



INSTITUT DE TECHNOLOGIE DU CAMBODGE

RÉUNION DU CONSEIL D'ADMINISTRATION

Document général et dossier pédagogique 2023-2024



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PARTIE I: DOCUMENT GENERAL

1 INTRODUCTION

Depuis sa création en 1964, l'Institut de technologie du Cambodge (ITC) a reçu une plus grande reconnaissance pour ses succès et ses réalisations au service du pays grâce au développement des ressources humaines, au renforcement des capacités institutionnelles et au travail intensif sur le développement économique et des infrastructures du Cambodge. L'ITC, depuis plus de quatre décennies, a établi un lien entre les réseaux francophones et anglophones de la région et du monde. Avec ses nombreux collaborateurs, administrateurs, étudiants, professeurs et anciens étudiants, cette institution offre un contexte multilatéral unique pour un échange de vues avec les ministères, les autorités locales, les ONG, le secteur privé et les institutions partenaires.

L'ITC a pour mission de former des étudiants ayant une formation de haute qualité dans les domaines de l'ingénierie, des sciences et des technologies et de développer des transferts de technologies innovants. Les étudiants disposent d'une base scientifique solide ainsi que d'un savoir-faire et de compétences techniques qui permettent leur intégration et leur évolution sur le marché du travail. Sur la base de la décision de la réunion annuelle du conseil d'administration, l'orientation future de l'ITC est d'élargir le domaine de la formation des ingénieurs et de développer des plateformes de recherche afin de soutenir le développement du pays. Cela nécessite de renforcer les connaissances scientifiques de base, de développer des programmes de recherche en relation avec le secteur privé et les parties prenantes nationales et internationales, de soutenir les communautés, de favoriser le développement économique grâce à des programmes d'entrepreneuriat et d'aider nos étudiants diplômés à intégrer l'économie mondiale. En fin de compte, il est important pour l'ITC de conserver sa propre identité d'institution multilingue, de maintenir et d'étendre un réseau avec des universités francophones et anglophones, de fournir une éducation qui motive le personnel enseignant et les étudiants, stimule la créativité et inspire les ambitions futures, et de développer une recherche reconnue internationalement en adéquation avec les besoins de la société.

La vision de l'Institut a été définie sur la base de la phase 4 de la stratégie rectangulaire du gouvernement royal de la 6e législature de l'Assemblée nationale "**pour améliorer le travail, l'équité et l'efficacité, pour former une base vers la réalisation de la vision du Cambodge pour 2050**".

2 PERSPECTIVES ET STRATEGIES

2.1 Perspectives

Pour devenir une institution avec efficacité et excellence offrant le transfert universitaire, de recherche, de science, de technologie, d'innovation et d'ingénierie à la communauté.

L'ITC a développé le plan stratégique (2021-2030) basé sur la stratégie rectangulaire (phase IV) du gouvernement ainsi que le plan national de développement stratégique (2019-2023). Ce plan stratégique fournira des orientations pour la mise en œuvre efficace des plans d'action et abordera les défis afin d'améliorer la qualité de la formation des ingénieurs dans un environnement compétitif.

Deux objectifs principaux devront être atteints d'ici 2030 comme suit :

1. Former 17200 étudiants qualifiés vers la vision du Cambodge 2030
2. Mettre en place 175 projets qui transfèrent la technologie et Start-Ups pour l'harmonisation et le développement vers la vision du Cambodge 2030

2.2 Stratégies de l'ITC

L'ITC a développé 5 stratégies pour atteindre les objectifs :

- 1- Établir et appliquer un programme académique répondant aux besoins du marché avec une reconnaissance nationale et internationale
- 2- Développer les ressources humaines et moderniser la technologie pour la bonne gouvernance, la gestion et les affaires financières
- 3- Développer les infrastructures physiques et moderniser les laboratoires
- 4- Etablir les projets d'investissement et les projets de recherche appliquée ciblant le démarrage et le transfert de technologie
- 5- Moderniser le système d'information sur les données pour la diffusion des activités et des résultats à la communauté

2.3 Cadre des résultats

Le Cadre de Résultats pour 10 ans : 2021 à 2023 – Niveau Institutionnel est présenté dans le Tableau 1.

Tableau 1 : Cadre de Résultats pour 10 ans – Niveau Institutionnel (Institut)

Indicateurs	–	Basis	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total
1. Nombre d'étudiants diplômés du programme national avec une norme de qualité minimale	Étudiants postuniversitaires admis	0	0	0	20	100	180	260	340	440	540	640	640
	Étudiants postuniversitaires diplômés	0	0	0	0	18	90	162	234	306	396	486	486
	Étudiants admis en ingénierie	0	0	140	1180	3760	6600	8090	9690	11450	13270	15090	15090
	Étudiants diplômés en ingénierie	0	0	0	0	126	1070	3497	6138	7524	9012	10649	10649
	Étudiants admis en formation technique	0	0	150	800	1500	2200	2900	3600	4300	5000	5700	5700
	Étudiants diplômés en formation technique	0	0	0	135	731	1395	2046	2697	3348	3999	4650	4650
2. Nombre d'étudiants diplômés du programme international	Étudiants postuniversitaires admis	0	0	0	30	80	130	220	310	400	490	580	580
	Étudiants postuniversitaires diplômés	0	0	0	0	27	76	124	209	295	380	466	466
	Étudiants admis en ingénierie	0	0	0	25	75	230	460	690	1000	1360	1720	1720
	Étudiants diplômés en ingénierie	0	0	0	0	0	23	70	213	435	656	950	950
3. Nombre d'études de recherche en lien avec le développement		62	83	93	103	108	114	121	129	137	145	153	153

4. Nombre d'études de recherche sur le transfert de technologie		0	0	0	0	0	0	0	2	2	2	4	4
5. Nombre de projets de création d'entreprise		0	0	0	0	0	4	4	8	11	14	18	18
6. Nombre de programmes internationaux		0	0	0	1	2	7	9	9	14	15	15	15
7. Nombre de programmes nationaux avec une norme de qualité minimale		0	0	2	13	15	18	19	22	24	25	25	25
8. Nombre d'étudiants qui ont reçu un revenu moyen (au moins cinq fois le salaire des travailleurs non qualifiés)		0	0	0	0	62	385	1089	1925	2487	3083	3753	3753
9. Nombre de centres d'excellence		0	0	0	0	1	1	2	2	3	3	4	4
10. Nombre de publications d'articles scientifiques internationaux		39	59	84	109	139	169	204	239	279	319	359	359

