SHORT COURSES

1. STEAM Pedagogy for Schools
2. Realities for School Leaders
3. Professional Development for Early Childhood Educators
4. Research Article Writing
5. ICT-based Pedagogy
6. Academic Writing
7. Data Science General
8. Teaching Social Studies
9. Quantitative Reasoning
10. Gender Equity in Education
11. Teaching Sports in Schools
12. Education for Sustainable Development (ESD)
13. Personality Development
14. STEAM Pedagogies for Higher Education
15. Vedic Mathematics
16. Educational Perspectives for Journalists
17. School-based Continuous Professional Development
18. Participatory Action Research in Education
19. Teacher/Educator Preparation
20. Inclusive and Special Needs Education
21. Inclusive Education
22. Library and Information Center Management
23. Teaching English: Theory and Practice
24. Teaching Nepali: Theory and Practice
25. Teaching Science: Theory and Practice
26. Teaching Mathematics: Theory and Practice
27. Internship in Digital Content Creation
28. Advanced Research Methodology
29. Professional Development in Higher Education
30. TVET in Schools
31. Training of Trainers (ToT)
32. Educational Policies and Practices
33. Cross-Cultural Exchange and Collaborative Learning
34. Business Research Methods and Data Analysis
35. Quantitative Data Analysis and Interpretation
36. Understanding Autism Education
37. Parenting: Parents-Child Relationship
38. Individual Learning Plan for Special Needs
39. General Instructional Approaches
40. Early Intervention and Assessment Strategies
41. Sensory Guidelines
42. Home-based Therapies for Special Needs
43. Activities of Daily Living
44. Functional Assessment for Children with Special Needs
45. Applied Behaviour Therapies and Practices
46. Artificial Intelligence (AI) in Education
47. Understanding Children with Autism Spectrum Disorder (ASD)
48. Counceling Psychology
49. Child Psychology
50. Digital Pedagogy
51. Mental Health and Wellbeing
52. Yoga and Mediation in Education
53. Parenting Education: Theory and Practice
54. Grants and Proposal Writing
55. Integrated Curriculum: Theory and Practice
56. Financial Literacy and Management
57. Transversal Competences Development
58. Collaborative Learning in Community Education
59. Mentorship in Education
60. Conceptualizing STEAM School
61. Classroom Project Development and Implementation
62. Collaborative Learning Environment Center (CLEC) Approach in Teaching and Learning
63. Research Innovation and Student Support
64. Advanced Editing
65. Theory and Practice in Education
66. Research Methodology
67. Developmental Psychology
68. Understanding Autism Spectrum Disorder
69. Early Intervention and Assessment Strategies in Autism
70. Curricula in Inclusive and Special Needs Education
71. Assistive Technology in Education
72. Home Based Therapies for Special Needs
73. Parenting Education: Theory and Practice
74. Research Project
75. Internship for Autism Care
76. Gender Equity and Social Inclusion
77. Inclusive and Special Needs Education: Theory and Practice
78. Understanding and Supporting Diverse Learners
79. Sign Language
80. Pedagogy and Assessment in Inclusive and Special Needs Education

CPEC's KEY DATA

22+
Partnership with Local Government

120+
Collaboration with Schools

100+
Current Teacher Educators

9000+
People Empowered

600+
Certified Teachers

20+
Free Community Outreach Program

CONTACT

Continuing and Professional Education Centre (CPEC)

