 2021 | 8 (50.0%) | 8 (50.0%) | 16 (100%) |
| 2022 | 14 (51.9%) | 13 (48.1%) | 27 (100%) |

E. PhD in Development Studies

| Batch | Male N (%) | Female N (%) | Total N (%) |
|-------|---------------|-----------------|----------------|
| 2013 | 8 (80%) | 2 (20%) | 10 (100%) |
| 2014 | 6 (67%) | 3 (33%) | 9 (100%) |
| 2015 | 1 (100%) | 0 (0%) | 1 (100%) |
| 2016 | 3 (75%) | 1 (25%) | 4 (100%) |
| 2017 | 1 (100%) | 0 (0%) | 1 (100%) |
| 2018 | 1 (100%) | 0 (0%) | 1 (100%) |
| 2019 | 1 (100%) | 0 (0%) | 1 (100%) |
| 2020 | 2 (50%) | 2 (50%) | 4 (100%) |
| 2021 | 3 (75%) | 1 (25%) | 4 (100%) |
| 2022 | 1 (100%) | 0 (0%) | 1 (100%) |

F. Pass-out/Drop-out Rate

| Level | Enrolled Students | Completed | Drop Out | Studying | Remarks |
|-------|----------------------|-----------|----------|----------|-------------|
| MTD | 27 | 11 | 0 | 16 | (2021-2022) |
| MTVET | 85 | 13 | 11 | 61 | (2018-2022) |
| MSD | 104 | 12 | 16 | 76 | (2018-2022) |
| MPhil | 227 | 71 | 74 | 82 | (2013-2022) |
| PhD | 36 | 13 | 6 | 17 | (2013-2022) |

Annex 3: Departmental Portfolio

Kathmandu University

School of Education

Departmental Portfolio

Department: Department of Development Education

1. Candidates details (intake)

| Batch | Program | Applied | Selected | Admitted |
|-------|---------|---------|----------|----------|
| 2022 | PhD | 7 | 1 | 1 |
| 2022 | MPhil | 42 | 28 | 28 |
| 2022 | MSD | 40 | 32 | 25 |
| 2022 | MTVET | 33 | 31 | 18 |
| 2022 | MTD | 21 | 17 | 17 |

2. Current year/batch intake details

MSD 2022

| S N | First Name: | Middle Name | Last Name | Date of Birth (A.D.) | Gender | Nationality | Marital Status | Mother Tongue | Caste/Ethnicity | Religion | Father's Occupation | Mother's Occupation | Locality | Ward | Municipality | District |
|-----|-------------|-------------|----------------|----------------------|--------|-------------|----------------|---------------|-----------------|----------|---------------------|---------------------|--------------------|------|-----------------|-----------------|
| 1 | Simran | | Paudel | 6/6/1996 | Female | Nepal | Unmarried | Nepali | Nepali | Hindu | Businessman | Housewife | Nepalgunj, buspark | 11 | Nepalgunj | Banke |
| 2 | Nistha | | Thapa Shrestha | 13/05/1991 | Female | Nepali | Unmarried | Nepali | Newar | Hindu | None | None | Purano Thimi | 6 | madhyapur thimi | Bhaktapur |
| 3 | Pusparaj | | Bolakhare | 15/05/1993 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Farmer | Housewife | Kushadevi | 2 | Panauti | Kavrepal anchok |
| 4 | Yurisha | | Upadhaya | 12/9/1997 | Female | Nepalese | Unmarried | Nepali | Bahun | Hindu | Government Officer | Housewife | Dhunibesi | 2 | Dhunibesi | Dhading |

| S N | First Name: | Middle Name | Last Name | Date of Birth (A.D.) | Gender | Nationality | Marital Status | Mother Tongue | Caste/Ethnicity | Religion | Father's Occupation | Mother's Occupation | Locality | Ward | Municipality | District |
|-----|-------------|-------------|-----------|----------------------|--------|-------------|----------------|---------------|-----------------|----------|-----------------------|---------------------|-------------------|------|---------------------------------------|---------------|
| 5 | Nina | | Khaitu | 7/4/1997 | Female | Nepali | Unmarried | Newari | Newar | Hindu | Business | Housewife | Taumadhi | 11 | Bhaktapur | Bhaktapur |
| 6 | Parbati | | Sunuwar | 1/1/2042 | Female | Nepali | Unmarried | Nepali | Sunuwar | Hindu | Agriculture | Agriculture | mahadevda | 1 | Phikkal Rural Municipality | Sindhuli |
| 7 | Jivan | Kumar | Acharya | 14/05/2075 | Male | Nepali | Married | Nepali | Brhman | Hindu | None | None | Rajapur | 7 | Tulsipur | Dang Deukhuri |
| 8 | Bidip | | Danekhu | 28/10/1990 | Male | Nepali | Married | Newari | Newar | Hindu | Farming | Farmer | Byasi | 2 | Bhaktapur | Bhaktapur |
| 9 | Basudev | | Sapkota | 3/7/1976 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Retired | Housewife | Dhadswara | 12 | Kusma | Parbat |
| 10 | Tika | Ram | Chaudhary | 13/02/1998 | Male | Nepali | Unmarried | Nepali | Chaudhary | Hindu | None | None | Kailali | 8 | Gauriga | Kailali |
| 11 | Ganesh | | Paudyal | 29/06/1995 | Male | Nepali | Unmarried | Nepali | Brahmin | Hindu | Journalism | none | Janakinagar | 2 | Tilotta | Rupandehi |
| 12 | Aishwarya | | Joshi | 8/11/1994 | Female | nepali | Married | nepali | newar | hindu | business | government service | deshiline, Dharan | 2 | Dharan | Sunsari |
| 13 | Mamita | Kumari | Pun | 25/7/1983 | Female | Nepali | Married | Nepali | Magar | Hindu | Business | Housewife | Baglung | 1 | Baglung | Baglung |
| 14 | Sakar | | Sapkota | 31-12-1993 | Male | Nepali | Unmarried | Nepali | Brahmin | Hindu | Farmer | None | Kabilas | 2 | Panchakanya | Nuwakot |
| 15 | Dev | Raj | Gurung | 22/03/1986 | Male | Nepali | Married | Nepali | Janajati | Hindu | Retired Nepalese Army | Housewife | Salbot | 5 | Siranchok Municipality | Gorkha |
| 16 | Fura | Gelzen | Sherpa | 1998 | Male | 3/1/1998 | Unmarried | Sherpa | Sherpa | Buddhist | Trekking guide | None | Solukhumbu | 3 | Khumbu pasang lamu rural municipality | Solukhumbu |
| 17 | Sunil Thapa | | Magar | 20/11/1995 | Male | Nepali | Married | Nepali | Janajati | Buddha | Permanent Govern | Business Owner | Bhedabari | 4 | Siddhal | Dhading |

| S N | First Name: | Middle Name | Last Name | Date of Birth (A.D.) | Gender | Nationality | Marital Status | Mother Tongue | Caste/Ethnicity | Religion | Father's Occupation | Mother's Occupation | Locality | Ward | Municipality | District |
|-----|-------------|-------------|-----------|----------------------|--------|-------------|----------------|---------------|---------------------|----------|-----------------------------|---------------------|---------------------|------|--------------|----------------|
| | | | | | | | | | | | ment Teacher | | | | | |
| 18 | BINA | | ADHI KARI | 23/04 /1993 | Female | NEPA LESE | Married | NEPALI | BRAHMIN | HINDU | NONE | BUSINESS | KALIKATHAN | 2 | KALIKA | Rasuwa |
| 19 | Sima | | Tamang | 29/11 /1993 | Female | Nepali | Unmarried | Nepali | Janajati | Buddhism | Gardener | House maid | Okhreni | 5 | Ramechhap | Ramechhap |
| 20 | Saugat | | Thapa | 20/04 /1997 | Male | Nepali | Married | Nepali | Hetauda | Hindu | Supervisor | none | Hetauda | 9 | Hetauda | Makwanpur |
| 21 | Dip | Raj | Rawat | 20/06 /1985 | Male | Nepali | Married | Nepali | Chhetri | Hindu | Retired Teacher | None | Jumla | 8 | Tila | Jumla |
| 22 | Sabin | | Bedari | 1/19/ 1994 | Female | Nepali | Married | Nepali | Chhetri | Hindu | None | none | kankai | 3 | kankai | Jhapa |
| 23 | Anisha | | Sapkota | 11/18 /1995 | Female | Nepali | Single | Nepali | Bramhin | Hinduism | Service | Farmer | Kushadevi | 2 | Panauti | Kavrepalanchok |
| 24 | Prakriti | | Dangol | 26/04 /1993 | Female | Nepalese | Single | Nepali | Chabahal, Kathmandu | Buddhist | Businessman | Home maker | Gangahiti, Chabahal | 7 | Kathmandu | Kathmandu |
| 25 | Nirajan | | Pandey | 26/08 /1997 | Male | Nepalese | Married | Nepalese | Bhramin | Hinduism | Business Man (Construction) | None | Madanpur | 1 | Madanpur | Nuwakot |

MTVET 2022

| S. N. | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-------|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------|----------------------|----------------------|------------|----------|---------------|------------------|
| 1 | Beat | Ndin | Kapolo | 29 05 1979 | Female | Namibian | Married | Oshiwambo | African | Christian | None | none | Ondangwa | ERF 1199 | Ondangwa | NA/International |
| 2 | Sonam | | Nepal | 18/05 /1989 | Male | Nepali | Unmarried | Nepali | Nepal | Hindu | None | None | Terhathum | 1 | Myanglung | Terhathum |
| 3 | Arjun | | Karki | 8/9/1 992 | Male | Nepali | Single | Nepali | Chhetri | Hindu | Farmer | Farmer | Prakashpur | 9 | Bhadrapur | Jhapa |

| S. N . | Firs t Name: | Mid dle Name: | Last Name: | Date of Birth (A.D.) : | Gender: | Natio nality: | Marit al Statu s: | Mothe r Tongue: | Caste/Et hnicity: | Relig ion: | Father' s Occup ation: | Mothe r's Occup ation: | Locality : | War d: | Munici pality: | District: |
|--------|--------------|---------------|------------|------------------------|---------|---------------|-------------------|-----------------|-------------------|------------|------------------------|------------------------|--------------------------|-----------|----------------------------|-------------------|
| 4 | Sel ma | | Heno k | 22.09.1982 | Fem ale | Namibi an | Marri ed | Oshiw ambo | Black | Chris tian | Deceas ed | None | Namibia Oshakati | Ona mpila | Oshakati | NA/Inter national |
| 5 | Ram esh | | Dulal | 21/02 /2047 | Male | Nepali | Unma rried | Nepali | Dulal | Hindu | None | None | Kathma ndu | 7 | Kathma ndu | Kathman du |
| 6 | Rup ak | none | Khata ri | 10/4/ 1985 | Male | Nepali | Marri ed | Nepali | Chettri | Hindu | Farmer | agricult ure | sunthan | 9 | panauti | Kavrepala nchok |
| 7 | Din esh | Kum ar | Yada v | 18/04 /1987 | Male | Nepali | Marri ed | Maitha li | Yadav | Hindu | Health Worker | House Wife | Pharsait h | 3 | Rajbiraj | Saptari |
| 8 | Ajip | | Chap again | 22/01 /1984 | Male | Nepali | Marri ed | Nepali | Brahmin | Hindu | None | None | Sadanand Gaupalik a | 8 | Sadanand Gaupalik a | Bhojpur |
| 9 | Min a | | neupane | 9/9/1992 | Fem ale | nepali | Marri ed | nepali | brahmin | hindu | None | none | Amuwa bazar | 7 | piyari rural municipa lity | Rupandeh i |
| 10 | Naw a | Sujit | Bhandari | 25/11 /1991 | Male | Nepali | Marri ed | Nepali | Bhramin | Hindu | TU,Off icer | Expire d | Belbas | 13 | Butwal | Rupandeh i |
| 11 | Dip esh | Kish or | Dahal | 24/10 /1999 | Male | Nepale se | Single | Nepale se | Bhramin | Hindu | Farmer | House wife | Inaruwa | 6 | Inaruwa | Sunsari |
| 12 | Har ka | Lal | Shres tha | 13/11 /1973 | Male | Nepali | Marri ed | Nepali | Newar/Ja njati | Hindu | None | none | Kyamin | 7 | Byas Municip ality | Tanahu |
| 13 | Bipi n | | Tama ng | 8/8/2000 | Male | Nepali | Unma rried | Nepali | Tamang | Hindu | Farmer | None | Mahendr ajoyoti | 3 | None | Kavrepala nchok |
| 14 | RA BIN | | SING H | 19/02 /1984 | Male | NEPA LI | Marri ed | NEW ARI | NEWAR | HINDU | NONE | NONE | LUBHU | 8 | MAHAL AXMI | Lalitpur |
| 15 | Anu | | Pandi t | 3/9/1999 | Fem ale | Nepali | Unma rried | Nepali | Chettri | Hindu | Retired army | House wife | Om Shanti | 8 | Changun arayan | Bhaktapur |
| 16 | Moh an | Raj | Bhatt a | 29/06 /1977 | Male | Nepali | Marri ed | Doteli | Bramin | Hindu | Farmer | House wife | Khediga un | 9 | Amargad hi | Dadeldhu ra |
| 17 | Bobin | | Thap a | 11/10 /1996 | Male | Nepali | Single | Nepali | Chetri | Hindu | Teache r | Social Worker | Bangaun , Mahendr anagar | 6 | Bhimdat ta | Kanchanp ur |

| S. N. | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-------|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------|----------------------|----------------------|---------------------|-------|---------------|-----------|
| 18 | Nikesh | Kumar | Sah | 14/10/1997 | Male | Nepali | Single | Bajika | Janjati | Hindu | Farmer | Housewife | Garuda Municipality | 10 | Garuda | Rautahat |