3 PROGRES GLOBAL DES PERSPECTIVES 2022-2023

Au cours de l'année universitaire 2022-2023, l'ITC a proposé 18 activités principales au total, dont 6 activités de modification et d'amélioration des programmes d'ingénierie, 4 activités de mise à jour des programmes d'études supérieures, 2 activités d'établissement de programmes internationaux (pre-degree foundation program and civil engineering), 3 activités pour l'établissement d'un centre/plate-forme, 1 pour l'implantation de tous les projets de recherche et 2 pour le renforcement des capacités du personnel de l'ITC. En conséquence, 10 activités principales (programmes d'ingénierie et d'études supérieures) ont été achevées au cours de l'année universitaire. Tous les documents nécessaires pour le programme international de base pré-diplôme ont été techniquement préparés mais, cependant, ce programme pourrait être mis en œuvre à partir de l'année universitaire 2023-2024. Pour le programme international de génie civil, la plupart des documents sont préparés mais certaines modifications sont nécessaires telles que le nom du programme et ses critères d'inscription. Les 3 centres proposés ne sont pas destinés à être achevés d'ici 2023 et une tonne de préparation est nécessaire, en particulier sur le soutien financier. 84 projets de recherche au total étaient mis en œuvre à partir des 5 unités de recherche. 25 d'entre eux sont achevés et 59 autres projets se poursuivent en 2023-2024. Tout le renforcement des capacités sur le T&L et les compétences en recherche, à la fois dans le pays et à l'étranger, du personnel de l'ITC a été achevé dans les délais. Le résumé des activités de progrès est illustré dans Tableau 2.

Tableau 2 : Progrès global des activités proposées en perspective 2022-2023

No.	Principales activités proposes en 2022-2023	Unité	# Proposée	# Réalisée d'ici février 2023	État
I	Modification/Établissement des programmes d'ingénierie				
1	Modification de curriculum du GGG (modification de 2 cours pour I3 and 5 cours pour I4)	Programme	1	1	complété
2	Modification de curriculum du GIC: modification de cours au total = 21 (modification du nom et de la durée du cours=13; nouveau cours=7; cours supprimé=1)	Programme	1	1	complété
3	Modification du nom du cours du GRU	Cours	1	1	complété
4	Modification du nom du cours en I4-Méca du GIM	Cours	1	1	complété
5	Modification du nom du cours en I4-Indu du GIM	Cours	1	1	complété
6	Modification du nom du cours du GTR	Cours	4	4	Complete
II	Modification/Établissement de programme d'études supérieures				
7	Modification du curriculum du programme de master de Water and Environmental Engineering (WEE)	Programme	1	1	complété
8	Modification du curriculum du programme de master de Energy Technology and Management (ETM)	Programme	1	1	complété
9	Modification du curriculum du programme de master de Agro-Industrial Engineering	Programme	1	1	complété
10	Modification du curriculum du programme de master de	Programme	1	1	complété

	Mechatronics, Information and Communication Engineering				
III	Modification/Établissement des programmes internationaux				
11	Établissement de Pre-Degree Foundation Program	Programme	1	1	<ul style="list-style-type: none"> - Les documents techniques et la préparation RH sont terminés. - En vigueur à partir de 2023-2024.
12	Vers l'établissement d'un programme international en génie civil	Programme	1	0	<ul style="list-style-type: none"> - Les documents techniques et la préparation RH sont terminés. - Le nom du programme a été modifié. - Sera soumis au MoEYS pour approbation et lancement en 2023-2024.
IV	Établissement de labos/centres/plateformes				
13	Vers l'établissement de Cambodian Coastal Research Center	Centre	1	0	<ul style="list-style-type: none"> - Le centre est pourtant prêt pour 2023. - Les soutiens financiers sont inconnus
14	Vers l'établissement de Center of Research and Technology Transfer (CRTT)	Centre	1	0	<ul style="list-style-type: none"> - Le centre est pourtant prêt pour 2023. - Les soutiens financiers sont inconnus.
15	Établissement de Risk Management Platform for Air Pollution in Cambodia	Plate-form	1	0	<ul style="list-style-type: none"> - Projets de 5 ans (juillet 2022 - juin 2027) soutenus par la JICA. - Seul le bureau d'administration du projet a été créé, mais la plate-forme sera créée en 2027.
V	Mise en œuvre de projets de recherche				

16	Mise en œuvre de projets de recherche pour les 5 unités de recherche	Projet de recherche	84	25	<ul style="list-style-type: none"> - 25 projets de recherche sont terminés. - 59 projets se poursuivent en 2023.
V	Renforcement des capacités du personnel de l'ITC				
17	Renforcement des capacités sur T&L et recherche du personnel de l'ITC (dans le pays)	Personne	18	18	Complété
18	Renforcement des capacités sur T&L et recherche du personnel de l'ITC (à l'étranger)	Personne	13	13	Complété

4 PERSPECTIVES ET PLAN D'ACTION POUR 2023-2024

4.1 Proposer les principales activités/résultats en perspective 2023-2024

L'ITC propose 21 activités principales pour approbation au cours de l'année universitaire 2023-2024. 3 activités de modification et d'amélioration du curriculum des programmes diplômants ; 5 pour la modification/l'amélioration du curriculum d'ingénierie ; 4 pour l'établissement de programmes internationaux; 1 pour l'établissement d'un laboratoire ; 1 pour développement des ressources humaines ; et 7 pour Implémentation du projet de développement institutionnel de l'ITC. Le résumé des activités proposées est présenté dans Tableau 3.