Location: Hattiban, Lalitpur, Nepal
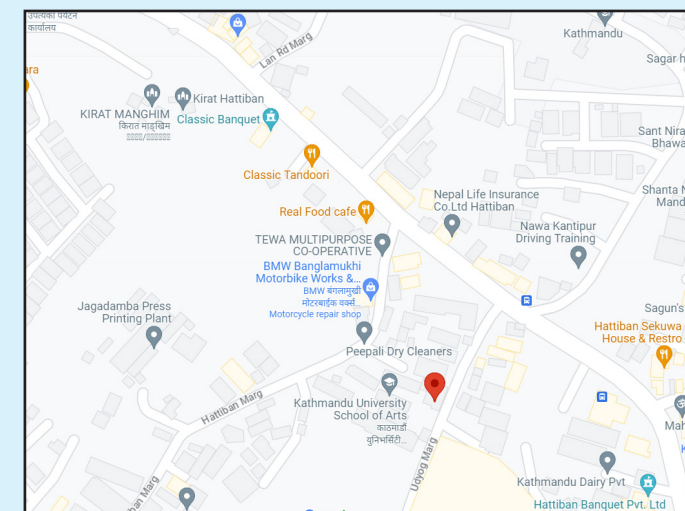Website: www.cpec.ku.edu.np
Email: cpep@kusoed.edu.np
Phone: 9768443850 / 9768443851
Facebook: www.facebook.com/CPECKU
Youtube:
Linkedin:

Continuing and Professional Education Centre (CPEC)

"Creating a harmonious world through a continuous transformative professional development"

ABOUT US

The Kathmandu University School of Education (KUSOED) hosts the Continuing and Professional Education Centre (CPEC), which is the official training unit of Kathmandu University (KU). It offers various programs that aim to empower learners from different disciplines and backgrounds. These programs are called Continuing and Professional Education Programs (CPEP), and they use participatory and non-participatory methods to meet the changing professional needs and improve the best practices of teachers, teacher leaders, parents, policy developers and educators. CPEP helps to develop attitude, skills, knowledge and competency.

CPEP provides individual and group-based activities, such as academic programs, short courses, workshops, conclave, webinars, seminars, research, tools, and materials. These activities are designed to enhance the quality of education from early childhood to university level. CPEP is also a community partnership program of KU and a transdisciplinary program of Kathmandu University School of Education (KUSOED). CPEC awards Diploma, PGDE and Master's degree through the Credit Accumulation Framework.

OUR VISION

Empowering individuals to unfold their wisdom and co/de/re/construct knowledge for fostering self-awareness, and inspiring positive influence within and communities through refraction.

OUR MISSION

To promote quality education by empowering teachers, teacher-leaders, educators, students, and stakeholders by fostering the learning of diverse learners.

OUR APPROACH

CPEC promotes context-responsive participatory approaches. CPEC adapts its programs and activities to the specific needs and situations of the learners and their communities. CPEC encourages the active involvement and collaboration of the learners, as well as other stakeholders, in the design, implementation, and evaluation of the programs and activities. CPEC creates relevant, effective, and sustainable learning outcomes for the learners and their communities.

OUR VALUES

We promote the following inherent values
- Respect
- Inclusion
- Collaboration
- Empathy
- Empowerment
- Wellbeing

OUR AREAS OF INTERVENTION

- Academic Programs
- Faculty Development
- Education-based Policies
- Curriculum
- Pedagogy
- Assessment
- Class Management
- ECA / CCA Curriculum
- Parental Education
- Students Learning Achievement
- Pre & Post Training Support
- Need Assessment
- Technology & Beyond

WE ASPIRE LEARNER AS

- Open, inclusive, and equitable
- Critical/self/reflective practitioner
- Passionate, responsible, and dedicated
- Influencer (to self and the rest positively)
- Empathetic and collaborative
- Creative and visionary
- Connector, joyful, confident, and communicative
- Problem solver
- Education professionals

ACADEMIC PROGRAMS

Masters in Training and Development [1-Year]
This program equips scholars with essential skills in training, curriculum development, and human resource management. Scholars engage in core courses covering topics like training need assessment and theory and practice in education. Specialization courses provide knowledge into areas such as instructional design and delivery, while practical courses provide hands-on experience through research projects and internships.
Eligibility: Minimum Master's degree in any discipline

Masters in Inclusive and Special Needs Education [1-Year]
The program equips educators, parents, and policymakers with specialized knowledge to support diverse learners.
Scholars engage in core courses such as theory and practice in education and research methodology. Specialization courses cover topics like understanding diverse learners, inclusive curriculum design and assistive technologies, while practical experiences include internships and a research project.
Eligibility: Minimum Master's degree in any discipline