MTD 2022

| S. N. | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-------|-------------|--------------|----------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------------------|----------------------|-----------------------------|-------------|-------|------------------------|----------------|
| 1 | Prasanth | | Gnawali | 20/03/1994 | Male | Nepali | Unmarried | Nepali | Brahmin | Hindu | Professor | None | Hattibana | 23 | Lalitpur | Lalitpur |
| 2 | Divya | | Singh | 26/02/1985 | Female | Nepali | Married | Newari | Newari | Hinduism and Buddhism | Business | Homemaker (Retired Officer) | Teku | 12 | Kathmandu Metropolitan | Kathmandu |
| 3 | Sanat | Prasad | Sapkota | 3/11/1979 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Job | Housewife | Taukhail | 4 | Panauti | Kavrepalanchok |
| 4 | Nita | | Gurung | 16/05/1974 | Female | nepali | Married | Nepali | Gurung | Buddhist | none | none | Lalitpur | 25 | Lalitpur | Lalitpur |
| 5 | Karuna | Kamal | Tuladhar | 18/08/1986 | Female | Nepali | Married | Newari | Nepali | Buddhist | Business | Homemaker | Maharajgunj | 4 | KMC | Kathmandu |
| 6 | Kailash | | Khaki Shrestha | 24/09/1979 | Male | Nepalese | Married | Nepali | Newar | Hindu | none | None | Tellok | 4 | Srijunga | Taplejung |
| 7 | Shelly | Thapa | Koirala | 30/11/1969 | Female | Nepalese | Married | Nepali | Chhetri | Hindu | None | None | Shantinagar | 15 | Lalitpur | Kathmandu |
| 8 | Sabin | | Khanal | 31/07/1994 | Male | Nepalese | Unmarried | Nepali | Brahmin | Hindu | Business | Business | Khairi | 4 | Kolhabi | Bara |
| 9 | Divya | Jyoti | Rai | 6/6/1977 | Female | Nepalese | Single | Nepali | Rai | Kirat | None | None | Maharajgunj | 2 | Kathmandu | Kathmandu |
| 11 | Keshav | | khadka | 17/02/1989 | Male | Nepali | Married | Nepali | Chhetri | Hindu | Business | None | Buspak | 4 | Nepalgunj | Banke |

| S. N. | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-------|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------|----------------------|----------------------|------------|-------|---------------|-----------|
| 12 | Bhim | Prasad | Timilsena | 20/03/1989 | Male | Nepalese | Married | Nepali | Brahmin | Hindu | Agriculture | Housewife | Gapka | 8 | Lamkichuha | Kailali |
| 13 | Aarati | | Gautam | 19/03/1994 | Female | Nepali | Married | Nepali | Brahmin | Hindu | None | none | Shankhamul | 10 | Kathmandu | Kathmandu |
| 14 | Sanjula | | Singh | 1/31/1994 | Female | Nepalese | Married | Newari | Newar | Buddhism | Business | Business | Dhusi | 11 | Kirtipur | Kathmandu |
| 15 | Rupa | Chamani | poddar | 16/08/2036 | Female | Nepalese | Married | Nepali | Poddar | Hindu | None | none | imlichowk | 1 | Siraha | Siraha |
| 16 | Sita | Paudel | | | Female | Nepalese | | | Brahmin | | | | | | | |

MPhil 2022

| S N | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-----|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|------------------|----------------|----------------------|----------------------|--------------------------|-------|----------------------------|---------------|
| 1 | Angni ma | | Lama | 5/4/1987 | Male | Nepali | Married | Hyolmo | Hyolmo | Sindhupalchowk | None | None | Chimmigaun, Helambu | 2 | Helambu Rural Municipality | Sindhupalchok |
| 2 | Ashmita | | K.C. | ##### | Female | Nepali | Unmarried | Nepali | Chhetri | Hindu | Entrepreneur | Homemaker | Old Baneshwor, Kathmandu | 9 | Kathmandu | Kathmandu |
| 3 | Astha | | Nepal | 4/5/1993 | Female | Nepali | Married | Nepali | Brahmin | Hindu | Business | Housewife | Pepsicola | 32 | Kathmandu | Kathmandu |
| 4 | Bikash | | Ghaju | 15/10/1979 | Male | Nepali | Married | Nepali | Newar | Hindu | Farmer | Farmer | Mill Road, Bode | 8 | Madhyapur Thimi | Bhaktapur |

| S N | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion : | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-----|-------------|--------------|-------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------------|-----------------------------|----------------------|---------------------|-------|-----------------------|----------------|
| 5 | Biswasha | | Praja | 30/06/1992 | Male | Nepali | Married | Chepang | Chepang | Natural Animism | Farmer | House Wife | Korak, Jimling | 11 | Rapti | Chitwan |
| 6 | Dinh | Bahadur | Koirala | 15/11/1975 | Male | Nepalese | Married | Nepali | Chhetri | Hindu | None | None | Kalungchowk | 8 | Birendranagar | Surkhet |
| 7 | Drishti | | Upreti | 5091992 | Female | Nepali | Single | Nepali | Brahmin | Hindu | None | None | Dhapasi, Basundhara | 7 | Tokha | Kathmandu |
| 8 | Gautam | Bilash | Joshi | 25/04/1978 | Male | Nepali | Unmarried | Newari | Newar | Hindu | None | None | Anamanagar | 32 | Kathmandu | Kathmandu |
| 9 | Jayandra | | Bishwakarma | 14/10/1982 | Male | Nepali | Married | Nepali | Dalit | Hindu | Retired government employee | Housewife | Milanchowk | 3 | Triyuga | Udayapur |
| 10 | Jeevan | | Tamang | 18/06/1992 | Male | Nepali | Unmarried | Nepali | Tamang | Buddhism | Entrepreneur | Cleaner | Sipali Chilaunce | 2 | Roshi | Kavrepalanchok |
| 11 | Kavita | | Gurung | 28/04/1984 | Female | Nepali | Single | Nepali | Gurung | None | None | Housewife | Nache | 2 | Nashong | Manang |
| 12 | Keren | | Maharjan | 21/08/1990 | Female | Nepali | Single | Newari | Newar | Christianity | Social Worker | Social Worker | Shankhamul | 9 | Lalitpur | Lalitpur |
| 13 | Madhav | | Khadka | ##### | Male | Nepali | Married | Nepali | Chhetri | Hindu | Teaching | House Wife | Dolakhada | 5 | Gaurishankar | Dolakha |
| 14 | Maheshwor | | Rijal | 17/04/1987 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Agriculture | Agriculture | Melamchi | 10 | Melamchi Municipality | Sindhupalchok |
| 15 | Praju | | Gurung | ##### | Female | Nepali | Married | Nepali | Gurung | Buddhist | None | Agriculture | Jomsom | 4 | Gharapjehong | Mustang |

| S N | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion : | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-----|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|---------------------------------|------------|----------------------|----------------------|--|-------|----------------------------|----------------|
| 16 | Prativa | | Rao | 7/6/1985 | Female | Nepali | Unmarried | Chamling | Janajati | Kirant | Government Service | Housewife | Nunthala | 13 | Diktel Rupakot Majhuwagadi | Khotang |
| 17 | Purna | Kumari | Lingden | 1/9/1981 | Female | Nepalese | Married | Limburi | Limbu | Kirat | Agriculture | Agriculture | Ratanpur | 3 | Miklajung | Morang |
| 18 | Radha | Krishna | Humagain | 28-03-1985 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Agriculture | Agriculture | Kushadevi | 2 | Panaudi | Kavrepalanchok |
| 19 | Ram | Das | Chaudhary | 6-12-1997 | Male | Nepali | Married | Tharu | Other Janajatis (Madhesh/Terai) | Hindu | Farmer | Farmer | Krishnapur Municipality Ward no 9, Kanchanpur District | 9 | Krishnapur Municipality | Kanchanpur |
| 20 | Richa | | Shrestha | 13/08/1986 | Male | Nepali | Unmarried | Nepali | Shrestha/Newar | Hindu | None | none | Hulaktole | 7 | Dhankuta | Dhankuta |
| 21 | Sanchita | | Maharjan | 7/4/1974 | Female | Nepalese | Married | Newari | Newar | Hindu | None | None | Bagbazar | 28 | Kathmandu | Kathmandu |
| 22 | Sanjeeb | Kumar | Panthee | 13/12/1981 | Male | Nepali | Married | Nepali | Brahmin | Hindu | Retired Teacher | Teacher | Tyanglaphat | 1 | Kirtipur | Kathmandu |
| 23 | Shusma | | K.C. | ##### | Female | Nepali | Married | Nepali | Chhetri | Hindu | .. | House Maker | Thecho | 12 | Godabari | Lalitpur |
| 24 | Sunila | | Baniya | 18/08/1971 | Female | Nepali | Single | Newari | Kathmandu | Buddhist | None | None | Thaiba | 14 | Godabari | Lalitpur |
| 25 | Trijan | | Singh | 7/6/1980 | Male | Nepali | Married | Newari | Newar | Hindu | None | None | Lagan tole | 21 | Kathmandu | Kathmandu |

PhD 2022

| S N | First Name: | Middle Name: | Last Name: | Date of Birth (A.D.): | Gender: | Nationality: | Marital Status: | Mother Tongue: | Caste/Ethnicity: | Religion: | Father's Occupation: | Mother's Occupation: | Locality: | Ward: | Municipality: | District: |
|-----|-------------|--------------|------------|-----------------------|---------|--------------|-----------------|----------------|------------------|-----------|----------------------|----------------------|--------------------|-------|--------------------------|------------------|
| 1 | S. M. | Bashir | Ahmed | 29/11/1982 | Male | Bangladeshi | Married | Bangla | Sunni | Islam | Ex Football Couch | House Wife | 15, Mirja pur Road | 23 | Khulna Sadar, Bangladesh | NA/International |

