



GANDAKI UNIVERSITY

गण्डकी विश्वविद्यालय

SYLLABUS FOR WRITTEN EXAMINATION

Open Competition

Post: Assistant Professor

Subject: First Paper (Full Marks: 100)

Examination Weightage:

SN	Component	Weight (%)
1	MCQ: General Knowledge regarding Higher Education, Teaching and Research, Policies, etc.	30
2	Gandaki University Policies, and Legal Framework	10
3	Nepal Higher Education Policies	20
4	Teaching Pedagogy and Research Methodology	40
	Total	100

SECTION 1: MCQ: General Knowledge regarding Higher Education, Teaching and Research, Policies, etc. (30%).

This section evaluates candidates' broad educational and academic awareness, pedagogical readiness, and understanding of higher education frameworks that incorporate global through Gandaki University specifics. It is a set of 30 Multiple Choice Questions (MCQs). Each question comes with four (4) alternatives and the candidate should choose the best and the nearest answer. Each question carries one mark and there is no negative marking system.

The scope of this MCQ is as follows: (However, up to 20 percent MCQs may be incorporated from anywhere which generally are concerned with society, education in general, and the contemporary world.)

Unit 1: Higher Education Systems

Subunit 1: World Higher and University Education: This section focuses on the evolution of global university traditions international credit and degree equivalency frameworks, and international university ranking methodologies (e.g., QS, THE, ARWU).

Subunit 2: History & Development of University Education in Nepal, UGC, and Ministry Systems: It covers the historical milestones of higher education in Nepal to the multi-university system; the role and authority of the Ministry of Education and the University Grants Commission (UGC), Nepal, its functions, funding modalities, regulatory provisions including the Quality Assurance and Accreditation (QAA) and research and publication frameworks.

Unit 2: Teaching and Learning in Higher Education

Teaching Modalities and Pedagogies/Andragogy: This Section is aimed at examining instructional design and learning theories and practices (Constructivism, Bloom's Taxonomy), innovative teaching modalities, ICT integration in education, and student-centered assessment strategies. Use and misuse of ICT in learning and research, Measures to regulate ICT.

Unit 3: Research and Innovation

Subunit 1: Research Methodology and Ethics: It focuses on basic, applied and evaluation research; core scientific research designs (Quantitative, Qualitative, Mixed-Methods), statistical inference and hypothesis testing, data analysis tools and techniques, and research ethics standards including Institutional Review Board (IRB) oversight and integrity principles.

Subunit 2: Journal, Textbook, and Course Material Publications: It primarily covers scholarly publishing systems, peer-review mechanisms, publication metrics (Journal Impact Factor, h-index, DOI), Open Access models, Creative Commons licensing, and textbook/course material development standards.

Unit 4: Contemporary Educational Policies and Issues

Subunit: Gandaki University & Nepalese Higher Education Policy: It covers constitutional provisions regarding education as a fundamental right, national education policies, and the institutional governance, statutes, strategic priorities, and legal framework of Gandaki University.

SECTION 2: Gandaki University Policies, and Legal Framework (10%)

Two short questions, carrying out five (5) marks each will be asked under this Section. The questions will be asked with an aim to evaluate the candidate's statutory, administrative, strategic, governance and implementation comprehension of Gandaki University.

It examines the provisions of the Gandaki University Act, 2076, focusing on organizational structures, such as the Board of Trustees, Executive Council, Academic Council, Human Resources Management Committee, and the Research, Invention and Innovation Center among others. Additionally, it assesses the candidate's alignment with the university's Strategic Plan (2022-2032), institutional autonomy, academic service rules, and faculty responsibilities aimed at building Gandaki university as the center for "Advancing a Knowledge Society of Innovation, Excellence and Sustainability" with four pillars—Knowledge, Innovation, Excellence and Leadership.

A short description with critical analysis and if required a framework, implications or recommendations are expected from the answer.