Tableau 3 : Principales activités/résultats proposés dans la perspective de l'ITC 2023-2024

No.	Principales activités proposes en 2023-2024	Unité	Faculté/Département	Date d'achèvement estimée
I	Modification/Établissement des programmes de diplômes			
1	Proposer de changer le nom du programme de diplôme d'associé de "Industrial and Mechanical Engineering" à "Mechanical System in Building" utilisant la formation axée sur les compétences (<i>Annexe 1</i>)	Programme	GIM	Juillet 2023
2	Proposer de changer le nom du programme de diplôme d'associé de "Rural Engineering" à "Water Supply and Plumbing" (<i>Annexe 2</i>)	Programme	GRU	Juillet 2023
3	Proposer de changer le nom du programme de diplôme d'associé de "Génie Civil" à "Conception et supervision de génie civil et	Programme	GCI	Juillet 2023

	structural" utilisant la formation axée sur les compétences (<i>Annexe 3</i>)			
II	Modification/Établissement des programmes d'ingénierie			
4	Modification de Chemical Engineering program de Faculty of Chemical and Food Engineering (<i>Annexe 4</i>)	Programme	GCA	Août 2023
5	Créer un nouveau programme en Faculté des Génie Géo-ressources et Géotechnique (<i>Annexe 5</i>)	Programme	GGG	Août 2023
6	Proposer d'établir un nouveau programme à savoir "Program of Materials Science and Engineering" en Faculté de GGG (<i>Annexe 6</i>)	Program	GGG	Août 2023
7	Modification de Architectural Engineering program de Faculté de Génie Civil (<i>Annexe 7</i>)	Programme	GCI	Août 2023
8	Modification de programme d'ingénierie en Data Science (<i>Annexe 8</i>)	Programme	AMS	Septembre 2023
III	Modification/Établissement de programmes d'études supérieures			
	N/A			
IV	Revision/Establishment of International Programs			
9	Établissement d'un programme international "Bachelor of Software Engineering" – Programme de 4 ans sous le département GIC (<i>Annexe 9</i>)	Programme	GIC	Septembre 2023
10	Établissement d'un programme international "Bachelor of Construction Management and Infrastructure" – Programme de 4 ans sous la faculté GCI (<i>Annexe 10</i>)	Programme	GCI	Septembre 2023
11	Établissement d'un programme international "Bachelor of Electronics and Smart Automation System" – Programme de 4 ans sous le département GEE (<i>Annexe 11</i>)	Programme	GEE	Septembre 2023
12	Établissement d'un programme international "Bachelor Degree of Engineering and Sustainable Business (BESB)" – Programme de 4 ans sous la faculté de HWR (<i>Annexe 12</i>)	Programme	GRU	Septembre 2023
V	Établissement de labos/centres/plateformes			

13	Établissement deux laboratoires: 1) Digital-control Fabrication Lab or FABLAB (MIT) et 2) Electromagnetic Compatibility or EMC Lab	Lab	RIC	Septembre 2023
VI	Développement des ressources humaines			
14	<ul style="list-style-type: none"> - Augmentation des personnels titulaires d'un doctorat du 93 au 104 - Augmentation des personnels titulaires d'un master du 172 au 183 	Personnel	ITC	Octobre 2023
VII	Implémentation du projet de développement institutionnel			
15	Implémentation du projet: "Institutional Support to Institute of Technology of Cambodia" – ARES-CCD	Projet	ITC	Juillet 2022 - 2027
16	"SATREPS: Establishment of Risk Management Platform for Air Pollution in Cambodia" - JICA	Projet	ITC	Juillet 2022 - 2027
17	"Science and Technology Project in Upper Secondary Education (STEP UP)" – ADB	Projet	ITC	2023 - 2029
18	"Skills for Future Economy (SFE)" - ADB	Projet	ITC	2023 - 2029
19	"Research and Training Platform on Power System" – EU/AFD	Projet	ITC	2023 - 2027
20	"Energy Transition Sector Development Program (ETSDP)" - ADB	Projet	ITC	2023
21	"Project for Strengthening Engineering Education and Research for Industrial Development in Cambodia (ITC-LBE) Phase 2" - JICA	Projet	ITC	Commencer la mise en œuvre en 2024
VIII	Gouvernance			
22	ITC transformera à une institution administrative publique (PAI) à la fin du 2023. Avec ce statut, ITC aura l'autonomie de la gestion académique, financière et des ressources humaines.		ITC	Fin 2023

4.2 Données de base et projetées sur le nombre d'étudiants, de membres du personnel et de laboratoires

Le nombre d'étudiants, de doctorants et de laboratoires pour la période de référence 2022-2023 et projeté pour 2023-2024 est indiqué dans le tableau 4.

Tableau 4: Nombre d'étudiants, de membres du personnel et de laboratoires pour la référence 2022-23 et les projections pour 2023-24

Faculty	Department/ Option	Baseline Academic Year 2022-2023								
		No. Technician Student	No. Eng. Student	No. Master Student	No. PhD Student	No. Master Staffs	No. PhD Staffs	No. Support Staffs	No. Lab (Teaching)	No. Lab (Research)
	Tronc Commun		2936			12	1	2	3	
Faculty of Civil Eng.	GCI	277	625			6	14	7	4	
	Arch		217			11	2			
	Transport		80			2	2			
Faculty of Electrical Eng.	GEE	238	439			16	6	4	8	4
	GTR	28	128			7	5	2	4	3
	GIM	117	357			28	9	5	10	3
	GIC		238	13	3	16	2	12	9	2
	AMS		90			14	4	1	2	
Faculty of Chemical and Food Eng.	Food	228	400			15	12	11	6	3
	Chemical		137			13	5			0
Faculty of Hydrology and Water Resources Eng.	WRI		168			10	11	12	11	2
	WEE		116			7	7			2
Faculty of Geo-resources and Geotechnical Eng.	GGG		179			15	13	3	6	2
TOTAL		888	6110	13	3	172	93	59	63	21
Faculty	Department/ Option	Planned Academic Year 2023-2024								
		No. Technician Student	No. Eng. Student	No. Master Student	No. PhD Student	No. Master Staffs	No. PhD Staffs	No. Support Staffs	No. Lab (Teaching)	No. Lab (Research)
	Tronc Commun		3000			15	2	2	3	
Faculty of Civil Eng.	GCI	270	678			5	16	7	6	
	Arch		257			11	2			
	Transport		141			5	2			
Faculty of Electrical Eng.	GEE	260	491			16	10	4	8	4
	GTR	80	138			8	6	4	5	3
	GIM	133	404			28	9	7	16	4
	GIC		264	15	3	16	3	11	12	2
	AMS		190			14	4	2	2	
Faculty of Chemical and Food Eng.	Food	326	413			15	14	13	8	3
	Chemical		138			15	5			0
Faculty of Hydrology and Water Resources Eng.	WRI	0	185			13	11	12	11	2
	WEE	15	124			10	7			2
Faculty of Geo-resources and Geotechnical Eng.	GGG		216			12	13	3	6	2
TOTAL		1084	6639	15	3	183	104	65	77	22