3. HR Details of the Department

| Name | Gender | Designation | Service Category (permanent/contract/visiting) | Publication (Number of Books/ Chapters/ Journal articles) | Engagement in research/ consultancies (number) |
|---------------------------|--------|---|--|---|--|
| Mahesh Nath Parajuli, PhD | Male | Professor | Permanent (on leave) | <i>Not available</i> | <i>Not available</i> |
| Prakash C. Bhattarai, PhD | Male | Associate Dean, Associate Professor | Permanent | 4 Books; 4 Book Chapters' 22 Journal Articles; 4 Research Reports; 2 Articles | 27 major research and consultancy work |
| Suresh Gautam, PhD | Male | Head of Department, Assistant Professor | Permanent | 15 | 2 |
| Parbat Dhungana | Male | Assistant Professor | Permanent (on leave for PhD study) | <i>Not available</i> | <i>Not available</i> |
| Lina Gurung, PhD | Female | MEd. Training and Development and MTVET Program Coordinator, Lecturer | Contract | 1 Book Chapter; 7 Journal Articles; 1 Research Report; | 15 Research and Consultancy Work |

| | | | | | |
|-----------------------|--------|----------------------|-----------|----------------------|-----------------------------|
| Durga Baral | Male | PhD Fellow | Contract | <i>Not available</i> | <i>Not available</i> |
| Prakash Kumar Paudel | Male | PhD Fellow | Contract | 8 Journal Articles | 18 Research Work |
| Jeevan Tamang | Male | Research Assistant | Contract | 0 | <i>Not available</i> |
| Aakankshya GC Bhujel | Female | Research Assistant | Contract | 0 | 7 Research Consultancy Work |
| Ashmita KC | Female | Research Fellow | Contract | 1 Research Article | 1 Consultancy Work |
| Bashir Ahmed | Male | Research Fellow | Contract | <i>Not available</i> | <i>Not available</i> |
| Anju Gautam | Female | Administrative Staff | Permanent | 0 | 0 |
| Dr. Rabin Raj Niraula | Male | Visiting Faculty | Visiting | | |

| | | | | | |
|---------------------------|--------|------------------|----------|--|--|
| Ms. Preeti Thapa | Female | Visiting Faculty | Visiting | | |
| Dr. Shree Krishna Wagley | Male | Visiting Faculty | Visiting | | |
| Dr. Pasang Dolma Sherpa | Female | Visiting Faculty | Visiting | | |
| Dr. Indra Mani Rai | Male | Visiting Faculty | Visiting | | |
| Mr. Anil Muni Bajracharya | Male | Visiting Faculty | Visiting | | |
| Dr. Tulashi Thapaliya | Male | Visiting Faculty | Visiting | | |
| Dr. Laxman Acharya | Male | Visiting Faculty | Visiting | | |

| | | | | | |
|----------------------------------|--------|------------------|----------|--|--|
| Ms. Sulochana Nepal | Female | Visiting Faculty | Visiting | | |
| Dr. Usha Bhandari | Female | Visiting Faculty | Visiting | | |
| Dr. Jiwak Raj Bajracharya | Male | Visiting Faculty | Visiting | | |
| Mr. Devi Ram Acharya | Male | Visiting Faculty | Visiting | | |
| Dr. Vicki Roberts | Female | Visiting Faculty | Visiting | | |
| Dr. Kushmakar Bhatta | Male | Visiting Faculty | Visiting | | |
| Prof. Binod Kumar Shrestha | Male | Professor | Visiting | | |

| | | | | | |
|-------------------------|--------|------------------|----------|--|--|
| Dr. Hari Prasad Lamsal | Male | Visiting Faculty | Visiting | | |
| Ms. Akim Shrestha | Female | Visiting Faculty | Visiting | | |
| Dr. Mukunda Mani Khanal | Male | Visiting Faculty | Visiting | | |
| Mr. Anup Bhurtel | Male | Visiting Faculty | Visiting | | |
| Dr. Basu Prasad Subedi | Male | Visiting Faculty | Visiting | | |
| Mr. Uttam Upreti | Male | Visiting Faculty | Visiting | | |
| Dr. Raj Kumar Dhungana | Male | Visiting Faculty | Visiting | | |

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

| Date | Purpose | Important Decision | Implementation |
|---------------|--|--|---|
| 18 Sept 2017 | Approving Courses as Specialization Courses for M. Phil in Development Studies, and presentation of proposed course descriptions for those courses | <p>1. Approved to present the following four courses to the Faculty Board as specialization courses - EDDS 630: Sociology of Education and Development EDDS 631: Development Policy and Planning EDDS 632: Development Theory and Practice EDDS 633: Monitoring and Evaluation</p> <p>2. Approved the presented Course Descriptions for presentation before the Faculty Board</p> | Yes |
| 25 April 2022 | MTVET's Course update of Curriculum, Mode of Instruction, Intake Criteria | <p>1. Decided to keep all the courses but updating them by reducing the overlapping elements, and adding components of entrepreneurship, gender, and federal context, valuing pedagogical components, and adding objectives of the course</p> <p>2. Decided to run classes in face-to-face, online and blended mode as per the context</p> <p>3. Approved the admission criteria of taking admissions of graduates of three- year- undergraduate degrees in MTVET along with the provisions of making those equivalent to four years</p> | Implementation going on with MTVET 2022 Batch |
| 24 April 2022 | Course Revision of Master in Sustainable Development, Eligibility criteria for MSD | <p>1. Course revision by a. merging The Human Ecology Components into EDSC 514 and b. replacing Ecology and Environment EDSD 540: Human Ecology and Sociology by EDSD 518: Sociology and Local Cosmology under the specialization course; and discontinuing with EDSD 535: Local Cosmology and diversity under the elective course.</p> <p>2. Approved the admission criteria for MSD taking admissions from graduates of a three-year undergraduate degree.</p> | Implementation going on with MSD 2022 Batch. |

6. In-House Faculty workload (I and III semester)

| Department | Faculty Name | Course Load (credit) | Thesis/research supervision | |
|------------|---------------------------|--|---|--|
| | | | Completed | Ongoing |
| | Prakash Chandra Bhattarai | 18 EDUC 622: Advanced Quantitative Research Methods (3) DEVP 631: Development Theory and Practice (3) EDUC 680: Dissertation Research (MPhil)/ EDUC 670: Research Papers (MPhil) (6) EDUC 605: Thesis Research (PhD) (6) | A dozen Ph. D Thesis; Over 50 MPhil and Master's dissertations | <i>PhD 7; MPhil 6</i> |
| | Suresh Gautam | 6 EDSD 518: Sociology and Local Cosmology in Sustainable Development (3) EDUC 621: Advanced Qualitative Research Methods (3) | <i>Unrecorded</i> | PhD 2; MPhil 7; MTVET 2; MSD 26 |
| | Lina Gurung | 12 EDUC 670: Research Papers/EDUC 680: Dissertation (6) EDTD 524: Mentorship and Advisement (3) EDTV 513: Sociological Perspectives of Work and Occupation (3) | 5 | Supervision: MPhil – 5, and Master - 3; Helping about 70 students from MTVET and MPhil in developing proposals |

| | | | | |
|--|----------------------|---|----------------------|--|
| | | | | |
| | Durga Prasad Baral | 3 <i>Facilitator</i> EDTV 512: Principles and theories of education and work (3) | <i>Not available</i> | 0 |
| | Prakash Kumar Paudel | 9 <i>Co-Facilitator</i> EDTV 512: Principles and theories of education and work (3) EDTV 548: Dissertation Thesis (6) | 1 (official) | 2 (official) MTVET 2018-2020 Batch's proposal and dissertation(u nofficial) |
| | Jeevan Tamang | 9 <i>Teaching Assistant</i> EDTV 511: Statistical Methods for TVET (3) <i>Teaching Assistant</i> EDTV 531: Labor Market Analysis (3) <i>Teaching Assistant</i> EDTP 538: Mentoring and Professional Development (Pedagogy) (3) | 0 | MTVET 2018-2020 Batch's proposal and dissertation(u nofficial) |
| | Ashmita KC | 3 <i>Teaching Assistant</i> EDSD 518: Sociology and Local Cosmology in Sustainable Development (3) | 0 | 0 |
| | Aakankshya GC Bhujel | 3 <i>Teaching Assistant</i> EDTV 513: Sociological Perspectives of Work and Occupation (3) | 0 | 0 |

7. Revenue Generation

| Departmental activities | | | |
|--|---|---|-------|
| Project (granted, applied, etc.) | Seminar/workshop/training/conference | Publication of journal/book | Other |
| Project Granted: LELAM Project Projects Applied: 1. Spencer Small Grant for Academic Research in Education; 2. World Vision International Nepal Implementation Research Project 3. TVET Quality Project to Swiss Agency for Development and Cooperation (SDC) | MTVET workshops Planned conference for Sept 2023 (TVET Conference) | M&E Book (ongoing) Journal of Education Research | N/A |

8. Curriculum Development and Update

| Program | Frequency | Nature of update (major/minor) | Specific details |
|---------|-----------|--------------------------------|--|
| MPhil | 1 | Major | Approval of the proposed courses as specialization courses |
| MTVET | 1 | Minor | Updating of course contents to prevent overlapping and including new components identified through curriculum mapping. |
| MSD | 2 | Major | 63 Credit to 54 Credit (2018); Curriculum Mapping and Revision of Curriculum Outcomes (2022) |

9. Graduate progress

| Program | Already working | Started during the coursework | Unemployed |
|------------|-----------------|-------------------------------|------------|
| MTVET 2021 | 100% | 100% | 0 |
| MTVET 2022 | 89% | 89% | 11% |
| MSD 2021 | 48% | <i>No such record</i> | 52% |
| MSD 2022 | 76% | 76% | 24% |
| MTD 2020 | 100% | 100% | 0 |
| MTD 2021 | 100% | 100% | 0 |

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.)

| | Faculty Room (Lobby) | Room (1) | Room (2) | Room (3) | Room (4) |
|---------------------------------|--------------------------------|----------|----------|----------|--------------------------------|
| Number of Workstations | 1 | 1 | 1 | 1 | 3 |
| Wooden Round Table | 1 pc | | | | |
| Wooden Chairs | 1 pc | | | | |
| Cupboard | 1 pc | 1 pc | | 1 pc | 1 pc |
| Wooden Bookrack (5 Step) | | | | | 1 pc |
| Wooden Showcase (5 Step) | 1 pc | | | | |
| Wooden Showcase (4 Step) | 1 pc | | | | |
| Notice + Whiteboard | 1 pc | | 1 pc | | |
| Revolving Chair | 1 pc (small round) | 1 pc | 1 pc | | 1 pc |
| Iron Chair | | 2 pcs | 1 pc | | |
| Steel Chair (Leather) | 2 pcs | | | 3 pcs | |
| Electric Water Dispenser | 1 pc | | | | |
| Ceiling Fan | 1 pc (Crompton Greans Ltd.) | | | | 2 pcs |
| Wooden Office Table | 1 pc | | 1 pc | 1 pc | 3 pcs (including one L-shaped) |

| | | | | | |
|---------------------------------|------|------------------|-----------------|---------------------------|---------------------------------|
| Wooden Box Table | | | | 1 pc | |
| Computer / Printer Table | | 2 pcs | 2 pcs | 1 pc | 3 pcs |
| Monitor (Desktop) | | 1 pc (Acer) | 1 pc (Acer) | 1 pc (Benq) | 3 pcs (Dell, Acer, Acer) |
| CPU | | 1 pc (Acer) | 1 pc (Dell) | 1 pc (Dell) | 3 pcs (Gold Kist, Acer, Acer) |
| UPS | | 1 pc (Superfast) | | 1 pc (Superfast) | 3 pcs (Jdk, Powertech, Prolink) |
| Webcam | | 1 pc (Zealtech) | 1 pc (Prolink) | | 1 pc (Zealtech) |
| Printer | | 1 pc (Canon) | 1 pc (Canon) | 1 pc (Canon) | 2 pcs (Canon) |
| Extension Cord | | 1 pc | 1 pc | 2 pcs | 3 pcs |
| Dustbin | 1 pc | 1 pc | 1 pc | 1 pc | 2 pcs |
| Wooden Book Rack | | 1 pc | 1 pc | | |
| Router | | | 1 pc (TP Link) | | 1 pc (TP Link) |
| Electric Heater | | | 1 pc (Baltra) | | 1 pc (Electron) |
| Telephone Set | | | 1 pc (Microtel) | | 2 pcs |
| Curtains | | | 4 pcs | | 8 pcs |
| Electric Jug | | | | 1 pc (Keshar, in IT room) | |
| Wall Fan | | | | 1 pc (Luminous) | |
| Wooden Chairs | | | | | 9 pcs |
| Wooden Meeting Table | | | | | 1 pc |
| Aluminum White Board | | | | | 1 pc |
| Notice Board | | | | | 1 pc |
| Steel Cupboard | | | | | 1 pc |
| Stool | | | | | 1 pc |