PGDE in Inclusive and Special Needs Education (Specialization in Autism Spectrum Disorder) [1-Year]
This program equips educators and professionals with specialized knowledge and skills to support individuals with autism spectrum disorder within inclusive settings. It integrates theoretical foundations, practical strategies, and evidence-based interventions to enhance understanding, promote inclusion, and improve outcomes for individuals with autism.
Eligibility: Minimum Bachelor's degree in any discipline

PGDE in STEAM Leadership [1-Year]
This program aims to change the perspective on educational management, human resources, and institutional networking. Scholars gain practical skills in leadership and innovative pedagogical practices. It equips aspiring school leaders with designed tools to enhance management efficiency and promote educational excellence.
Eligibility: Minimum Bachelor's degree in any discipline

Diploma in Inclusive and Special Needs Education [6-Months]
This program equips scholars with the knowledge and skills required to create inclusive learning environments that cater to the diverse needs of all learners, including those with special needs from early childhood. Program covers early childhood development in understanding special educational needs, adapting curriculum and materials, implementing inclusive teaching strategies, and fostering collaboration and partnership.
Eligibility: Minimum High School degree

OUR PROGRAMS

Faculty Development

Faculty Development (FD) is a program that supports university faculties for their continuous professional development. The objective of this program is to explore contextual needs, develop context responsive short courses and short-term programs, facilitate and assess. The program supports faculties to conduct classroom research for enhancing professional competencies.

School-based Professional Development

School-based Professional Development (SPD) is a program that helps teachers, leaders, students, parents, educators, and other stakeholders from various universities, schools, or educational institutions to learn and grow professionally throughout their lives. The goal of this program is to improve the quality of education by working with different non-governmental and governmental institutions. The program identifies the strengths and needs of each context and uses appropriate strategies to address them. It also provides guidance and mentorship for the participants.

Short Course
The Short Course (SC) program is a program that gives academic credits for learning specific professional skills and specialized knowledge in a short time. Participant can choose different courses that suit their needs and interests. These courses help to fill the gaps in skills and strengthen expertise in a certain topic. They also connect education to professional and vocational courses, such as TVET based program development and lab setup.

The Short Course program has three modes: In-person, blended and self-paced. The In-person mode is a classroom-based course where participants meet the instructor and other co-learners face-to-face. The blended mode is a hybrid mode that combines syncronous and asyncronous learning. Participants can interact with the instructor and other students both in and outside the classroom via online and offline mode. This approach provides more flexibility and interactivity in learning. The self-paced courses are online courses that participants can take at their own speed. They can access the course materials, join the discussions, and submit the assignments anytime and anywhere with an internet connection. These courses are convenient and easy to follow, allowing to learn from their own place.

Project Development and Implementation
The Project Development and Implementation (PDI) program helps teachers to create and carry out transdisciplinary, interdisciplinary, and multidisciplinary projects for different levels of education, from ECED to University. It is a creative and innovative program that guides teachers in planning, executing, evaluating, reflecting, and improving their projects.

Research, Innovation and Development
The Research, Innovation and Development (RID) program aims to develop and innovate educational tools and materials for academic excellence at all levels of education and educational institutions. It creates policies, curriculum frameworks, curriculums, lesson plans, manuals, tools, and materials for educational institutions. It responds to the needs and contexts of the learners and educators.

Short-Term Training
Short-term Training (ST) program offers a very short-term training workshops on the needs of the participants inside and outside the university, schools, and any educational institutions for the continuous professional development of educators, teacher-leaders, parents and teachers.

Glocal Partnership
Glocal Partnership (GP) program seek to attract and retain national and international students, learners, and researchers in Nepali educational institutions for the common good. Some examples of this program are internship, cross cultural learning and University Social Responsibility (USR)

Monitoring, Evaluation, Accountability and Learning
Monitoring, Evaluation, Accountability and Learning (MEAL) ensures the quality and effectiveness of different programs. It covers rigorous assessment and evaluation processes through accountability and learning. MEAL measures impact of different programs by identifying areas for improvement, offering training initiatives, gathering information, and conducting academic audit for future programs.