4.3 Pédagogie

- Implémenter Fab-lab (via le projet HEIP)
- Mettre en œuvre une formation en laboratoire (Lab based education projet JICA)
- Mettre en place une formation basée sur les compétences
- Mettre en œuvre l'apprentissage par projet
- Accroître la pratique en laboratoire et sur le terrain
- Introduire des cours en ligne (encourager le personnel à développer davantage de cours en ligne)

4.4 Qualité d'Assurance

- Renforcer le système interne d'assurance de qualité
- Renforcer la capacité du responsable interne de l'assurance de qualité
- Créer un mécanisme d'évaluation interne pour surveiller et évaluer la qualité de l'éducation
- Fournir aux étudiants d'évaluer la qualification du personnel enseignant par une feuille d'évaluation (deux fois par an)
- Se concentrer sur l'information, l'analyse des données concernant le programme d'apprentissage, d'enseignement et académique afin de découvrir les forces et les faiblesses et de formuler des recommandations pour faire une réforme
- Faire un rapport d'auto-évaluation interne
- Fournir l'évaluation dans la demande de formation éducative à partir d'un cercle externe comme de l'ACC ainsi que du DGHE (MoEYS)
- Exiger une réunion régulière du personnel pour discuter des défis et trouver une solution / amélioration appropriée
- Exiger une réunion régulière pour soulever et résoudre les problèmes d'enseignement et d'apprentissage
- Il est conseillé à tous les professeurs de vérifier régulièrement les performances des étudiants en ayant des quiz, des évaluations, des présentations, un examen à mi-parcours et un examen final
- Participer à une formation avec l'ACC, la DGHE et les EES pertinents pour développer l'AQI
- Participez à toutes les réunions et activités liées à l'AQI à l'ITC
- Améliorer l'outil d'évaluation et le mécanisme d'évaluation pour une bonne AQI
- Élaborer un plan d'action pour élaborer des lignes directrices sur l'AQI, y compris des actions pour renforcer et développer les capacités du personnel de l'ITC
- Gérer les séminaires / ateliers liés à l'AQ, à l'apprentissage et à l'enseignement.

4.5 Promouvoir la recherche et l'innovation

➤ **Activités/Stratégie de Recherche 2023 - 2024**

- Renforcer la collaboration en triple hélice (Université, Industrie, Gouvernement)
- Élargir la collaboration de recherche avec des partenaires locaux et internationaux
- Augmenter la publication évaluée par des pairs
- Mise à niveau de la revue ITC vers l'ASEAN Citation Index
- Augmenter le nombre de propositions à soumettre pour financement
- Promouvoir les résultats de la recherche auprès des communautés
- Poursuivre le renforcement des capacités des chercheurs et les motiver
- Augmenter le nombre d'étudiants diplômés
- Commercialiser les produits développés
- Augmenter le service d'analyse en laboratoire et le service de formation courte
- Se préparer à l'accréditation du laboratoire
- Déposer des brevets

➤ **Renforcement des capacités des chercheurs**

1. Formation à la rédaction de proposition de projet
2. Formation à la rédaction de revues
3. Formation à la gestion de projet et d'équipe

Plan d'Action 2023 – 2024

➤ Gestion du laboratoire

- Organiser deux formations sur le principe des instruments d'analyse pour les étudiants chercheurs et chercheurs à la rentrée des nouveaux semestres 1 et 2 (février et août)
- Organiser une orientation et des examens de laboratoire au moins deux fois par semestre.
- Élaborer des modes opératoires normalisés pour la microbiologie et l'analyse des ions majeurs pour les échantillons d'eau et d'engrais.
- Étendre l'utilisation du laboratoire grâce à la collaboration de recherche et au service externe

➤ Recherche, développement et diffusion

- Pour demander des fonds de recherche, au moins un sur l'eau et l'environnement (par ex., JSPS)
- Pour rejoindre un projet de recherche avec un partenaire collaborateur (par ex., AFRICAM)
- Rejoindre et organiser des ateliers de recherche, des formations et des séminaires liés à l'eau et à l'environnement

➤ Vers ACI pour Techno-Science Research Journal

- Améliorer la qualité de la publication en vue de la candidature à l'ASEAN Citation Index - le plan pour l'application est d'ici 2024
- Compléter le site Web de la revue et lancement de la plateforme en ligne - toutes les soumissions de manuscrits et le processus éditorial se feront en ligne en 2023
- Organiser le 4e atelier sur l'amélioration de la rédaction d'articles scientifiques à l'intention des jeunes chercheurs, des étudiants du 3^{ème} cycle et des étudiants ingénieurs en 5e année

4.6 Implémentation des projets de recherche 2023-2024

Au cours de l'année universitaire 2022-2023, 84 projets de recherche au total ont été mis en œuvre à l'ITC dans les 5 unités de recherche. En conséquence, 25 projets de recherche sont menés à bien et 59 autres projets se poursuivent en 2023-2024. Il y a 21 nouveaux projets sont approuvés et ont mené leurs activités de recherche. Il y a donc 80 projets de recherche au total. Les 21 nouveaux projets de recherche peuvent être vus dans le tableau 7 et les 80 projets sont répertoriés dans Annex 13.

