

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

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Key words: Capacity building; Curricula; Education; Land management; Land Administration

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. 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 commenced at Kathmandu University in 2013

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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 assess the outcome of the MLA at KU. A conceptual analytical framework for capacity building in land administration by Enemark & Williamson, 2004 was applied. In addition, Bloom's Taxonomy models adopted to classify the education learning objectives of existing higher education in Land Administration at Kathmandu University. Finally, the way forward to combat existing laggings in curriculum and the capacity building in land administration is discussed.

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