SECTION 3: Nepal Higher Education Policies (20%)

Two questions, carrying out ten (10) marks each will be asked under this Section with an aim to assess the candidate's knowledge of the constitutional provisions on education, national educational directives, and the provincial governance framework and functions in higher education in Nepal.

It focuses on major policy frameworks including the National Education Policy, 2076, and the National Science, Technology, and Innovation (STI) Policy, 2076; Higher education policies and strategies in current National and Provincial Plans. Candidates are required to demonstrate critical perspectives on higher education quality assurance, Role of UGC in higher education, UGC guidelines on quality assurance and accreditation (QAA), research and publication, National eligibility test (NET) and equivalence certification; Coordination and Cooperation between universities (Provincial, National and international level) and align academic programs with national socio-economic transformation.

The questions seek a medium range of answers with short description, but sufficient critical analysis and if required a framework, implications or recommendations.

SECTION 4: Teaching Pedagogy/Andragogy and Research Methodology (40%)

Five short questions, carrying out five (5) marks each, and a relatively long and analytical question, carrying 15 marks, will be asked under this Section. This Section evaluates the candidate's core competency in and mastery of higher education in teaching and research.

It covers among others instructional design, learning theories and principles, innovative and participatory teaching strategies and rigorous scientific research methodologies. The instructional designs include among others, objective based and subjective based, skill based, competency based, learning-style based, model based, innovative and participatory, project-based, and case study among others. It examines modern pedagogies, such as Outcome-Based Education (OBE), Bloom's Taxonomy, Problem-Based Learning (PBL), Learning Management system (LMS) and digital integration—alongside comprehensive assessment strategies.

Simultaneously, it tests the knowledge and skills on basic, applied and evaluation research along with competencies in qualitative, quantitative, and mixed-methods research designs, statistical inference, experimental design, research ethics, intellectual property, and competitive grant proposal writing essential for an active university academic.

A short description with critical analysis is required for the short answers and a comprehensive judgement is required from the long answer.

Major resources:

Websites:

- Gandaki University
- University Grants Commission Nepal
- Ministry of Education, GON
- National Planning Commission, GON
- Concept of teaching from Science Direct
- COPE (Committee on Publication Ethics) Guidelines
- Directory of Open Access Journals (DOAJ) & Creative Commons (CC) Documentation
- Encyclopedia of Education Philosophy and Theory. Springer Reference. (related units/articles)
- Encyclopedia of Educational Psychology. Vol 1&2. 2008. Sage Publication. (related units/articles)
- International Encyclopedia of Education. Third Edition, 2010. Elsevier. (related units/articles)
- International Encyclopedia of Social Sciences. Second Edition, 2008. Macmillan Social Science Library. (related units/articles)
- Journal Impact Factor & Bibliometrics Manuals
- Learning our lesson: Review of Quality Teaching In Higher Education. OECD (Institutional Management in Higher Education).
- Learning Theories: An Educational Perspective. Sixth Edition. Pearson Publication.
- Teacher education from Science Direct
- Teaching methods from Science Direct
- UNESCO

Some reference books (for sample)

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman.
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University* (4th ed.). Open University Press. (Crucial for Outcome-Based Education [OBE] and Constructive Alignment).
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications. (The global standard for research design).
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (or equivalents in R/Python). SAGE Publications. (Covers *p*-values, Type I/II errors, ANOVA, and regression).
- National Research Council (NRC). (2012). *A Framework for K-12 Science Education / Discipline-Based Education Research (DBER)*. National Academies Press. (Underlying principles for active learning, Flipped Classrooms, and Problem-Based Learning in STEM).
- NHRC Ethical Guidelines: *Ethical Guidelines for Health and Scientific Research in Nepal* published by the Nepal Health Research Council (NHRC) and National Academy of Science and Technology (NAST).
- NPC Nepal, Current Sixteenth Plan.
- UGC Nepal Outcome-Based Education (OBE) Guidelines: Framework documents issued by UGC for developing Course Outcomes (COs) and Program Outcomes (POs) in technical and science faculties.
- UGC Nepal, UGC Act and Regulations (Updated)