Tableau 5: Détail de 21 nouveaux projets de recherche pour 2023-2024

No.	Responsables	Sexe	Sujet de Recherche	Période	Budget
1	Dr. TAN Reasmey	F	Removal of diclofenac and caffeine from different water sources using activated carbons made from different wastes	2022-2023	EU/AFD
2	Dr. SROY Sengly	F	Assessment on nutritional profiles, storage stability and sensory evaluation of dried fish powder made by low-value small fish species	2022-2023	LBE-JICA
3	Ms. SIENG Sreyvich	F	Development of alternative salt process to manufacture refined table salt from coarse salt	2022-2023	AFD

4	Dr. MITH Hasika	M	Development of high nutritional value farmed fish and safe processed products (smoked and fermented fish) in Cambodia	2022-2027	ARES
5	Dr. VALY Dona	M	Plagiarism Detection System for Khmer Language	2022-2023	LBE JICA
6	Mr. CHHORN Sopheaktra	M	Controller system for smart greenhouse	2022-2023	HEIP + YG
7	Mr. CHHORN Sopheaktra	M	SOLAGEO's Internet of Energy	2022-2023	HEIP + Trade without Border
8	Ms. OUM Sotheara	F	Development of omnidirectional semi-autonomous mobile robots for robot competition	2022-2023	AI Farm
9	Mr. LY Leangchheng	M	Design a boat for SUV car	2022-2023	
10	Dr. NGET Rithea	M	Design and Implementation of Health Data Collection Communication Protocol Using Physical-Layer Network Coding	2022-2023	LBE JICA
11	Mr. CHIN Chan Daraly	M	The vehicle as an intelligent thing	2022-2025	
12	Dr. CHRIN Phok	M	Smart farming for qualified vegetable using mechatronics techniques	2022-2023	LBE JICA
13	Dr. Doung Piseth	M	Evaluation of Mechanical Behavior of Post-Installed Bundled Reinforcement Used for Concrete Connections	2022-2023	LBE/JICA
14	Dr. Seang Sirisokha	F	Geological, Geochemical Characteristics and Genesis of Gold Mineralization, Gemstone and Rare Earth Element in Ratanakiri, Kampot, and Pailin province, Cambodia	2022-2023	LBE/JICA
15	Dr. Yos Phanny	M	Physical Properties and Mineralogy of Ancient Brick from Temples at Sambor Prei Kuk area, Kampong Thom, Cambodia	2022-2023	LBE/JICA
16	Dr. Kan Kuchvichea	M	Designing and Implementing a Pilot to Promote Waste Circularity in Phnom Penh	2022-2023	UNDP
17	Dr. BUN Saret	M	Occurrence and Distribution Analysis of Microplastics in Different Environmental Mediums of Cambodia	2022-2023	EU/AFD
18	Dr. HEU Rina	F	Investigation of the Effects of Algal Bloom in TSL Source Water on Water Supply Treatment Efficiency	2022-2023	EU/AFD
19	Dr. THENG Voulay	F	Preventing zoonotic diseases emergence	2022-2027	AFD-RD
20	Ms. DOEURN Seyha	F	Antimicrobial Resistance Circulation along the Mekong and its Delta (ARCIMED)	2022-2023	FSPI (French Government)

21	Dr. PEN Sytharith	M	Ecosystem-base Adaptations for Sustainable Groundwater Resources Management in the Transboundary Cambodia-Vietnam Mekong	2022-2023	Stockholm Environment Institute (SEI)
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4.7 Promotion des liens de l'université et industrie (LUI) 2023-2024

➤ Mission de LUI

Pour l'année scolaire 2022-2023, LUI met l'accent sur la réforme des performances du bureau, surtout en ce qui concerne la gouvernance et mission.

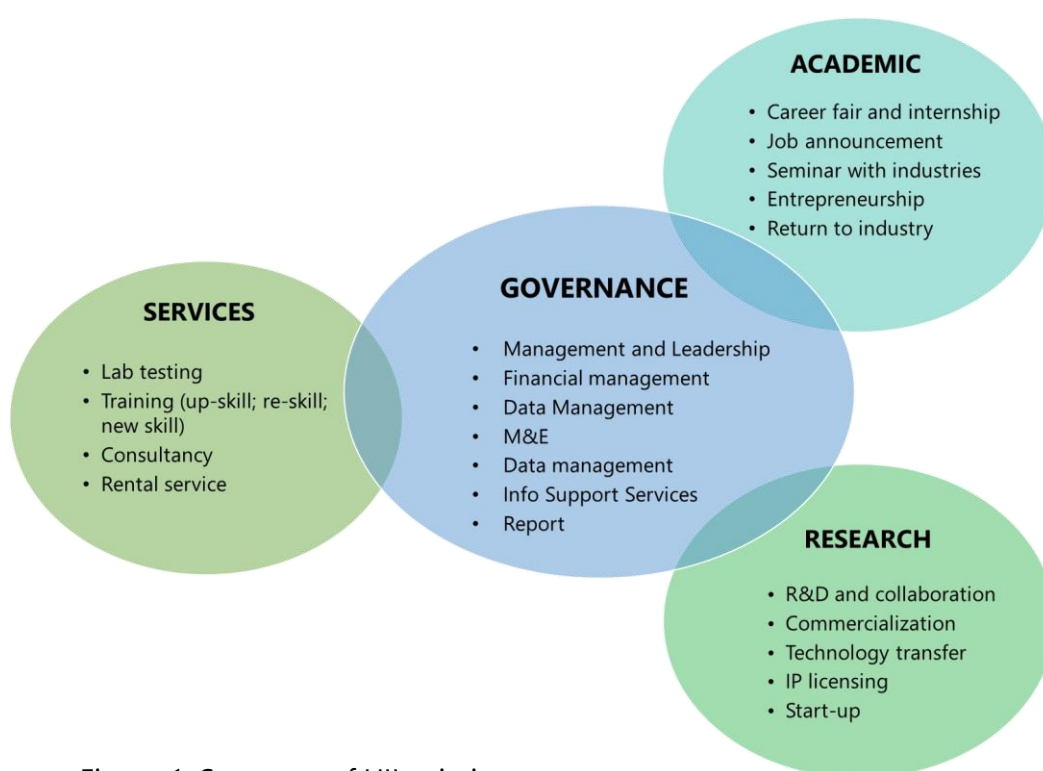


Figure 1: Summary of UIL mission

The main missions of UIL are as follow:

- (1) Improvement of the quality and relevant of academic programs in all levels
- (2) Improvement of research activities and collaboration especially on research product outreach and commercialization
- (3) Upgrading the services from all sectors in ITC such lab testing, training, consultancy, and renting services.

