

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University

Reshma SHRESTHA* and Ganesh Prasad BHATTA**

***Associate Professor, Department of Geomatics Engineering, Kathmandu University**

**** Joint Secretary, Executive Director, Land Management Training Centre,
Ministry of Land Management, Cooperatives and Poverty Alleviation**

Key words: Curriculum Assessment, Land Administration, CIPP Model

SUMMARY

Land is an important resource in a global context and also a predominately important resource in the Nepalese context as the country itself is landlocked. The effective land administration system that integrates different land issues from different disciplines such as legal, social, economic, cultural, technical, and planning has been realized globally. The global report by UN-GGIM on a framework for effective land administration (FELA) reflects that capacity and education as one of the pathways among nine to achieve the set goals of the land administration system and achieve the sustainable development goals 2030.

In national context, there has been various initiatives from Nepalese government in strengthening the land administration and land management sector in country context. Besides policy initiatives, the Ministry of land has realized the requirement of technically sound graduate human resources in the geoinformation domain to bridge the technical gaps, for achieving effectiveness in land administration and service delivery. To narrow this technical gap, the Bachelor in Geomatics Engineering was commenced in 2007 at Kathmandu University (KU) by establishing a Memorandum of understanding (MOU) between the Ministry of land and KU and later ITC supported in faculty development.

Further, the requirement for higher education in land administration that can influence the both policy and technical domain of land administration felt necessary. The market study has been submitted to ITC in 2010 that shows the strengthening of the Land administration system is being on the high agenda of the Nepal government and a sufficient number of efficient land professionals is required. In 2011 the Memorandum of Understanding (MOU) signed between Kathmandu University, School of Engineering and University of Twente, Faculty of Geo-Information Science and Earth Observation (UT/ITC) concerning strategic academic partnership in Land Administration. Hence, Master in Land Administration (MLA) was

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022

Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022

commenced at Kathmandu University in 2013 with tripartite collaboration. However, after the commencement of the program, there is no study conducted yet to identify either the curriculum of the program have contributed to improve land administration and land management of the country.

This study aims to develop an analytical framework based on the (Context, Input, Process, Product) CIPP model developed by Stufflebeam (2000) integrating with evaluation framework developed by Enemark et al. (2004). Finally, the way forward to combat existing laggings in curriculum and the capacity building in land administration and also way forward to connect current curriculum with responsible land governance curriculum is discussed.

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University

Reshma SHRESTHA and Ganesh Prasad BHATTA, Nepal

1. INTRODUCTION

The effective land administration system that integrates different land issues from different disciplines such as legal, social, economic, cultural, technical, and planning has been realized globally. Various study has already shown that capacity building is a continuum process to strengthen the land administration system (Enemark et al., 2004; Steudler et al., 2004) Similarly, the global report by UN-GGIM on a framework for effective land administration (FELA) reflects that capacity and education as one of the pathways among nine to achieve the set goals of the land administration system and achieve the sustainable development goals 2030.

According to Enemark et al. (2004), capacity can be understand in various aspects but general capacity building is understood as in relation to education, training and human resource development to tackle the particular problems or sectors. UN publication of 1998 has defined capacity as “Capacity can be defined as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably”. Further, it has been elaborated as “Capacity assessment” in which the need assessment of capacity characteristic needs to be identified and “Capacity development” in which the capacity is developed through proper education based on need assessment. Considering, the land administration sectors, Enemark et al. (2004) has developed a conceptual framework for capacity development in Land Administration sectors. The framework consists of three levels of capacity development which are societal/system levels, organizational/entity level and individual level. Similarly, Mitchell et al. (2017) have elaborated the requirement of global curriculum related to land administration studies for combating global issues related land and to obtain responsible land governance.

Looking from the broad concept of curriculum development stages there are three stages of curriculum process which are curriculum design, curriculum implementation and curriculum evaluation (Bharvad, 2010). The three basic stages are further explained by three specific models as Tyler model as deductive, Hilda Taba as inductive and Wheeler’s model as cyclical (Bharvad, 2010; Bhuttah et al., 2019). These three models play a crucial and different role in the process of curriculum development. Ralph Tyler pioneered four questions in 1949 which are important to shape the curriculum. The models of Taba and Wheeler are modified version of Tyler. Taba starts the curriculum processing from identification of learners’ needs and end with the evaluation but for Wheeler curriculum development process is circular that does not end at evaluation and starts again from first steps one after some improvements and curriculum

evaluation. Hence, it is important to adopt continuum process of curriculum development as explained by Wheeler.