Annex 4: SWOC Analysis

| Strengths | Weaknesses |
|--|--|
| Dedicated department faculties | Inadequate Human Resources (including to support students in general, to support students on research) |
| Dedicated Project (LELAM) | Scattered Workstations |
| Inclusive faculties | Less opportunities for capacity development for staffs and faculties |
| Dedicated RA | Lack of full time administrative staff |
| Team work | unavailability of departmental classrooms/seminar hall |
| Highly-experienced visiting faculties | No Proper Job Description (No ToR for RA) - Unclear responsibilities |
| Activities with government, INGO/NGOs, industries, and development partners | No designated marketing team |
| Interdisciplinary programmes | Inefficient Learning management system |
| | No proper documentation |
| | No resources to develop short-term curriculum |
| | No performance appraisal for RA |
| | No Alumni meet |
| | Lack of inter-departmental communication |
| | No balance between administrative and academic tasks |
| | Less program concerned to faculties' well-being |
| | Limited departmental financial resource |
| | Labor market relevant skills not incorporated in some subjects |
| Opportunities | Challenges |
| Chances of networking with development partners | Time Constraints |
| Research and development projects (bringing new projects) | Limited Resources |
| Chances of service | Student support |
| Branding | Developing access to possible students |
| People willing to work with the department | Newly emerged programs by other Universities/Faculties |
| Collaboration opportunities with the government sector, NGOs/ INGOs, industries, and development partners. | Linkage with industries |
| | Outsourcing appropriate human resources |

Annex 5: Student Satisfaction Survey

| | Excellent | Good | Neutral | Poor | - |
|---|-------------|--------------|------------------|----------------|----------|
| How do you rate the overall quality of teaching-learning process in your program? | 7 (18.4%) | 16 (42.1%) | 14 (36.8%) | 1 (2.6%) | - |
| How do you rate the support extended by administrative staff? | 9 (23.7%) | 19 (50%) | 9 (23.7%) | 1 (2.6%) | - |
| | Regularly | Often | Sometimes | Rarely | Never |
| How often does the school take active interest in promoting internship, student exchange, field visit opportunities for students. | 3 (7.9%) | 12 (31.6%) | 16 (42.1%) | 7 (18.4%) | 0 |
| | 100% | 80% | 60% | 40% | 20% |
| How much of the course/syllabus has been covered in the classes? | 14 (36.8%) | 18 (47.4%) | 4 (10.5%) | 1 (2.6%) | 1 (2.6%) |
| | Always Fair | Usually Fair | Sometimes unfair | Usually unfair | Unfair |
| How do you rate the fairness of the internal evaluation process by the teachers? | 6 (15.8%) | 17 (44.7%) | 12 (31.6%) | 2 (5.3%) | 1 (2.6%) |
| | Excellent | Very Good | Satisfactory | Fair | Poor |
| How comfortable do you feel voicing your opinion in the classes? | 6 (15.8%) | 12 (31.6%) | 8 (21.1%) | 10 (26.3%) | 2 (5.3%) |
| | Strongly | Agree | Neutral | Disagree | Strongly |

| | | | | | |
|--|----------------|------------|------------|---------------|-------------------|
| | Agree | | | | Disagree |
| Indicate your agreement or disagreement: The course instructions, materials and activities are effective and adequate. | 3 (7.9%) | 19 (50%) | 10 (26.3%) | 5 (13.2%) | 1 (2.6%) |
| | | | | | |
| | Very Satisfied | Satisfied | Neutral | Not Satisfied | Very Dissatisfied |
| How would you evaluate the overall academic experience you had in this university program? | 1 (3.2%) | 18 (47.4%) | 8 (21.1%) | 6 (15.8%) | 2 (2.6%) |
| | | | | | |
| | Fully | Reasonably | Partially | Slightly | Not at all |
| The Moodle courses [materials and activities] are timely updated? | 3 (7.9%) | 15 (39.5%) | 13 (34.2%) | 5 (13.2%) | 2 (5.3%) |
| How friendly, encouraging and cooperative do you find the course facilitator? | 11 (28.9%) | 14 (36.8%) | 12 (32.6%) | 1 (2.6%) | 0 |
| How much value (addition) are you getting from the program overall? | 10 (26.3%) | 14 (36.8%) | 11 (28.9%) | 3 (7.9%) | 0 |
| How pleased are you with the quality of the food served at the school cafeteria? | 12 (31.6%) | 22 (57.9%) | 3 (7.9%) | 1 (2.6%) | 0 |
| How easy it is to get the resources you need from the school/university library? | 8 (21.1%) | 10 (26.3%) | 16 (42.1%) | 3 (7.9%) | 1 (2.6%) |
| How satisfied are you with the overall experience studying here? | 11 (28.9%) | 17 (44.7%) | 6 (15.8%) | 3 (7.9%) | 1 (2.6%) |

Annex 6: Student's Evaluation of Instruction

| Statement (Total Respondents = 88) | Strongly Agree N (%) | Agree N (%) | Neutral N (%) | Disagree N (%) | Strongly Disagree N (%) | Not applicable N (%) |
|--|-------------------------|----------------|------------------|-------------------|----------------------------|-------------------------|
| 1. The subject matter of this course was well organized. | 26(30%) | 37 (42%) | 15 (17%) | 6 (7%) | 4 (5%) | 0 |
| 2. The instructor clearly communicated the course objectives and how I would be evaluated. | 22(25%) | 35 (40%) | 14 (16%) | 10 (11%) | 7 (8%) | 0 |
| 3. Assignments, exams, and grading were appropriate. | 24(27%) | 31 (35%) | 14 (16%) | 10 (11%) | 9 (10%) | 0 |
| 4. The instructors' presentation of material was well organized. | 29(33%) | 31 (35%) | 13 (15%) | 12 (14%) | 3 (3%) | 0 |
| 5. The instructor was confident and competent in the subject matter. | 23(26%) | 42 (48%) | 17 (19%) | 3 (3%) | 3 (3%) | 0 |
| 6. The instructor treated students with fairness and concern (not biased). | 24 (27%) | 40 (45%) | 11 (13%) | 7 (8%) | 6 (7%) | 0 |
| 7. The instructor was easy to approach, even outside of class. | 21(24%) | 34 (39%) | 11 (13%) | 7 (8%) | 11 (13%) | 4 |
| 8. The instructor encouraged me to think for myself and/or ask questions. | 28 (32%) | 27 (31%) | 21 (24%) | 9 (10%) | 3 (3%) | 0 |
| 9. I was challenged to think critically. | 32 (36%) | 28 (32%) | 15 (17%) | 6 (7%) | 7 (8%) | 0 |
| 10. Learning activities provided opportunities for interaction that supported active learning. | 31 (35%) | 25 (28%) | 17 (19%) | 8 (9%) | 5 (6%) | 0 |
| 11. The instructor provided useful feedback for improvement throughout this semester. | 14 (16%) | 31 (35%) | 18 (20%) | 11 (13%) | 13 (15%) | 1 (1%) |
| 12. The instructor is friendly and considerate to students. | 27 (31%) | 38 (43%) | 9 (10%) | 8 (9%) | 6 (7%) | 0 |
| 13. I learned a great deal from this instructor. | 35 (40%) | 23 (26%) | 17(19%) | 8 (9%) | 4 (5%) | 1 (1%) |
| 14. This course covered the contents described in the syllabus. | 33 (38%) | 32 (36%) | 14 (16%) | 6 (7%) | 3 (%) | 0 |

Note* N = 88

** Number in Parenthesis denote percentage

Annex 7: MTVET Curriculum Mapping Report

2021 | *Kathmandu University School of*



Curriculum Mapping Report 2021

MTVET Program at KUSOED

Team

Review Lead

Rebat Kumar Dhakal, Independent Expert

In-House Facilitators

Prof. Mahesh Nath Parajuli (Advisor)

Laxman Acharya

Prakash Kumar Poudel

Duration

March 2021-December 2021

©KUSOED 2021

Inquiry and Communication

Rebat Kumar Dhakal

Contents

| | |
|---|-----------|
| Section A: Background..... | 1 |
| Context..... | 1 |
| Rationale for Curriculum Update..... | 2 |
| Objectives of MTVET Curriculum Mapping..... | 3 |
| Mapping and Review Activities..... | 3 |
| Section B: Curriculum Mapping..... | 4 |
| Section C: Stakeholder Feedback..... | 8 |
| Graduate Survey..... | 8 |
| Stakeholder Consultation | 9 |
| Section D: Conclusion and Action Plan..... | 13 |
| Conclusion..... | 13 |
| Recommendations..... | 13 |
| Action Plan..... | 14 |
| Section E: Postscript..... | 16 |
| References..... | 16 |
| Annexes..... | 17 |

Section A

Background

Context

Based on the increasing focus of the governments on the TVET sector, growing demand of competent human resource in the sector and positive response from a feasibility study of a master's level TVET program resulted in the planning and execution of the Master in Technical and Vocational Education and Training (MTVET) program at Kathmandu University School of Education (KUSOED). KUSOED introduced MTVET in 2018 and the program in offer is using the then devised curricular framework. Since its program launch, KUSOED has produced 3 batches of graduates in MTVET.

The program specifically aims to address human resource development needs of TVET in particular and national development in general. Given this, the program specifically focuses on preparing TVET educators, system leaders, planners, and managers. The program has also been designed to attract young ones in TVET by providing them quality, responsive, and relevant education and by linking the sector with socio-economic processes thereby providing promising career prospects nationally and internationally.

This 2 year (4 semester) academic program is a 54 Credit Hour Master's level program which has the course structure like the following:

| Core Courses (15 Cr) | Specialisation Courses (TVET Core, 24 Cr) | Concentration Courses (15 Cr) | |
|--|---|--|---|
| | | Pedagogy Stream | System Management and Leadership Stream |
| 1. EDUC508: Theory and Practice in Education (3Cr) | 1. EDTV 512: Principles and Theories of Education and Work (3Cr) | 1. EDTP: 526 Psychology of Learning (3Cr) | 1. EDTS 527: Public Policy and TVET Governance (3Cr) |
| 2. EDUC509: Research Methodology (3Cr) | 2. EDTV 513: Sociological Perspectives of Work and Occupation (3Cr) | 2. EDTP: 532 Instruction System Design (3Cr) | 2. EDTS 533: Management of TVET Institutions and Programs (3Cr) |

| | | | |
|--|--|---|---|
| 3. EDTV511: Statistical Methods for TVET (3Cr) | 3. EDTV 521: Curriculum Development in TVET (3Cr) | 3. EDTP 534: Instructional Media Development (3Cr) | 3. EDTS 535: Leadership Theories and Practices (3Cr) |
| 4. Dissertation or two research papers (6 Cr) | 4. EDTV 523: Principle and Practices of Human Resource Development (3Cr) | 4. EDTP 536: Assessment and Measurement (3Cr) | 4. EDTS 537: Economics and Financing of TVET (3Cr) |
| | 5. EDTV 524: Quality Assurance and Program Evaluation in TVET (3Cr) | 5. EDTP 538: Mentoring and Professional Development (3Cr) | 5. EDTS 539: Assessment and Accountability in TVET System (3Cr) |
| | 6. EDTV 525: Entrepreneurship and Enterprises Development (3Cr) | | |
| | 7. EDTV 531: Labor Market Analysis (3Cr) | | |
| | 8. EDTV 542: Work Based Learning (3Cr) | | |

Rationale for Curriculum Revisit

Normally, an updated curriculum is one that is periodically reviewed, revised, adjusted and changed to fit the changing societal needs and contexts. Though not rigid and systematic, KUSOED seems to at least review its program wise curricula between 3 to 5 years. An important note however is that the course tutors have substantial autonomy in revising the course (syllabus) aligning with the broader curricular guidelines and thus courses are likely to be revised, at least slightly, every semester. Since it was the first time KUSOED launched this program, it is timely to review its curriculum as it moves to welcoming the fifth batch. It is therefore a right time for KUSOED to endeavor to review and map the current MTVET curriculum, which would allow the faculty to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps (Education World, 2016) on the basis of the experiences during four years of implementation and also in the light of new knowledge, understandings, and recommendations.