Tableau 6: Objectif et Mission de LUI

Objectif LUI contribue à améliorer la qualité et rendre des programmes universitaires plus pertinents, même de la recherche et des services vers vision de l'année 2030-2025.	
Mission (Résultat)	Activités principales
1. Encourager tous les niveaux sur des programmes à l'université afin d'améliorer la qualité des diplômés pour d'avoir un travail mieux et bien payé.	1.1. Élaborer un mécanisme de coordination claire et directives entre bureau de LUI et les responsables de tous les programmes qui sont en charge pour un fonctionnement plus fluide. 1.2. Initier et présenter le nouveau concept d'un programme de stage par un apprentissage basé sur des projets avec l'industrie 1.3. Organiser d'un événement annuel sur le salon des carrières avec les parties concernées 1.4. Coordonner les activités d'adhésion avec les faculté/ responsable de programme et industrie afin d'améliorer les compétences du 21 ^e siècle aux enseignants et étudiants.
2. Soutien aux activités de recherche vers la commercialisation du produit par des liens étroits avec l'industrie	2.1. Créer une plateforme de communication de face en face et en ligne pour l'accès à l'information entre ITC et industrie. 2.2. Organiser régulièrement des événements pour promouvoir les liens de collaboration dans le domaine de recherche avec l'industrie vers du prototypage, du démarrage et de la commercialisation des produits.
3. Soutenir toutes les parties concernées afin d'améliorer la qualité des services	3.1. Établir la liste de tous les types de services, y compris les essais, la formation, les équipements loués et les services de conseil, en s'adressant aux parties concernées. 3.2. Élaborer des matériels de promotion marketing liés aux services de l'ITC. 3.3. Encourager l'entraînement à l'employé au département sur le contenu de la formation professionnelle/des compétences. 3.4. Rendre le mécanisme meilleur et régulation pour un service de conseil à l'ITC.

Cadre de résultat de LUI pour l'année 2023-2024:

Tableau 7: Activités principaux/résultat proposé pour la perspective de LUI 2023-2024

No.	Indicateur de résultat pour LUI	Délai	Responsable	Stratégie
1	Développement de stratégie et résultat de cadre de LUI 2024-2026	Oct 2023	<ul style="list-style-type: none"> - Dr. Oeung Chantha - Dr. Bun Kim Ngun - Dr. Yin Molika - Tous les faculté/départ. - RIC 	Rencontrer et discuter avec les parties concernées
2	Développement la gestion des données rédigées pour le bureau et département de LUI	Juin 2023	<ul style="list-style-type: none"> - Dr. Yin Molika - Tous les faculté/départ - RIC 	Utiliser les informations existantes pour élaborer le format de gestion des données

3	Organiser une activité commune avec les parties concerné (par exemple, le CJCC) afin de promouvoir le programme de stages et l'atelier de carrière.	Juil-Sep 2023	<ul style="list-style-type: none"> - Dr. Yin Molika - Tous les faculté/département 	<ul style="list-style-type: none"> • Inviter l'entreprise à participer à l'atelier de l'emploi • Améliorer le programme d'atelier de carrière dans l'intérêt de toutes les parties (étudiants, ITC, entreprise) • Établir un budget pour HEIP et autres
4	Organiser une activité commune avec les parties concerne (i.e., CJCC) afin de promouvoir dans le domaine de recherche auprès de l'industrie	Juil-Sep 2023	<ul style="list-style-type: none"> - Dr. Yin Molika - RIC 	Budget HEIP et autres
5	Développer des brochures promotionnelles (3) pour l'ensemble des services de l'ITC : 1/test ; 2/formation ; 3/consultation	Jan 2024	<ul style="list-style-type: none"> - Dr. Yin Molika - Tous les faculté/départ. - RIC 	<ul style="list-style-type: none"> • Créer un format pour chaque service • Budget HEIP et autres
6	S'entraîner à l'esprit d'entreprise à CJCC	Juil-Oct 2023	<ul style="list-style-type: none"> - Bureau de LUI - Tous les faculté/départ. - RIC 	Budget HEIP et autres
7	Visiter les entreprises (2 visites/an) pour connaître leurs besoins et les possibilités de collaboration.	Déc 2023	<ul style="list-style-type: none"> - Bureau de LUI - Tous les faculté/département 	<ul style="list-style-type: none"> • Contacter des entreprises potentielles pour des visites • Budget du projet HEIP (4 visites/an dans les provinces) • Encourager la visite à Phnom Penh
8	Réunion du consortium ITC-Industries (une fois par an) pour recueillir les réactions des industries en vue de l'amélioration de l'ITC.	Déc 2023	<ul style="list-style-type: none"> - Toutes les personnes concernées 	<ul style="list-style-type: none"> • Organiser une réunion attrayante du consortium • Travailler avec des projets (LBE/ADB) pour impliquer davantage d'entreprises.
9	Réunion du consortium ITC-Industries (une fois par an) pour recueillir les réactions des industriels en vue de l'amélioration de l'ITC.	2023-2027 (5 années)	<ul style="list-style-type: none"> - Prof. Frédéric Debaste - Dr. Chanmoly Or - Dr. Molika Yin 	Définir les plans d'activités et de budget

4.8 Promouvoir la bibliothèque et Cambodian Cyber University Network

➤ Bibliothèque STEM

Perspective de la bibliothèque STEM sur deux années académiques 2023-2025

Tableau 8 : Principales activités/résultats proposés dans la perspective de la bibliothèque STEM 2023-2025

No.	Résultats cibles pour la bibliothèque	Activités	Soutien financier éventuel
1	L'équipement et les ressources de la bibliothèque sont mis à niveau	1.1 Remplacer l'équipement de base de la bibliothèque (nécessaire pour démarrer les activités) 1.2 Livres d'acquisition comme référence pour l'enseignement (avec la participation de l'ITC, 10%) 1.3 "Migrer et améliorer le logiciel de catalogue de PMB vers Koha (pour renforcer la collaboration avec d'autres bibliothèques d'établissements d'enseignement supérieur)" 1.4 Consommables de la bibliothèque (maintenir les matériaux utiles pour le fonctionnement quotidien et les accessoires matériels)	- ARES-CCD - Autres
2	La compétence du personnel de la bibliothèque est renforcée	2.1 Recruter un personnel compétent pour le service de référence (temps plein) 2.2 Renforcement des compétences du personnel (formation sud-sud) 2.3 Mission Nord-Sud sur le Libre Accès 2.4 Mission Sud-Nord pour OA et IR 2.5 Formation sur l'utilisation du système IR 2.6 Évaluation Nord-Sud de la mission	- ARES-CCD - Autres