Taking into national context of capacity development and curriculum development for strengthening the land sector, there has already been taken various initiatives from Nepalese government in strengthening the land administration and land management sector in country context. Bachelor in Geomatics Engineering was commenced in 2007 at Kathmandu University (KU) by establishing a Memorandum of understanding (MOU) between the Ministry of land and KU and later ITC supported in faculty development. According to (Shrestha & Bhatta, 2019), this model has been considered as knowledge transfer vehicle by which students from all seven provinces has got opportunity to obtain education. Later, realizing national need for capacity building in land sectors, Master in Land Administration (MLA) was commenced at Kathmandu University in 2013 (School of Engineering, 2012).

Despite of decades of commencement of the MLA program, there has not been scientific evaluation of this program yet. It reveals that, there is a need to develop a scientific evaluation framework to analyze curriculum from broader perspective. This study aims to develop an analytical framework based on the (Context, Input, Process, Product) CIPP model developed by Stufflebeam (2000) integrating with evaluation framework developed by Enemark et al. (2004).

2. BACKGROUND: STATE OF ART IN LAND ADMINISTRATION PROGRAM AT KATHMANDU UNIVERSITY

After land policy initiatives, the Ministry of land has realized the requirement of technically sound graduate human resources to bridge the technical gaps, for achieving effectiveness in land administration and service delivery. To narrow this technical gap, the Bachelor in Geomatics Engineering was commenced in 2007 at Kathmandu University (KU) by establishing a Memorandum of understanding (MOU) between the Ministry of land and KU and later ITC supported in faculty development. The details of this MOU has been highlighted in details by (Shrestha et al., 2019) and authors further indicates this education model as “knowledge transfer vehicle”.

Further, the requirement for higher education in land administration that can influence the both policy and technical domain of land administration felt necessary. The market study has been submitted to University of Twente, Faculty of Geo-Information Science and Earth Observation (UT/ITC) ITC in 2010 that shows the strengthening of the Land administration system is being on the high agenda of the Nepal government and a sufficient number of efficient land professionals is required. In 2011 the Memorandum of Understanding (MOU) signed between Kathmandu University, School of Engineering and University of Twente, Faculty of Geo-Information Science and Earth Observation (UT/ITC) concerning strategic academic partnership in Land Administration. Hence, Master in Land Administration (MLA) was commenced at Kathmandu University in 2013 with tripartite collaboration. However, after the commencement of the program, there is no study conducted yet to identify either the curriculum

of the program have contributed to improve land administration and land management of the country and also its global impact.

2.1 Major Activities in Time Line:

The implementation level for the joint education for Msc in Land administration is outcome of various activities and strategic vision started from 2008. The fact finding mission was held during the period of 12th to 23rd April 2008 by the academicians of ITC (Dr. Arbind Tuladhar and Dr. Klaus Tempfli). The purpose of this mission is to investigate the collaborative support to LMTC and KU in a lineup of ADB to support a technical assistance program to support the Government in assessing its policy on land tenure and seeking ways to capacity building and strengthening land administrative services. In this regard four ITC scholarships were awarded to the faculties of KU and LMTC.

The second visit was conducted on 19th June to 29th June 2009 by academicians of ITC Dr. Arbind Tuladhar (AT), PGM department and Chris Paresi (CP), Former Director UNU-ITC School of Land Administration Studies, to investigate opportunities and feasibility for an academic partnership in land administration with KU (education, research, advisory services and mobility) and to prepare an action plan for this partnership. The meeting with Deans (School of Engineering, and School of Arts) including other faculties members are conducted to explore the possibility of starting the Master of Science in Land Administration (MLA).