Objectives of MTVET Revisit

The overall purpose of this study was to conduct a systematic curriculum mapping of the MTVET program at KUSOED and to suggest reform in its curriculum. The specific objectives included the following:

- Conduct curriculum mapping of MTVET program to identify redundancies and gaps
- Explore curriculum effectiveness using stakeholder analysis (faculty, students, employers, school/learning environment admin, TVET systems authorities)
- Use analyzed data to inform curricular revision

Mapping and Review Activities

The methodology for curriculum mapping included the following:

1. Curriculum mapping
2. Graduate Survey
3. Stakeholder Consultation

This review drew upon a wide range of information from the following sources:

- 1) a curriculum mapping exercise (associating course learning outcomes with program-level learning outcomes)
- 2) an online survey of 30 graduates to ascertain their views of the current MTVET curriculum
- 3) a virtual FGD with graduates and one with ongoing MTVET second semester students
- 4) 8-10 KIIs with MTVET graduates
- 5) a virtual FGD with 6 MTVET faculty
- 6) 2 KIIs with MTVET faculty (one with a graduate turning faculty)
- 7) 4 KIIs with industry people; 2 KIIs with School HTs; one FGD with CTEVT officials
- 8) written feedback by a MTVET graduate; who is also a TVET provider

The data collected from the curriculum mapping exercise, graduate survey, and faculty/ students/ employer/ industry FGD/interviews, are discussed in the analysis phase. The information from diverse sources were organized and integrated in the final review report.

Section B

Curriculum Mapping

Generally, curriculum mapping is a process of locating the course outcomes against the program outcomes, this way giving way for identifying the alignment (or lack thereof) of the courses with the program level outcomes. As such, it is a curriculum review tool which is used to articulate and revise a curriculum (Kapucu, 2016; Jacobs, 2004). In fact, this is an important activity in a systematic review of a curriculum. We use curriculum map as “a structure for all to engage in *collective dialogue* about the curriculum, instruction, and students’ learning” (Uchiyama & Radin, 2009, p. 273).

A curriculum mapping framework was devised to assess the alignment of the (specialization) Course Learning Outcomes (CLOs) with the Program-level Learning Outcomes (PLOs). Moving on, we collected and recorded curriculum-related data that identified core skills and content taught, processes employed, and assessments used for each subject area.

Since the PLOs and CLOs were not explicitly defined in the curriculum or other guiding documents of the programs (as available to the review team), the curriculum mapping team drew them engaging in two rounds of consultation. In the chart below, we have presented the course titles and mapped their respective CLOs aligning with the PLOs.

- PLO1: Develop an advanced knowledge base (theories, concepts and ideas) of TVET
- PLO2: Motivate graduates to create their own enterprise through experiential, work-based learning and entrepreneurship
- PLO3: Develop TVET focused research capacity
- PLO4: Prepare TVET educators, system leaders, planners, and managers

Besides, the program brochure and program description also included the curricular aims as a) offering promising career prospects by providing quality, responsive and relevant education and by linking the sector with socio-economic processes; and b) making graduates well-versed on crosscutting themes like gender, inclusion, labor relations, ICT, etc. However, for practical purpose, we referred to the above mentioned four PLOs only.

The curriculum mapping exercise was completed in September 2021. The outcome of the mapping exercise shows that there is hardly any alignment of most of the CLOs with **PLO 2** [Build the idea of entrepreneurship, including motivate graduates to create their own enterprise]. One course **EDTV525: Entrepreneurship, Start-ups, and Enterprises Development** explicitly align and

another course **EDTV542: Work Based Learning** implicitly aligns; no other courses seem to align with this PLO. It thus appears that either the many courses need to include a CLO that aligns with PLO2 or that PLO2 can be altogether taken off; instead, it could be a CLO only. The detailed outcome matrix of the curriculum mapping exercise is presented in Table 1.

Table 1: Outcome of the Curriculum Mapping Exercise

| | PLO 1: [Develop advanced knowledge (theories, concepts and ideas) of TVET] | PLO 2: [Build the idea of entrepreneurship, including motivate graduates to create their own enterprise] | PLO 3: [Develop TVET focused research capacity] | PLO 4: [Prepare TVET educators, system leaders, planners, and managers] |
|--|--|--|---|--|
| Specialization Courses (24 Cr) | | | | |
| EDTV512: Principles and Theories of Education and Work | X (*equitable access/inclusiveness/labor relations) | | M | X |
| EDTV513: Sociological Perspectives of Work and Occupation | X (gender/equity/social justice) | | M | M |
| EDTV521: Curriculum Development in TVET | X | | X | X [Redundant: 1. Overview of occupations, industries, learner and contextual characteristics; 2. *Human behaviors and performance] |
| EDTV523: Principle and Practices of Human Resource Development | X | | M | X |
| EDTV524: Quality Assurance and Program Evaluation in TVET | X (access/equity/participation) | | X (data-informed quality assurance and program evaluation; cost-benefit analysis) | X |
| EDTV525: Entrepreneurship, Start- | X | X | | M |

| | | | | |
|----------------------------------|---------------------|-------|-------|---------------------|
| ups, and Enterprises Development | | | | |
| EDTV531: Labor Market Analysis | X | | X | X |
| EDTV542: Work Based Learning | X (labor relations) | M | X | X [*human behavior] |
| | PLO 1 | PLO 2 | PLO 3 | PLO 4 |

Concentration Courses (15Cr): I – TVET Pedagogy

| | | | | |
|---|---|--|---|---|
| EDTP526: Psychology of Learning | X [Overlap: Learning theories] | | | X |
| EDTP532: Instructional System Design | X [Overlap/redundant: Learning theories] | | | X |
| EDTP534: Instructional Media Development | X (IT) | | | X |
| EDTP536: Assessment and Measurement | X (Core course EDUC508 includes “Learning and assessment – theory and practice”); which needs to be removed from core course. | | M | X |
| EDTP538: Mentoring and Professional Development | X | | | X |

Concentration Courses (15Cr): II – TVET System Management and Leadership

| | | | | |
|---|--|--|------------------------------|---|
| EDTS527: Public Policy and TVET Governance | X (Module 5: Accountability in TVET system - Authority, accountability and feedback process) overlaps with EDTS539 | | M [analysing policy process] | X |
| EDTS533: Management of TVET Institutions and Programs | X | | M (institutional evaluation] | X |

| | | | | |
|---|---|--|---------------------------|---|
| EDTS535: Leadership Theories and Practices | X | | | X |
| EDTS537: Economics and Financing of TVET | X | | M (cost benefit analysis) | X |
| EDTS539: Assessment and Accountability in TVET System | X | | | X |

Note: While curriculum mapping, we use X=explicit; M=implicit (as indicator) to verify outcome statements (i.e. how are they aligned – either explicitly or implicitly). As such, we analyzed and indicated whether each program outcome was **eX**PLICITLY or **iM**PPLICITLY reflected in the course outcomes.

Moving on, we also mapped out the level of instruction (only of the Specialization Courses) during the content delivery based on the responses and experiences of the faculty and graduates. We used the IERA framework, following Cuevas and Feit (2011) to identify level of instruction / content delivery, where:

I = concept related to learning outcome **introduced**

E = concept (content/skill) related to learning outcome **emphasized** (and taught in depth)

R = concept related to learning outcome **reinforced** (with additional exposure)

A = concept related to learning outcome **assessed**

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 |
|---------|----------------------|----------------------|----------------------|----------------------|
| | Level of Instruction | Level of Instruction | Level of Instruction | Level of Instruction |
| EDTV512 | I/E/A | | | I |
| EDTV513 | I/E/A | | | |
| EDTV521 | I/E/A | | I/E/A | I/E |
| EDTV523 | I/E/A | | | |
| EDTV524 | I/E/A | | I/E/A | |
| EDTV525 | I/E/A | R/A | | |
| EDTV531 | I/E/R/A | | R/A | I |

Section C

Stakeholder Feedback

Graduate Survey

Following the curriculum mapping exercise, an online graduate survey was administered with the passed out graduates in October and November. Only 16 graduates returned the complete response forms. The survey revealed that 66.6% graduates considered the program to have been well-structured in terms of sequence and coverage of courses. Likewise, 50.1% graduates opined that there were repetitions of the content in a few courses (overlap across courses). 43.8% students agreed that the overall courses were relevant, meaningful and useful for life and career prospects; whereas the similar number of students remained neutral (neither agreed nor disagreed). The detailed results of the graduate survey are presented in Table 2.

Table 2: Results of the Online Graduate Survey

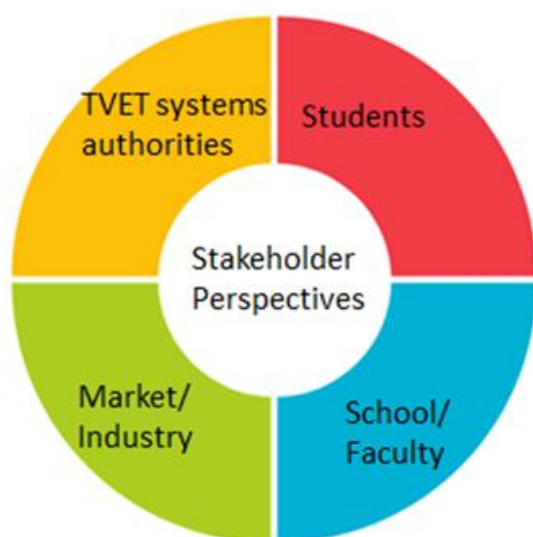
| Indicate the extent to which you agree with the following statements about your program. | | | | | |
|---|-------------------|----------|---------|-------|----------------|
| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1. The goals of specific courses were clearly and explicitly stated and readily accessible to me. | 0% | 6.3% | 25% | 43.8% | 25% |
| 2. Requirements of my program were presented in clear written form. | 0% | 0% | 43.8% | 32.3% | 25% |
| 3. The program was well-structured in terms of sequence and coverage of courses. | 0% | 12.5% | 25% | 56.3% | 6.3% |
| 4. The program met my expectations (offered adequate knowledge, skills and competence of the field of study). | 0% | 12.5% | 43.8% | 31.3% | 12.5% |
| 5. The course exposed me to new skills, knowledge and practices. | 0% | 6.3% | 43.8% | 43.8% | 6.3% |

| | | | | | |
|--|-------|-------|-------|-------|-------|
| 6. Student assessment and certification plan was clearly given. | 0% | 6.3% | 25% | 56.3% | 12.5% |
| 7. There were repetitions of the content in a few courses (overlap across courses). | 0% | 37.5% | 12.5% | 31.3% | 18.8% |
| 8. There were opportunities for student-led lessons and student designed assessments. | 0% | 31.3% | 37.5% | 18.8% | 12.5% |
| 9. The program included career counselling and guidance as courses or part of courses. | 43.8% | 31.3% | 25% | 0% | 0% |
| 10. Overall, the courses were relevant, meaningful and useful for life and career prospects. | 0% | 12.5% | 43.8% | 37.5% | 6.3% |

The graduate survey showed that the program was well-structured in terms of sequence and coverage of courses as perceived by 62.6% graduates. 50% graduates however felt that there were repetitions and/or overlap of the content in a few courses. Overall, 43.8% graduates found the courses to be relevant and meaningful, while similar percentage of graduates remained neutral. It shows that graduates want the program to be more impactful and useful.

Stakeholder Consultation

We also held participatory discussions with a few selected stakeholders regarding the MTVET curriculum. We mainly included four groups of stakeholders as outlined in the figure.