➤ **Cambodian Cyber University Network (CCUN)**

L'Institut de technologie du Cambodge a mis en œuvre des programmes d'enseignement à distance avec de nombreuses années d'expérience avec des instituts d'enseignement supérieur étrangers dans le cadre du réseau ASEAN Cyber University Network. En réponse à la fermeture totale ou partielle des établissements d'enseignement supérieur due à la propagation du virus Covid-19, le Cambodian Cyber University Network (CCUN), initié par le ministère de l'Éducation, de la Jeunesse et des Sports, est mis en place au sein de six universités publiques au phase initiale et appui technique fournis principalement par l'Institut de technologie du Cambodge. Les 6 universités sont :

- 1) Institut de Technologie du Cambodge
- 2) Université Royale de Phnom Penh
- 3) Université Royale d'Agriculture
- 4) Université Nationale de Battambang
- 5) Université Svay Rieng
- 6) Université Heng Samrin Tbong Khmum

Indicateurs, sorties de résultats et perspective du CCUN 2023-2024

Table 9: Indicateurs, sorties de résultats et perspective du CCUN 2023-2024

Indicators	Result outputs	Possible fund support
<ul style="list-style-type: none"> Le nombre de programmes académiques est développé et utilisé dans le CCUN Nombre de contenus d'apprentissage en ligne développés et utilisés dans CCUN Nombre d'étudiants inscrits via CCUN 	<ol style="list-style-type: none"> 6 universités sont connectées en CCUN Mettre à niveau les capacités des établissements d'enseignement supérieur (6) en matière de développement et d'exploitation de contenu d'apprentissage en ligne Créer des cours communs à utiliser entre les établissements d'enseignement supérieur (6) Transférer des crédits entre les établissements d'enseignement supérieur (6) Étudiants poursuivent leurs études pendant la COVID-19 Se connecter au réseau mondial/régional d'éducation - programme d'investissement public du MoEYS 	- public investment program of MoEYS
<p>Perspective de CCUN en 2023-2024:</p> <ol style="list-style-type: none"> 1) Préparer le document formel du comité de pilotage du CCUN 2) Créer un nom de domaine www.ccun.edu.kh 3) Mise en place de l'infrastructure réseau de HEI (RUPP, RUA, NUBB, SRU, UHST) pour se connecter à CCUN 4) Formation sur le développement de contenu 5) Formation des utilisateurs du système de gestion de l'apprentissage (LMS) dans chaque établissements d'enseignement supérieur 		

4.9 Promotion des compétences transversales

Les compétences transversales sont un cours essentiel qui favorise les attributions personnelles qui se situent en dehors des qualifications professionnelles et de l'expérience de travail. Les compétences générales seront intégrées dans le programme de technicien et d'ingénieur de l'ITC pour renforcer les capacités générales des étudiants. Parmi les autres compétences, le travail d'équipe est l'une des principales compétences à considérer. 2 formations sur le travail d'équipe seront dispensées chaque année aux étudiants de l'ITC.

Le travail d'équipe implique d'établir des relations et de travailler avec d'autres personnes en utilisant un certain nombre de compétences et d'habitudes importantes :

- Gestion d'équipe
- Contribuer à des groupes avec des idées, des suggestions et des efforts
- Communication (à la fois donner et recevoir)
- Sens de responsabilité
- Respect sain des différentes opinions, coutumes et préférences individuelles
- Capacité à participer à la prise de décision en groupe

5 DEFIS

- La gestion des projets de renforcement des capacités et des projets collaboratifs nécessite plus de temps et d'efforts, ce qui nécessite un personnel administratif plus compétent pour aider.
- Les installations de recherche telles que les laboratoires et les revues ne sont pas encore pleinement capables ou structurées pour la recherche avancée, ce qui rend difficile pour les étudiants l'accès et la recherche.
- Low number of available scholarships and research grants for research students, making it difficult to promote research activities and to attract outstanding students to work and study at ITC.
- Nombre limité de salles de classe par rapport au nombre total d'étudiants inscrits

6 CAPACITÉ D'ACCUEIL DE L'ITC

Pour l'année universitaire 2023-2024, nous prévoyons de recruter environ 1300 étudiants ingénieurs, et environ 1000 étudiants techniciens selon le besoin des ressources humaines du marché de travail en respectant l'évolution de la capacité d'accueil de l'institut et le renforcement de l'effectif d'enseignants. Le tableau ci-dessous indique la capacité d'accueil actuelle de l'ITC.

Type de salle	Quantité	Capacité
Grande salle de conférence	1	2000
Salle de conférence	1	350
Amphithéâtre (Bâtiment A)	2	200
Amphithéâtre (Bâtiment F)	2	380
Salle de cours ou de TD	6	100
	81	50
Salle d'apprentissage de la langue	10	25
Salle de TP spécialisé	80	25
Salle informatique (25 pc)	7	25

Pour les travaux pratiques, les salles ou les laboratoires de TP sont directement sous la responsabilité de chaque département. Le tableau ci-dessous indique le nombre des salles de TP dans chaque département.

Département	Nombre de salles de TP	Capacité
DTC	3	25
GCA	8	25
GCI	6	25
GAR	3	25
GEE	12	25
GGG	8	25
GIC	12	25
GIM	10	25
GRU	8	25
GTR	6	25
GTI	2	25
AMS	2	25
Total	80	

Actuellement, le nombre maximum d'étudiants dans une séance de cours, de TD et de TP est fixé par le bureau des études (Tableau ci-dessous).

Département	Cours	TD	TP	Langue
TC	180	50	25	25
Spécialité	180	50	25	25

A la rentrée 2023-2024, l'estimation de l'effectif d'étudiants est d'environ **7200**. Selon la répartition en groupe, nous pouvons estimer les besoins en termes de nombre de séances par semaine et la capacité de salle de cours, de TD et de TP de la façon suivante :

	Cours (180 étudiants)	Cours spécialité et TD (50 étudiants)	TP (25 étudiants)	Cours de langue	Informatiq ue
Nombre de séances pour technicien		495	354		120
Nombre de séances pour Ingénieur	149	1234	684	1496	96
Nombre de séances réel (Besoin)	149	1729	1038	1496	216
Nombre de Salles à l'ITC	4	81	80	10	7
Nombre de séances possibles sur 4,5 jours (36 séances/semaine)	144	2916	2880	360	252
Nombre de séances possibles sur 5 jours (40 séances/semaine)	160	3240	3200	400	280

Ce tableau montre qu'au niveau de l'infrastructure d'accueil, nous avons la capacité d'accueillir le nombre d'étudiants proposé.