Time Line	Activities	Remarks
12 th to 23 rd April 2008	Fact finding mission for strengthening Land Administration Studies	Two Academics from ITC visited
19 th June to 29 th June 2009	To investigate opportunities and feasibility for an academic partnership in land administration with KU (education, research, advisory services and mobility) and to prepare an action plan for this partnership	Two Academics from ITC visited
6 th Feb to 15 th Feb 2010	purpose of developing academic partnership in Land Administration ITC-KU by Investigation of long term joint education and (PhD) research in Land Administration, investigation on short term activities (Short courses, workshops, seminars, fieldwork, mobility), information of other ITC programs (UNU-DGIM, GFM)	Delegates from KU visited ITC

2010, July	Market Study Report has been submitted to ITC	Prepared by Dr. Reshma Shrestha on behalf of SOE
2011	Memorandum of Understanding (MOU) between Kathmandu University, School of Engineering (KU/SOE) and University of Twente, Faculty of Geo-Information Science and Earth Observation (UT/ITC) concerning strategic academic partnership in Land Administration	
2012	Implementation Plan Developed	Committee formed

The market study investigating the demand in terms of needs for capacity building in Land Administration (Nepal and South Asia region) was recommended to submit. Prof. Bhola Thapa, current Vice Chancellor of Kathmandu University, (Dean School of Engineering at that time), visited ITC, The Netherlands on 6th Feb to 15th Feb 2010 with a purpose of developing academic partnership in Land Administration ITC-KU by Investigation of long term joint education and (PhD) research in Land Administration, investigation on short term activities (Short courses, workshops, seminars, fieldwork, mobility), information of other ITC programs (UNU-DGIM,GFM). In this visit the draft report on Market study for Joint education has been submitted and taken back the feedback and comments from ITC academician.

Market study report has been submitted to ITC in July 2010, prepared by Dr. Reshma Shrestha (on behalf of Department of Civil and Geomatics Engineering/ SOE). The report shows that the strengthening of Land administration system is being at high agenda of Nepal government, in order to fulfill this mission, the sufficient number of efficient land professionals is required. Finally, after approval of Market Study report and submission of prefeasibility report, in 2011 the Memorandum of Understanding (MOU) between Kathmandu University, School of Engineering (KU/SOE) and University of Twente, Faculty of Geo-Information Science and Earth Observation (UT/ITC) concerning strategic academic partnership in Land Administration has been signed by Prof. Dr. Tom Veldkamp (ITC Rector/Dean) and Prof. Suresh Raj Sharma (founder Vice Chancellor, KU).

2.2 Curriculum Design of Master in Land Administration:

In 2012, the curriculum design workshop was conducted in which experts from government, private sectors, and CSOs working in land sectors had attended the workshop. The workshop was conducted in 2012. Firstly, the draft curriculum was developed by the relevant expert and

during the workshop the feedback was taken. The curriculum was finalized after incorporating all the feedbacks.

However, it seems that there is some room for improvement adopting some scientific process. The systematic process of curriculum mapping as described by Uchiyama and Radin (2009), that consists of stages like, (a) develop individual maps for each course (b) review and aggregate maps (horizontally) by course (c) aggregate the maps (horizontally) by course (d) the group

2.3 Curriculum Implementation of Master in Land Administration:

After designing the curriculum, the implementation plan was developed by implementing committee. The implementation plan committee was formed consisting a team of Mr. Ganesh Prasad Bhatta (Former Director General of Survey Department), Mr. Janak Raj Joshi (Joint Secretary of Ministry of Land), Prof. Dr Sagar Raj Sharma (Former Dean, School of Arts) in coordination of Dr. Reshma Shrestha (currently Associate Professor, Kathmandu University).

The two models of implementation plan was developed for double degree with University of Twente and also full fledge at Kathmandu University. The details of the model is as follows:

2.4 Current Status of Master in Land Administration Program:

2.4.1 Status of enrolled and graduated students of Master in Land Administration:

As shown in figure, the number students in each year seems very fluctuating. The students of batch 2013, 2014 and 2016 is graduated whereas batch 2019 and 2020 are ongoing. The new batch 2021 was also started. There is some delayed in graduation due to impact of COVID-19.