The results of these consultations are summarized below:

| | |
|----------|----------------|
| Students | School/Faculty |
|----------|----------------|

| | |
|--|--|
| <ol style="list-style-type: none"> 1. Career counselling in TVET (maybe a crash course) 2. Permeability (cf. Quality Assurance) and needs Assessment are missing 3. TVET project design and project cycle management are missing 4. Training related course can be added 5. Both the streams should be merged 6. Courses requiring contents upgrades: Public Policy and TVET Governance should include TVET governance in federal context; TVET Assessment and Accountability; Quality Assurance; labor market analysis, ... 8. Research and thesis writing seminar can be organized 9. Labour market projection, monitoring and evaluation of the projects need to be incorporated 10. PLO 2 not relevant; rather it should focus on making trainers /teachers of entrepreneurship 11. Merge EDUC508 (Theory and practice in education) and EDTV512 (Principles and theories of education and work), or Merge EDTV 512 and 513 (Sociological Perspectives of Work and Occupation) or all three. 12. Topics are repeated in 'HRD' and 'Leadership and Management' 13. Increase credit of Research Method; and go from basics to advanced; current problem is also pedagogical 14. Industrial exposure is lacking; at least 3 courses must have mandatory field exposure; OJT?? 15. Quality assurance should be more focused in EDTV524 (one class was not enough) 16. Class facilitation to be led by TVET experts 17. We need a course like 'Development of Authentic Assessment in TVET' | <ol style="list-style-type: none"> 1. 1. Statistics: SPSS is okay, but should have other data analytics tools (STATA, R, Matlab, SAS) 2. Gender is seriously missed out; could be at least addressed through a separate course to begin with; faculty orientation on gender audit/analysis is needed Proposed Course: 'Gender Dimension of Skills Development' or 'Gender Responsive TVET System' or 'Gender Issues in TVET' or 'Gender Mainstreaming in TVET' 3. Need to have policy debate (yet not recognized by Public Service Commission); CTEVT's recognition and priority in TVET jobs still needs lobbying 4. Mostly course contents are aligning with the curriculum objectives; so far so good 5. Quality and accreditation are repeated 6. Project proposals could have been examined by an external 7. Career counselling is necessary, should be addressed in some courses 8. Internship in EMBA model: Study a TVET related issue/theme in your organization, engage/show your boss |
| <p>Market/Industry</p> <ol style="list-style-type: none"> 1. Little known about the program 2. Working students have shown good interest (asking colleagues about their job experience, developing projects on industry/office) 3. Could be more project based; regular industry visit (for research and practice) 4. Career counselling and placement is necessary in TVET programs | <p>TVET Systems Authorities</p> <ol style="list-style-type: none"> 1. Recognition by CTEVT/CEHRD will be addressed soon – through act and regulation (on pipeline) 2. Could focus more on project/internship 3. Concept of 'Green TVET' needs to be incorporated in some course 4. Four pillars of TVET should be covered. |

During the participatory discussions, mostly the graduates and faculty raised core issues pertinent to the existing curriculum as they are the direct users of it. However, inputs from TVET system authority and industry/market people were also significant, though less in number.

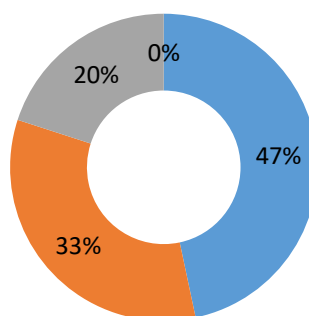
Overall, the graduates and the faculty found curriculum coherence to be good. During the discussion it was agreed that curriculum coherence could mean “the extent to which students and faculty find meaning in the curriculum” (Johnson & Ratcliff, 2004, p. 93). Yet, there were some specific areas where curriculum revisit is expected.

As the students reported outcome 2 (related to entrepreneurship) is not relevant to them since no one was interested in creating their own enterprise in the foreseeable future. It was reported by the 2020 August batch. Similar was reported by earlier (first) batch where two thirds of them had already one master’s

degree, and all students except one was already on job (60% in managerial level) while joining the program (Paudel et al., 2020). Citing the principles of TVET system (i.e., governance, education-employment linkages, permeability and quality Renold, 2018], students pointed out one of the components which is very crucial but has not been touched upon, that is permeability. This was equally thought important by the TVET system authorities. Career Counselling and Guidance was largely lacking in the curriculum, as reiterated by the graduates and the current students. The graduate survey also revealed this fact.

The program included teaching career counselling and guidance as a course or part of some courses.

■ Strongly Disagree ■ Disagree ■ Neutral ■ (Strongly) Agree



The graduates felt that TVET project design and project cycle management are missing in the current curriculum. They further asserted that training related courses are very less in MTVET program. They felt the need to merge EDUC508 (Theory and Practice in Education) and EDTV512 (Principles and Theories of Education and Work), or Merge EDTV 512 and 513 (Sociological Perspectives of Work and Occupation) or all three. The graduates and faculty reflected and somehow agreed that a course like Sociological Perspectives of Work and Occupation will suffice. Similarly, some key topics are repeated in ‘HRD’ and ‘Leadership and Management’.

The teaching faculty also realised that **gender** is seriously missed out in the entire MTVET curriculum. They further stated that there is a need to have policy debate (since it is yet not recognized by Public Service Commission) to get CTEVT’s recognition and priority to MTVET graduates in TVET jobs. In terms of the curricular alignment, the faculty do not see any problem - mostly course contents are aligning with the curriculum objectives; so far so good. While the majority of employers claimed relatively little knowledge of the MTVET curriculum, they often

had clear views about what they wanted their employees to learn and how arrangements should be made to foster their learning. Some (industry people) iterated that the curriculum should be relevant to the world of work while others (TVET providers) emphasize that the graduates become TVET sector researcher and curriculum directors. Though the industry people are less known about the program, they suggested that the TVET program could be more **project based and regular industry visit** (for research and practice) need to be promoted. Likewise, TVET system authorities do not see any problem in the program design; yet indicated that the concept of '**Green TVET**' can be incorporated in some courses. Likewise, some courses or components could be further added including, Development of Authentic Assessment in TVET, Teaching Career Counseling and Placement, and Gender Dimension of Skills Development. Graduates were of the opinion that rather than having a separate stream of pedagogy (since the student interest in this stream was relatively lower in the first two batches), having a course like Designing Technical and Vocational Pedagogy would suffice.

Section D

Conclusion and Action Plan

Conclusion

The existing MTVET curriculum is a unique program curriculum in Nepal which has encouraged graduates to be TVET educators, researchers and system leaders. The curriculum mapping exercise followed by stakeholder consultation clearly showed that the present curriculum is largely okay and thus the review team does not recommend major changes to the curriculum. However, it could be better to revisit and update it incorporating some of the emerging concepts in TVET and avoiding existing overlaps and repetitions over some courses.

Recommendations

Based on the findings of the curriculum mapping and stakeholder consultation, following recommendations are made:

- Though the curriculum coherence is good enough in most of the courses, a curriculum update workshop is necessary before welcoming a new cohort of

students. In the curriculum update/revisit workshop, focus should be given to three aspects: a) course merge, b) course addition, c) course update/revision. It is important to rethink about merging or realigning the courses EDUC508, EDTV512, and EDTV 513. Course or components like Development of Authentic Assessment in TVET, Teaching Career Counseling and Placement, and Gender Dimension of Skills Development, Green TVET, need to be adjusted in some courses or as separate courses. Likewise, cross course comparison and adjustment should be focused in the courses like EDTV512, EDTV513, EDUC508, EDTV523, EDTV524, EDTV525, EDTS527, EDTS535, and EDTS539. Moreover, while revisiting the courses, focus should be given to align their learning outcomes with the PLOs more explicitly as far as practicable. Moreover, focus should be placed on ensuring gender dimension in TVET courses. Equal focus is to be given to make the curriculum (as well as instructional practices) more project-based with regular collaboration with industries.

- At the curriculum level, efforts need to be put to make the program learning outcomes more explicit and consideration should be given to adjust the existing PLO2. Likewise, course designs should place more importance to practical components, both in delivery and assessment.
- It is preferable to have students' participation and engagement in course/curriculum planning.
- Collaboration and regular communication with industry and job market need to be established.
- It is important to make policy debate on TVET with TVET system authorities and experts a regular activity.
- Faculty orientation regarding course design and development need to be provided at the beginning of each semester.

Action Plan

Based on the overall assessment of the MTVET curriculum, an action plan outlining the steps that the School or the Department of Development Education may take has been proposed.

| Action Plan | | | | |
|---|--------------------------------------|-------------|----------------|--|
| Recommendations | Action Items | Timeline | Responsibility | Remarks |
| Continue/regularize curriculum mapping and review | Develop a curriculum review calendar | Immediately | School | |
| | Develop a web-based | Spring 2022 | School | Integrate a 'new course demand' form and make it |

| | | | |
|--|---|---|--|
| | <p>‘Curriculum / Course Review’ platform, including a ‘new course demand’ and a ‘course discontinuation / deactivation’ form.</p> | | <p>accessible to all ongoing batches; and a ‘course discontinuation/deactivation’ form and make it accessible to all graduating students. Corresponding Department would collect and address the feedback.</p> |
| | <p>Make it available to all students at the end of each semester and also at the end of the program.</p> | <p>Ongoing</p> | <p>Department</p> |
| | <p>Get curriculum mapping and revision report from an independent expert; Alternatively, form a ‘Curriculum Review Committee’ involving HoD, one faculty and one student (for each department); the report by the committee is to be reviewed by an independent external expert.</p> | <p>Every three years for each program</p> | <p>Department Department wise curriculum mapping would be appropriate.</p> |
| | <p>Hold academia (faculty/graduates) interaction with sector authority and industry people</p> | <p>Every batch (third-semester)</p> | <p>Department</p> |

Section E

PostScripts

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Annex 8: MSD Curriculum Mapping



Curriculum Mapping Report 2021

MSD Program at KUSOED

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Duration

March 2021-December 2021

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Inquiry and Communication

Rebat Kumar Dhakal

Contents

| | |
|---|-----------|
| Section A: Background..... | 1 |
| Context..... | 1 |
| Rationale for Curriculum Revisit..... | 4 |
| Objectives of MSD Curriculum Revisit..... | 5 |
| Mapping and Review Activities..... | 5 |
| Section B: Curriculum Mapping..... | 6 |
| Section C: Stakeholder Feedback..... | 13 |
| Graduate Survey..... | 13 |
| Stakeholder Consultation | 14 |
| Section D: Conclusion and Action Plan..... | 19 |
| Conclusion..... | 19 |
| Recommendations..... | 19 |
| Action Plan..... | 20 |
| Section E: Postscripts..... | 22 |
| References..... | 22 |
| Tools for Data Collection | 23 |

Section A

Background

Context

Kathmandu University School of Education launched the 2 year (4 semester) interdisciplinary Master in Sustainable Development (MSD) in 2014, which shoots from the past program (i.e. Master of Education in Environment Education and Sustainable Development [MEd in EESD]). Its courses once went through a rapid appraisal and got slightly revised in 2018. Since then, the curriculum has been in effect.

Master in Sustainable Development (MSD) program addresses the major challenges of economy, society and environment at local and global levels. Most of the time, this program is cited as being interdisciplinary regional Master's program; however, in its approved curriculum document it is clearly stated that this program is designed to help graduate students understand and tackle Nepal's local development challenges and sustainable strategic options while comprehending the wider environmental and economic processes at planetary scale. Therefore, a gap exists in lesser focus on regional issue. As a cross-disciplinary advance program, MSD focuses on the fundamental critical issues of sustainable development from a multitude of scientific perspectives. KUSOED, as an institution dedicated primarily to teachers training, gives utmost importance to the issue of human capital formation through quality improvement in education, training, and management of other local empowerment activities. This program comes after an international market (job market) analysis which has shown a steady increase in employment in the Sustainability and Environment Sector; this program will cater to produce professionals for these demanding sectors.