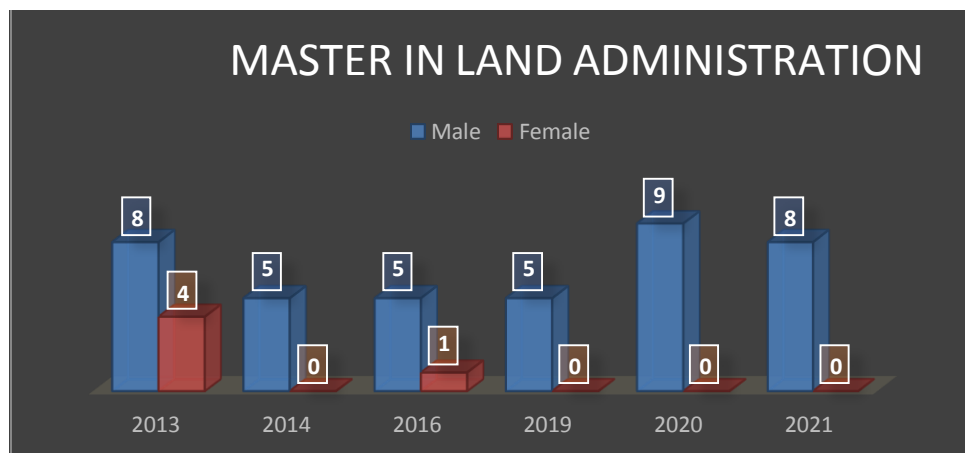


Figure 1: The number of students in various batch

2.4.2 Thematic area of Completed Thesis

The following figure shows distribution of master thesis which was completed in various thematic area. However, it is important to identify the thematic research gaps and research needed for societal benefits. Based upon identifies research outcome, the curriculum mapping need to be done.

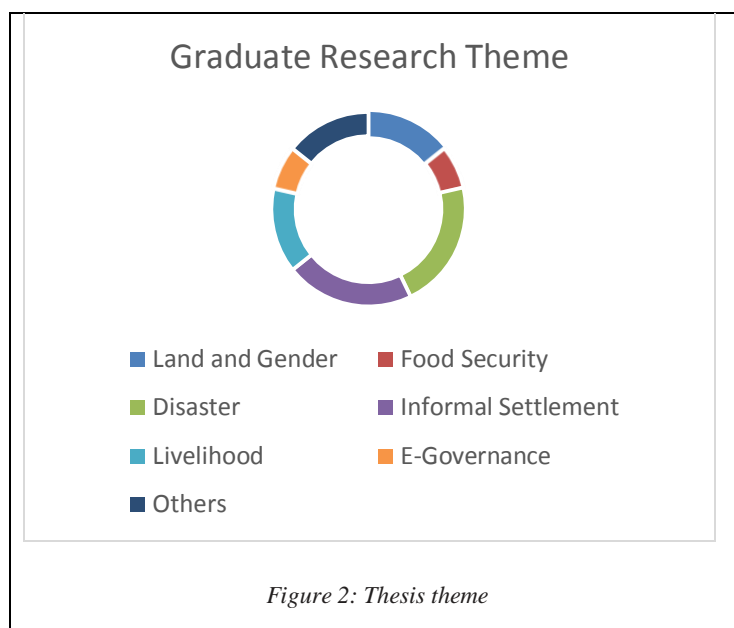


Table 2: Academic Output in MLA
Women Empowerment on Access to Land Right and Impact on food security "A case study of SANKHARAPUR MUNICIPALITY"
Analyzing land Re-adjustment on a tool of access land for urban fringe
Analyzing the characteristic and effects of land fragmentation (A case Study of Sitalpur Settlement, Okhaldhunga)
Developing a framework of implementation of land use plan: A case study of Nepal
Towards invention Approaches : An Assessment of Informal Settlements from Sustainable livelihood Perspectives - A Case study of Nahar Godawari
Land cover Change and impact on tenure security after koshi Flood: A case study of Koshi Gaunpalika
Assessing the impact of Labor migration on land use change: A case of Nepal
Evaluation of land use planning form disaster management perspective: A case study of Nepal
Assessing the land readjustment from the public Private Partnership Perspective (A case study of Kamerotar Land Readjustment Project, Dhulikhel Land Readjustment Project and Kantipur Colony
Land Development tool for Regularization of informal Settlements
Women's Access to land and their Empowerment Assessment from Gender Perspective
Livelihood of Satellite Settlements: Analysis from tenure Security Perspectives
Assessing the importance of RRR in Cadastral System
Land Distribution and Rehabilitation in Poverty alleviation of Ex- Kamaiya: An Analysis from Livelihood perspective of freed bonded labor
Integrated Approach of Risk Sensitive and Land Use Zoning: A Case study of Banepa Municipality
Designing E-Land Administration System for Enhancing Cadastral Service Delivery

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022

Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022

3. THEORETICAL FRAMEWORK OF EVALUATING CURRICULUM

Various models of curriculum evaluation has been elaborated by Bharvad (2010) which are Curriculum Product Evaluation and Curriculum Program Evaluation.

The Curriculum Program Evaluation reflects how a particular curriculum works within its instructional setting. In addition, it indicates towards the methods to be used for data collection by means of class-room observations, interviews and documentary analysis. Under this category, there are two models which are as follows:

- (a) Stake's Congruence – contingency Model: This model emphasized on a full description of the educational program and the curriculum process. Three sources of information are taken into account (i) Antecedents (ii) Transactions and (iii) Outcomes.
- (b) Stufflebeam's CIPP Model: The full-form of CIPP is Context, Input, Process and Product.

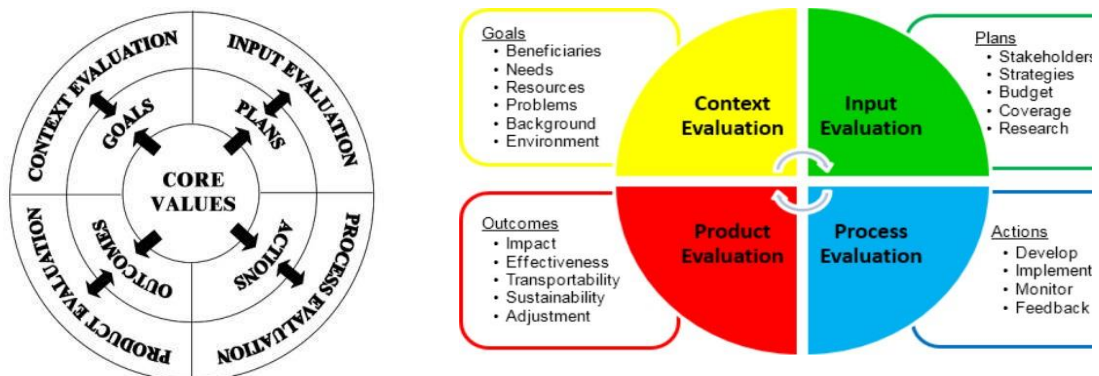


fig. 1: Key components of the CIPP Evaluation Model and associated relationships (Stufflebeam 2003).

Figure 3: The CIPP model

The reason why this model has been preferred is that it involves various evaluation types such as context, input, and process and product evaluation. With context evaluation component, it involves studying the reality in which the programme is run. Basically, this model evaluate what needs to be done? It assesses needs, assets, and problems within a defined environment. With input evaluation, it provides information for alternative curricular strategies align with curricular intentions. Basically, context evaluation involves studying the reality in which the programme is run. With process evaluation, it examines the implementation process. Basically, monitor, document, and assess program activities. With product evaluation, it determines to which extent the objectives are achieved. The product evaluation part is divided into impact,

effectiveness, sustainability, and transportability evaluations. Impact evaluation assesses a program's reach to the target audience. Effectiveness evaluation assesses the quality and significance of outcomes. Sustainability evaluation assesses the extent to which a program's contributions are successfully institutionalized and continued over time. Transportability evaluation assesses the extent to which a program could successfully be adapted and applied elsewhere.

4. METHODOLOGICAL FRAMEWORK FOR EVALUATING MASTER IN LAND ADMINISTRATION PROGRAM

Table 3: shows the conceptual analytical model developed by (Enemark et al., 2004). The framework has explained firstly, the dimensions of capacity assessment that is needed to conduct prior of designing any capacity development curriculum. Secondly, the framework explained about capacity development to be considered at societal, organizational, and individual level. It reveals that the framework can be applied as a tool or a checklist for assessing capacity problems and constraints, capacity gaps and opportunities.