This 2 year (4 semesters) academic program is a 54 Credit Hour Master's level program which has the course structure like the following:

| Core Courses (6Cr) | Specialisation Courses (33 Cr) | | |
|-------------------------------------|--------------------------------|--|---------------------------------|
| | | Elective Courses (6 Cr) | Practical Courses (9 Cr) |
| 1. Theory and Practice in Education | EDSD 512 : Fundamentals of SD | EDSD 524: NRM and Environmental Ethics | EDSD 541: Internship/Field Work |

| | | | |
|--------------------------------|---|---|---|
| 2. Research Methodology | EDSD 513: Statistical Techniques for Research | EDSD 529: Education for SD | EDSD 559: Dissertation OR EDSD 544: SD Research Project I EDSD 544: SD Research Project II |
| | EDSC 514 : Ecology and Environment | EDSD 530: Conservation Management | |
| | EDSD 515: Economics of Sustainability and Enterprises** | EDSD 533: Global Climate Change | |
| | EDSC 516: Global Change and Sustainable Technology** | EDSD 534: Policy and Planning for SD | |
| | EDSD517: Gender Equity and Social Inclusion ** | EDSD 535: Diversity and Local Cosmology in SD | |
| | EDSC 522: Environment Management | EDSD 536: Education for Social Transformation | |
| | EDSD 527: Project Management for Development Results | EDSD 537: Discourses of Education and Development | |
| | EDSD 528: Communication in Sustainable Development | EDSD 538: Globalization and Emerging Institutions | |

| | | | |
|--|---|---|--|
| | EDSC 540**: Human Ecology and Sociology | EDSD 539: Management and Leadership in SD | |
| | EDSD 546**: Participatory Approach in Development | EDSD 542 : Community Research | |
| | | EDSD 543: Community Activity | |
| | | EDSD 532: International and Comparative Perspective in SD | |
| | | EDSD 545: Independent Study | |

Overall, the current course structure of the MSD program seems to cover the following specialization and elective areas.

| Domain | Specialization (33 Cr) | Electives (6 Cr) |
|--------------------|---|---|
| Environment | 1. EDSC 514: Ecology and Environment (3Cr) | 1. EDSC 524: Natural Resource Management and Environmental Ethics (3Cr) |
| | 2. EDSC 516: Global Change and Sustainable Technology (3Cr) | 2. EDSC 530: Conservation Management (3Cr) |
| | 3. EDSC 522: Environmental Management (3Cr) | 3. EDSC 533: Global Climate Change (3Cr) |
| Sociology | 4. EDSC 540: Human Ecology and Sociology (3Cr) | 4. EDSC 534: Policy and Planning for Sustainable Development (3Cr) |
| | 5. EDSC 525: Gender Equity and Social Inclusion (3Cr) | 5. EDSC 535: Diversity and Local Cosmology in Sustainable Development (3Cr) |

| | | |
|----------------------|--|---|
| Economics | 6. EDSC 515: Economics of Sustainability and Enterprises (3Cr) | 6. EDSC 536: Education for Social Transformation (3Cr) |
| Cross-Cutting | 7. EDSC 527: Project Management for Development Results (3Cr) | 7. EDSC 545: Independent Study (3Cr) |
| | 8. EDSC 528: Communication in Sustainable Development (3Cr) | 8. EDSC 539: Management and Leadership in Sustainable Development (3Cr) |
| | 9. EDSC 546: Participatory Approach in Development (3Cr) | 9. EDSC 537: Discourses of Education and Development (3Cr) |
| | 10. EDSC 512: Fundamentals of Sustainable Development (3Cr) | 10. EDSC 538: Globalization and Emerging Institution (3Cr) |
| | 11. EDSC 513: Statistical Techniques for Research (3Cr) | |

Besides, 2 core courses (worth 6 Cr) and 2-3 practical courses (worth 9 Cr) add up to make this program load of 54 Cr. In terms of the program offer, the first three semesters include coursework that blends theory with real world learning while the fourth semester includes internship and research work wholly making a practical focus.

Rationale for Curriculum Revisit

Normally, an updated curriculum is one that is periodically reviewed, revised, adjusted and changed to fit the changing societal needs and contexts. Though not rigid and systematic, KUSOED seems to at least review its program wise curricula between 3 to 5 years. An important note however is that the course tutors have substantial autonomy in revising the course (syllabus) aligning with the broader curricular guidelines and thus courses are likely to be revised, at least slightly, every semester. Since it has been four years since KUSOED slightly revised this existing program curriculum, it is timely to review it as it moves to welcoming a new cohort of students in August 2022. It is therefore a right time for KUSOED to endeavor to review and map the current MSD curriculum, which would allow the faculty to check for redundancies, inconsistencies, misalignments, and gaps (Education World, 2016) on the basis of the experiences during four years of implementation and also in the light of new knowledge, understandings, and recommendations.

Objectives of MSD Curriculum Revisit

The overall purpose of this study was to conduct a systematic curriculum mapping of the MSD program at KUSOED and to suggest reform in its curriculum. The specific objectives included the following:

- Conduct curriculum mapping of MSD program to identify redundancies and gaps
- Explore curriculum effectiveness using stakeholder analysis (faculty, students, employers (job markets) and government authorities)
- Use analyzed data to inform curricular revision

Mapping and Review Activities

The methodology for curriculum mapping included the following:

4. Curriculum mapping
5. Graduate Survey
6. Stakeholder Consultation

This review drew upon a wide range of information from the following sources:

- 9) a curriculum mapping exercise (associating course learning outcomes with program-level learning outcomes)
- 10) an online survey of 40 graduates to ascertain their views of the current MSD curriculum
- 11) a virtual FGD with graduates and one with ongoing MSD second semester students
- 12) 8-10 KIIs with MSD graduates
- 13) a virtual FGD with 6 MSD faculty
- 14) 2 KIIs with MSD faculty
- 15) 6 KIIs with employers and 3 KIIs with government authorities
- 16) written feedback by a MSD graduate

The data collected from the curriculum mapping exercise, graduate survey, and participatory discussion with faculty/ students/ employer/ government authorities are discussed in the analysis phase. The information from diverse sources were organized and integrated in the final review report.

Section B

Curriculum Mapping

Generally, curriculum mapping is a process of locating the course outcomes against the program outcomes, this way giving way for identifying the alignment (or lack thereof) of the courses with the program level outcomes. As such, it is a curriculum review tool which is used to articulate and revise a curriculum (Jacobs, 2004; Kapucu, 2017). In fact, this is an important activity in a systematic review of a curriculum. We use curriculum map as “a structure for all to engage in *collective dialogue* about the curriculum, instruction, and students’ learning” (Uchiyama & Radin, 2009, p. 273).

A curriculum mapping framework was devised, based on Jankowski and Marshall (2017), to assess the alignment of the Course Learning Outcomes (CLOs) with the Program-level Learning Outcomes (PLOs). Moving on, we collected and recorded curriculum-related data that identified core skills and content taught, processes employed, and assessments used for each subject area.

Since the PLOs and CLOs were not explicitly defined in the curriculum or other guiding documents of the programs (as available to the review team), the curriculum mapping team drew them engaging in two rounds of consultation. In the chart below, we have presented the course titles and mapped their respective CLOs aligning with the PLOs.

- PLO1: Understand critically development as a process in interdisciplinary zone of society, economics and environment
- PLO2: Develop graduates well-versed on crosscutting themes like gender, inclusion, ICT, etc. for SD
- PLO3: Critically evaluate the current development practices from the interdisciplinary zone of SD
- PLO4: Create SD projects, programs, enterprise to bring the positive changes in society
- PLO5: Offer promising career orientation in the prospects responsive and to project development, evaluation and research in the SD Sector
- PLO6: To prepare the lifelong learners in the field of sustainable development to transform society

The curriculum mapping exercise was completed in September 2021. The detailed outcome matrix of the curriculum mapping exercise is presented in Table 1.

Table 1: Outcome of the Curriculum Mapping Exercise

| | PLO 1: Understand critically development as a process in interdisciplinary zone of society, economics and environment | PLO 2: Develop graduates well-versed on crosscutting themes like gender, inclusion, ICT, etc. for SD | PLO 3: Critically evaluate the current development practices from the interdisciplinary zone of SD | PLO 4: Create SD projects, programs, enterprise to bring the positive changes in society | PLO5:Offer promising career orientation in t prospects responsive and project development, evaluation and research in the Sector |
|---|--|---|---|---|---|
| Specialization Courses (33 Cr) | | | | | |
| EDSD 512 Fundamentals of SD | X | X | X | | |
| EDSD 513Statistical Techniques for Research | X | | | | |
| EDSC 514 Ecology and Environment | X | X | | | |
| EDSD 515 Economics of Sustainability and Enterprises** | X | X | X | | |
| EDSC 516 Global Change and Sustainable Technology** | X | X | | | |
| EDSD517 Gender Equity and Social Inclusion ** | X | X | X | | X |
| EDSC 522 Environment Management | X | X | | X | |
| EDSD 527 Project Management for Development Results | X | X | X | X | X |

| | | | | | |
|---|-------------|---|---|---|---|
| EDSD 528 Communication in Sustainable Development | X | | | X | X |
| EDSC 540 Human Ecology and Sociology | X | X | | | |
| EDSD 546 Participatory Approach in Development | X | X | X | | |
| Elective Courses (6 Cr) | | | | | |
| EDSD 524 Natural Resources Management and Environmental Ethics | Not offered | | | | |
| EDSD 529 Education for Sustainable Development | Not offered | | | | |
| EDSD 530 Conservation Management | Not offered | | | | |
| EDSD 533 Global Climate Change | X | X | | X | |
| EDSD 534 Policy and Planning for Sustainable Development | X | X | | X | |
| EDSD 535 Diversity and Local Cosmology in Sustainable Development | X | X | X | | |
| EDSD 536 Education for Social Transformation | Not offered | | | | |
| EDSD 537 Discourses of Education and Development | Not offered | | | | |
| EDSD 538 Globalization and Emerging Institutions | Not offered | | | | |

| | | | | | |
|---|-------------|---|---|---|---|
| EDSD 539 Management and Leadership in Sustainable Development | Not offered | | | | |
| EDSD 542 Community Research | Not offered | | | | |
| EDSD 543 Community Activity | Not offered | | | | |
| EDSD 532 International and Comparative Perspective in Sustainable Development | Not offered | | | | |
| EDSD 545 Independent Study | | | | | |
| Practical Courses (9 Cr) | | | | | |
| EDSD 541 Internship/Field Work | X | X | X | X | X |
| EDSD 559 Dissertation | X | X | X | X | X |
| OR | | | | | |
| EDSD 544 Sustainable Development Research Project I | X | | | | |
| EDSD 544 Sustainable Development Research Project II | | | | | |

Note: While curriculum mapping, we use X=explicit; M=implicit (as indicator) to verify outcome statements (i.e. how are they aligned – either explicitly or implicitly). As such, we analyzed and indicated whether each program outcome was **eX**plicitly or **iM**plicitly reflected in the course outcomes.

Moving on, we also mapped out the level of instruction (only of the Specialization Courses) during the content delivery based on the responses and experiences of the faculty and graduates.

We used the IERA framework, following Cuevas and Feit (2011) to identify level of instruction / content delivery, where:

I = concept related to learning outcome **introduced**

E = concept (content/skill) related to learning outcome **emphasized** (and taught in depth)

R = concept related to learning outcome **reinforced** (with additional exposure)

A = concept related to learning outcome **assessed**

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Level of Instruction | Level of Instruction | Level of Instruction | Level of Instruction | Level of Instruction |
| Specialisation (33 Cr) | | | | | |
| EDSD 512 | I/E/A | | | I | |
| EDSD 513 | I/E/A | | | | |
| EDSC 514 | I/E/A | | I/E/A | I/E | |
| EDSD 515 | I/E/A | | | | I/E/A |
| EDSC 516 | I/E/A | | I/E/A | | |
| EDSD517 | I/E/A | I/E/R/A [Gender] | | | I/E/A |
| EDSC 522 | I/E/R/A | | R/A | I | |
| EDSD 527 | I/E/R/A | I/E | R/A | I | |
| EDSD 528 | I/E/A | | | | I/E/A |
| EDSC 540 | I/E/A | | I/E/A | I/E | |
| EDSD 546 | I/E/A | | | I/E/A | I/E |

Section C

Stakeholder Feedback

Graduate Survey

Following the curriculum mapping exercise, an online graduate survey was administered with the passed out graduates in October and November. Only 16 graduates returned the complete response forms. The survey revealed that 66.6% graduates considered the program to have been well-structured in terms of sequence and coverage of courses. Likewise, 50.1% graduates opined that there were repetitions of the content in a few courses (overlap across courses). 43.8% students agreed that the overall courses were relevant, meaningful and useful for life and career prospects; whereas the similar number of students remained neutral (neither agreed nor disagreed). The detailed results of the graduate survey are presented in Table 2.