Table 3: (Enemark & Williamson, 2004)

Capacity Building in Land Administration		
Level	Dimensions of Capacity Assessment	Dimensions of Capacity Development
Societal/Systems Level	<ul style="list-style-type: none"> ▪ Policy dimension ▪ Social and institutional dimension ▪ System dimension ▪ Legal and regulatory dimension 	<ul style="list-style-type: none"> ▪ Land policy issues ▪ Land administration vision and system ▪ Land administration system ▪ Land tenure principles ▪ Legal principles
Organisational/Entity Level	<ul style="list-style-type: none"> ▪ Cultural issues ▪ Managerial and resource issues ▪ Institutional issues and processes 	<ul style="list-style-type: none"> ▪ Institutional infrastructures ▪ Spatial Data Infrastructures (SDI) ▪ Professional institutions
Individual Level	<ul style="list-style-type: none"> ▪ Professional competence ▪ Human resources needs ▪ Educational resources 	<ul style="list-style-type: none"> ▪ Educational programs ▪ Sandwich or franchise programs ▪ Training programs ▪ CPD programs ▪ Virtual programs ▪ Other measures ▪ Education and research centre

Linking up the framework with current MLA education at KU, the market study report conducted in 2010 already provided the capacity assessment of current land administration system and has concluded that capacity development in higher education is needed. Such capacity can contribute in evidence based land policy formulation and changes. Based upon the market study, educating individual land professional has been determined by commencing Master in Land Administration. To do so, curriculum was designed to obtain graduate attributes which carry technical capability of geoinformation and its application in land management domain.

Hence, to evaluate the capacity development in individual level in the domain of land administration, the CIIP model has been adopted to develop methodological framework for the evaluation of the MLA program.

As described in section 3, this model consist of the four values: context, process, product and impact. To evaluate each aspect of core values, the technique of evaluation is needed. As described by Bharvad (2010), there are various methods that can be applied. Some major methods are observation, questionnaire, checklist, interview, group discussions and evaluation workshops by Delphi techniques are the major one. Here, some proposed Methodological Framework for evaluating the aspect of CIIP model.

Components of CIPP Models	Core Values	Factors	Methods	Aspect of Evaluation Workshop
Context Evaluation What needs to be done Vs. Were important needs addressed? – Identifying the need of Master in Land Administration Program in Nepal	Goals	Beneficiaries Needs Resources Problems → Background Environment	Market Study has been conducted in to capture other factors expect problems in 2010 To identify the current problems that arises in fulfilling the gaps in graduate capacity will assessed by Interview with various government officials Evaluation Workshop is Proposed	Identify the problems related to Land Administration Program (Interaction with Land Experts from gov/non gov organization)
Input Evaluation How should it be done? It assesses competing strategies and the work plans and budgets of the selected approach.	Plans	Stakeholders Strategies Budget Coverage → Research	Conducted Market Study in 2010 Evaluation Workshop Proposed for 2022	Research Coverage will be discussed with Land Experts/ Geotechnology experts from Gov./non Gov. organization
Process Evaluation	Process	Develop Implement Monitor → Feedback	Conducted Market Study in 2010 Developed Implementation Plan in 2012 Evaluation Workshop Proposed for 2022	Monitoring/ Feedback will taken from Land Experts/ Geotechnology experts from government/non-government organization +

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022
Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022

				Alumni of MLA
Product Evaluation	Product	Impact Effectiveness Transportability Sustainability → Adjustment	Evaluation Workshop Proposed for 2022	Critical Reflection on Impact, Effectiveness, Transportability, sustainability and Adjustment will be taken from Land Experts/ Geotechnology experts from Gov./non Gov. organization + Alumni of MLA

5. CONCLUSION AND RECOMMENDATIONS

The methodological framework proposed consists of all the aspects of the CIIP model. Basically problems in existing curriculum, the research coverage of the curriculum, monitoring and feedback on the process of curriculum implementation process has been considered. All aspect of product evaluation has been considered as there is no assessment in any of the factors has been carried out. Therefore, impact & effectiveness in learning outcomes, transportability of the existing curriculum with international curriculum in land management, sustainability of the current curriculum and required adjustment in the curriculum has been considered.

Further, to obtain the evidence on each factors of the proposed methodological framework workshop design and its implementation is recommended. According to Ahmed and Asraf (2018), the workshop is one of appropriate method to collect qualitative data. In addition, the world café as mentioned by Fouché and Light (2011) is a very effective method of group discussion and interaction. Hence, it is recommended to design workshop by world café approach and collect the qualitative data. The qualitative data obtained from the workshop can be applied in the proposed methodological framework and evaluate the curriculum in holistic approach. In addition it is important to explore further how to bring Responsible Land Administration Teaching Essentials structured knowledge base developed by GLTN and its partners into context of Nepal Land Administration education

ACKNOWLEDGEMENT

Our sincere acknowledgement goes to Prof. Dr. Bhola Thapa, Vice chancellor of KU for commencing land administration studies at KU. This has provided basis to formulate the paper. Also, we acknowledge Prof. Dr. Bal Chandra Luitel, Dean of School of Education, for providing academic knowledge on curriculum development. This knowledge has strengthen for analyzing the existing curriculum of MLA.

REFERENCES

- Ahmed, S., & Asraf, R. M. (2018). The workshop as a qualitative research approach: lessons learnt from a “critical thinking through writing” workshop. *The Turkish Online Journal of Design, Art and Communication*, 2018, 1504-1510.
- Bharvad, A. J. (2010). Curriculum evaluation. *International Research Journal*, 1(12), 72-74.
- Bhuttah, T. M., Xiaoduan, C., Ullah, H., & Javed, S. (2019). Analysis of curriculum development stages from the perspective of Tyler, Taba and Wheeler. *European Journal of Social Sciences*, 58(1), 14-22.
- Enemark, S., & Williamson, I. (2004). Capacity building in land administration—A conceptual approach. *Survey review*, 37(294), 639-650.
- Fouché, C., & Light, G. (2011). An Invitation to Dialogue: ‘The World Café’ In Social Work Research. *Qualitative social work*, 10(1), 28-48.
- Mitchell, D., Mwasumbi, A., Du Plessis, J., Sait, S., Barnes, G., & Todorovski, D. (2017). *Towards a curriculum on responsible land administration*. Paper presented at the World Bank conference on land and poverty, March.
- School of Engineering. (2012). *Market Study Report in Land Administration*. Retrieved from Dhulikhel:
- Shrestha, R., & Bhatta, G. P. (2019). A Collaborative Model and “Knowledge Transfer Vehicle” for Capacity Development: Geo-information and Land Administration Education at Kathmandu University jointly with Land Management Training Center. *Land Management Training Center*, 7.
- Stuedler, D., Rajabifard, A., & Williamson, I. P. (2004). Evaluation of land administration systems. *Land use policy*, 21(4), 371-380.
- Stufflebeam, D. L. (2000). The CIPP model for evaluation *Evaluation models* (pp. 279-317): Springer.

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022
Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022

REFERENCES

BIOGRAPHICAL NOTES

Reshma SHRESTHA is an Associate Prof. in the Department of Geomatics Engineering at Kathmandu University. She has more than 10 years of experience in the academic field. Besides academics, she has professional experience in many projects related to the application of geoinformation technology in land management. She was Co-chair for the working group in FIG commission 2 from 2015 to 2018. Her research interest is in Urban Land Governance, Land Administration, Land Use Planning, Urban Planning and Management, Land Readjustment, Geo-information Technologies and capacity building in geoinformatics and its application field like Land Administration and Urban Planning. She holds PhD in the Title “Understanding Urban Land Governance through” Action Space”: Implications for Access to Land for Low-Income Housing in Managing Informal Settlements” from the Faculty of Geoinformation Science and Earth Observation, University of Twente.

Ganesh Prasad BHATTA is the Executive Director of Land Management Training Center of the Government of Nepal. He has more than 22 years of professional experience in the field of Surveying, Mapping and Land Management in different capacity under the Government of Nepal. Besides his professional affiliation, he has continued engagement with the academic sector. He is a visiting faculty at the Kathmandu University and the Nepal Open University. He is the Subject Committee Chair of Geoinformatics at the Nepal Open University and Member of Subject Committee of Geomatics at the Kathmandu University. He holds M.Sc. Degree on Land Administration from the Faculty of Geoinformation Science and Earth Observation, University of Twente. His research interest is in the sector of Land Management. He has more than 10 publications in the relevant field.

CONTACTS

Dr. Reshma Shrestha
Kathmandu University
Dhulikhel
Kavre
NEPAL
Tel. +09779841295224
Email:reshma@ku.edu.np
Web site: www.ku.edu.np

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022
Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022

Curriculum Assessment Framework of Land Management Education for Capacity Building in Nepal: A case of Master in Land Administration at Kathmandu University (11584)
Reshma Shrestha and Ganesh Prasad Bhatta (Nepal)

FIG Congress 2022
Volunteering for the future - Geospatial excellence for a better living
Warsaw, Poland, 11–15 September 2022