Table 2: Results of the Online Graduate Survey

| Indicate the extent to which you agree with the following statements about your program. | | | | | |
|---|-------------------|----------|---------|-------|----------------|
| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1. The goals of specific courses were clearly and explicitly stated and readily accessible to me. | 0% | 8.7% | 39.1% | 43.5% | 8.7% |
| 2. Requirements of my program were presented in clear written form. | 0% | 0% | 43.8% | 32.3% | 25% |
| 3. The program was well-structured in terms of sequence and coverage of courses. | 0% | 12.5% | 25% | 56.3% | 6.3% |
| 4. The program met my expectations (offered adequate knowledge, skills and competence of the field of study). | 0% | 13% | 43.5% | 34.8% | 8.7% |
| 5. The course exposed me to new skills, knowledge and practices. | 0% | 6.3% | 43.8% | 43.8% | 6.3% |
| 6. Student assessment and certification plan was clearly given. | 0% | 6.3% | 25% | 56.3% | 12.5% |

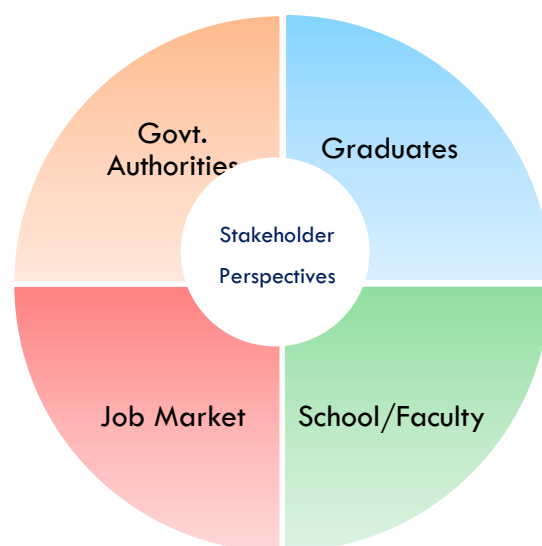
| | | | | | |
|--|-------|-------|-------|-------|------|
| 7. There were repetitions of the content in a few courses (overlap across courses). | 13% | 30.4% | 30.4% | 17.4% | 8.7% |
| 8. There were opportunities for student-led lessons and student designed assessments. | 13% | 17.4% | 30.4% | 30.4% | 8.7% |
| 9. The program included career counselling and guidance as courses or part of courses. | 43.8% | 31.3% | 25% | 0% | 0% |
| 10. Overall, the courses were relevant, meaningful and useful for life and career prospects. | 4.3% | 13% | 30.4% | 43.5% | 8.7% |

The graduate survey showed that the program was well-structured in terms of sequence and coverage of courses as perceived by 62.6% graduates. Overall, 52.2% graduates found the courses to be relevant and meaningful, while more than 30% remain neutral and 17% did not find it meaningful to them. It shows that graduates want the program to be more impactful and relevant.

Moving on, the graduates responded that though they have a course on project management, they (60%) did not get sufficient exposure and opportunities in planning, budgeting, allocation of resources and project-cycle management kind of activities in real project management.

Stakeholder Consultation

We also held participatory discussions with a few selected stakeholders regarding the MSD curriculum. We mainly included four groups of stakeholders as outlined in the figure.



The results of these consultations are summarized below:

| Students | School/Faculty |
|--|---|
| <ol style="list-style-type: none"> 1. More focus could have been given to detailed knowledge on few areas (e.g. project management, sustainability, environment, etc.) rather than teaching bits and pieces of many topics superficially 2. Field work and practical knowledge management/ field visits and field engagements. 3. Networking with career perspective professionals and agencies 4. Provision of elective courses on 2nd semester so that students can focus on their interest and career 5. Courses like statistics need to be re-designed as students are from varying level of understanding of statistics, may be a more advanced tools for statistical analysis can be thought rather than SPSS 6. Research designs both qualitative and quantitative could be more detailed 7. The courses on project management was too basic, could be more detailed. 8. The final project need more guidance and if department doesn't have enough staff/expertise, it must manage external supervisors for guidance 9. I wish we'd spend some time outside the classroom. Make it more practical; field-based. 10. Government policies and programmes regarding SDGs were somehow missing; More policy and planning about Nepal should be covered [Policy analysis is missing though there's a course 'EDSD 534: Policy and Planning for SD']. 11. Work base learning activities are to be incorporated 12. Career counselling, community engagement/development; and project tools 13. Sustainability in context to Nepal should be given more focus 14. Short courses on globalization topics, international development paradigms, working mechanisms of development agencies, market-based solutions for SD, Decolonising knowledge for SD, and report writing would be helpful; opportunities to write proposals for real projects and grants 15. Out of three components, social factor is heavily included, while economy and environment are dealt in basic level only. 16. There was no focus or specialization, have electives for students to specialize maybe on gender from Sustainable development prospective or natural resource management from Sustainable Development. I had basic knowledge and understanding on everything but could not specialize in anything 17. Entrepreneurship and volunteerism could be included. 18. Project management, M&E, budgeting, environmental technicalities (e.g. environmental assessment, GIS) | <ol style="list-style-type: none"> 1. Mostly course contents are aligning with the curriculum objectives; so far so good 2. SD policy analysis, market-based solutions for SD, decolonising knowledge for SD, innovations for sustainability, practical skills in remote sensing and spatial analysis, sustainable economic development, sustainable investment and financing, resource economics, food security, Community capacity-building, and smart tech & IOT could be incorporated. 3. Need to have subject committee meeting to review where the contents fall in different courses 4. Practical components (like field visits, longer internships, actual grants writing, project management) are somehow low (should be emphasized) |

| | |
|--|---|
| <p>19. Link with agencies and make a job contract for 1 year (as internship is not taken seriously as “job” in real market)</p> <p>20. One on one interaction with students for individual subjects, continuous feedback and cross check on learning, outer exposure on other learnings not just internship</p> <p>21. Should be flexible on assignments, and should be based on students' participation in discussion rather than teacher's presentation.</p> <p>22. The university should establish professional network with the industries where students get to intern rather than telling the students to look for themselves. Also, the internship period should be extended to more than just three months to at least 6-9 months so that the person can get involved and complete at least a micro assignment and showcase their ability in the organization opening their chances in the future for recruitment too.</p> | |
| <p>Market/Industry</p> <p>1. Little known about the program</p> <p>2. Working students have shown good interest (asking colleagues about their job experience, developing projects on industry/office)</p> <p>3. Could be more project based; more internship discussion (for research and practice)</p> | <p>TVET Systems Authorities</p> <p>1. Policy-debate and partnership with relevant departments</p> <p>2. Could focus more on project/internship</p> |

During the participatory discussions, mostly the graduates and faculty raised core issues pertinent to the existing curriculum as they are the direct users of it. However, inputs from government/policy officials and industry/market people were also significant, though less in number.

Overall, the graduates and the faculty found curriculum coherence to be good. During the discussion it was agreed that curriculum coherence could mean “the extent to which students and faculty find meaning in the curriculum” (Johnson & Ratcliff, 2004, p. 93). Yet, there were some specific areas where curriculum and/or course revisit is expected. For example, ‘Human Ecology and Sociology’ and ‘Ecology and Environment’ seem to be overlapping.

Some of the key issues raised by students included the following:

- The university should establish professional network with the industries where students get to intern rather than telling the students to look for themselves. Also, the internship period should be extended to more than just three months to at least 6-9 months so that the person can get involved and complete at least a micro assignment and showcase their ability in the organization opening their chances in the future for recruitment too.
- Link with every possible agency (organization) for student’s (who have no job history or are thinking to complete their study first before working) career building with at least a

job contract of 1 year (as internship is not taken seriously as “job” in real market) so that they are prepared for professional career paths.

- MSD program should have good platform of choosing the elective courses (short courses) as per the need of SD concept.
- Instead of Statistical Techniques, the Quantitative Research can be added with GIS and other innovative research techniques used for SD. Research designs both qualitative and quantitative could be more detailed Courses like statistics need to be re-designed as students are from varying level of understanding of statistics, may be a more advanced tools for statistical analysis can be thought rather than SPSS.
- There must be at least two strong courses on three domains of SD: Economics, Society and Environment.
- More field visits at least once in one semester will enhance the practical knowledge of students.
- Entrepreneurship idea generating hubs developed by the students themselves or with the ex students should be given space and support.
- More policy and planning about Nepal’s sustainability need to be discussed and debated.

A student shared, “Frequent field visits and practical knowledge can help improve the courses.”

In fact, practical learnings and community engagement could better prepare the students.

Students also raised an issue on the current modality of electives. “The units on electives should be electives not one unit for all. There was no point of having electives”, said a 2019 batch fellow. Some graduates also expressed their concerns about assignment and instructional pedagogy of some of the faculty – citing that some assignments are not really helpful to deeply understand course contents and that some instructors allow little space for student voice and participation. Some students even felt that especially during the COVID-19 pandemic when the entire teaching learning activities went virtual, they did not get the class recordings uploaded on the Moodle by some faculty. Another significant concern was raised by a 2020 batch graduate who said, “Let's focus on making paper publishable rather than making students write for the sake of writing.” It means some sort of writing support could be provided to the students or that faculty-student collaborative writing practice can be developed so as to mentor our graduates in academic writing and publishing.

Teaching faculty also felt that SD policy analysis, market-based solutions for SD, decolonizing knowledge for SD, innovations for sustainability, practical skills in remote sensing and spatial analysis, sustainable economic development, sustainable investment and financing, resource economics, food security, Community capacity-building, and smart tech & IOT could be incorporated in the current MSD curriculum. Students reflected that the courses on project management was too basic, could be more detailed. Moreover, students and faculty agreed that opportunities to write proposals for real projects and grants during the time period of course in group or individually would be very helpful.

The participatory discussion revealed some crucial facts. The participants highlighted that out of three components social factor is heavily included in the curriculum, while economy and environment are dealt in basic level only. They demanded that the weight should have been in equal proportion. More specifically, they also indicated that there is a single course on economics; at least one another course needs to be added.

Section D

Conclusion and Action Plan

Conclusion

The existing MSD curriculum is a Multidisciplinary Master's degree curriculum with interdisciplinary coverage which has encouraged graduates to be educators, researchers, policy analysts, planners and trainers in the field of Sustainable Development. The curriculum mapping exercise followed by stakeholder consultation clearly showed that the present curriculum is largely okay and thus the review team does not recommend major changes to the curriculum. However, it could be better to revisit and update it incorporating some of the emerging concepts in SD and avoiding minor overlaps and repetitions over some courses.

Recommendations

Based on the findings of the curriculum mapping and stakeholder consultation, following recommendations are made:

- Though the curriculum coherence is good enough in most of the courses, a curriculum update workshop is necessary before welcoming a new cohort of students. In the curriculum update/revisit workshop, focus should be given to three aspects: a) course merge, b) course addition, c) course update/revision. It is important to rethink about merging or realigning the courses EDSC 514 (Ecology and Environment) and EDSC 540 (Human Ecology and Sociology). Following specific recommendations will be helpful in revisiting the courses:
 - Merge the Course Human Ecology and Sociology with other courses. Example, Human Ecology component can be merged to Ecology and Environment, whereas Sociology component could be merged with 'Sociology'.
 - In the Revised course on Sociology, also include cosmology and indigenous knowledge for SD.
- Moreover, while revisiting the courses, focus should be given to align their learning outcomes with the PLOs more explicitly as far as practicable. Equal focus is to be

given to make the curriculum (as well as instructional practices) more project-based with regular collaboration with industries.

- At the course delivery level, sustainability in the context of Nepal should be given more focus.
- It is preferable to add a new course under the economic dimension; it could be a course like 'Business and Entrepreneurship for SD]. Likewise, some new topics focused on the economics for sustainable development, basics of diplomatic relationships and some knowledge of politics of sustainability can be integrated.
- Collaboration and regular communication with industry and job market need to be established. Field visits should be more frequent. Promote work-based learning activities.
- Faculty orientation regarding course design and development need to be provided at the beginning of each semester.

Action Plan

Based on the overall assessment of the MTVET curriculum, an action plan outlining the steps that the School or the Department of Development Education may take has been proposed.

| Action Plan | | | | |
|---|--|-------------|----------------|--|
| Recommendations | Action Items | Timeline | Responsibility | Remarks |
| Continue/regularize curriculum mapping and review | Develop a curriculum review calendar | Immediately | School | |
| | Develop a web-based 'Curriculum / Course Review' platform, including a 'new course demand' and a 'course discontinuation / deactivation' form. | Spring 2022 | School | Integrate a 'new course demand' form and make it accessible to all ongoing batches; and a 'course discontinuation/deactivation' form and make it accessible to all graduating students. Corresponding Department would collect and address the feedback. |
| | Make it available to all students at the end of each semester and also at the end of the program. | Ongoing | Department | |

| | | | |
|---|------------------------------------|------------|--|
| Get curriculum mapping and revision report from an independent expert; Alternatively, form a 'Curriculum Review Committee' involving HoD, one faculty and one student (for each department); the report by the committee is to be reviewed by an independent external expert. | Every three years for each program | Department | Department wise curriculum mapping would be appropriate. |
| Hold academia (faculty/graduates) interaction with sector authority and job market. | Every batch (third-semester) | Department | |

Section E

Postscripts

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