PARTIE 2: DOSSIER PEDAGOGIQUE

7 PRÉPARATION POUR LA RENTRÉE 2023-2024

7.1 Calendrier universitaire 2023-2024

Le calendrier de l'année universitaire 2023-2024 est présenté à l'annexe 14.

7.2 Recrutement des étudiants en 2023-2024

a) Cycle de technicien

Le recrutement des étudiants du cycle de technicien est basé sur dossiers du candidat (Passé ou échoué l'examen national de baccalauréat). Les étudiants choisissent le département préféré pendant l'inscription. La sélection de ce choix est basée sur leurs dossiers.

Seuls les candidats (passé le baccalauréat) avec la mention du Bac II de A à E peuvent continuer leurs études au cycle d'ingénieur.

b) Cycle d'ingénieur

Tous les candidats (mention générale du baccalauréat de A à E) doivent déposer leur dossier pour un concours d'entrée. Le concours d'entrée sur place sera organisé pour les matières suivantes : mathématiques, physique-chimie et logique.

7.3 Proposition de droits de scolarité en 2023-2024

Les droits de scolarité seront proposés selon le tableau ci-dessous.

<i>Cycle d'ingénieurs</i>	<i>Cycle de techniciens</i>
800\$ pour les garçons 650\$ pour les filles	350\$ pour les garçons 250\$ pour les filles

7.4 Exonération

Comme chaque année, des bourses d'études ont été octroyées aux étudiants de 1^{ère} année :

- 80 étudiants inscrits en 1^{ère} année d'ingénieur à l'ITC de Phnom Penh seront exonérés de droits de scolarité.
- 120 étudiants inscrits en 1^{ère} année d'ingénieur à l'ITC de Tbong Khmum seront exonérés de droits de scolarité.
- 15% des étudiants inscrits en 1^{ère} année de technicien seront exonérés de droits de scolarité.

Pour être conforme aux critères du Ministère de l'Education, de la Jeunesse et des Sports, les exonérations seront réparties selon les catégories suivantes :

- Mérite (meilleurs du concours) : proposition 60%
- Inscrits en difficultés financières : proposition 20%
- Inscrits des provinces éloignées de Phnom Penh : proposition 5%
- Inscrits filles : proposition 15%

7.5 Proposition de places ouvertes en 2023-2024

i. Entrée directe en 1ère année

Le nombre prévu d'étudiants à recruter en 2023-2024 est présenté ci-dessous :

	ITC-Phnom Penh	ITC-Tbong Khmum
I1	1300	120
T1	1000	-

ii. Entrée normale en 3ème année d'Ingénieur (I2 → I3)

Le tableau suivant montre le nombre de places ouvertes en 3^{ème} année (I3) dans chaque département pour l'année 2023-2024.

Tableau des places ouvertes I2 pour I3

Faculté/département	Places ouvertes I2 en I3
GCA	170
GCI	200
GAR	90
GEE	150
GGG	90
GIC	90
GIM	140
GRU	108
GTR	50
GTI	60
AMS	90
Total	1238

iii. Possibilité de passer en I3 après le cycle de technicien

Pour l'année scolaire 2023-2024, 15% des étudiants de T2 peuvent passer en I3 s'ils réussissent un test des trois matières (mathématiques, physique et langue étrangère) qui sont conformes au programme d'ingénieur de 2^{ème} année (I2) et un entretien par département concerné.

Pour s'assurer que les étudiants finissant le programme de technicien supérieur de 2 ans seront capables de poursuivre leurs études en 3^{ème} année d'ingénieur, nous proposons un cours intensif de préparation sur les trois matières (mathématiques, physique et langue étrangère) pendant les vacances universitaires. Ce cours intensif est payant.

iv. Concours externes

3 places par département pour les cambodgiens ayant un niveau BAC+2 et une connaissance suffisante de la langue étrangère ou une licence de science, et qui auront passé avec succès les épreuves d'un concours spécifique (épreuves écrites : mathématiques et physique et entretien par le département concerné) en septembre.

v. Places ouvertes pour les I3 en 2023-2024

Le tableau suivant récapitule, pour chaque département, le nombre total de places ouvertes aux étudiants I3 en 2023-2024.

Département	Place ouverte I2 en I3	Place ouverte T2 en I3	Place ouverte Concours externe	TOTAL
GCA	170	14	3	187
GCI	200	17	3	220
GAR	90	-	-	90
GEE	150	15	3	168
GGG	90	-	-	90
GIC	90	-	-	90
GIM	140	7	3	150
GRU	108	-	-	108
GTR	50	-	-	50
GTI	60	-	-	60
AMS	90	-	-	90
Total	1238	52	12	1302

8 NOMINATION DE L'EQUIPE DE DIRECTION POUR L'ANNEE 2023-2024

Le 31ème Conseil d'Administration propose de nommer l'équipe de Direction suivante pour l'année 2023-2024 :

ANNEXES

ANNEXE 1. Detail of modification of Associate Degree Program “Mechanical and Plumbing System” from subject-based to competency-based training.

1. BACKGROUND

Associate’s Degree (DUT) in Industrial and Mechanical Engineering was a three-year program established in 1994 and then changed to be a two-year program in 2012. The program is under the department of Industrial and Mechanical Engineering known in short as “GIM” which the abbreviation from the department name in French (Génie Industriel et Mécanique). The program was designed to train skilled workforces in mechanical and industrial engineering to meet the ever-growing demands from SMEs, factories, and engineering firms. As the construction sector experienced high growth in recent years, the demand for skilled human resources in mechanical electrical and plumbing (MEP) systems in the building has increased significantly and has absorbed more than half of our graduates (according to our tracer study conducted in 2022). Therefore in 2021, we modified the curriculum and change the program to be Associate’s degree in Mechanical and Plumbing Systems.

Due to the design that try to cover wide area of skills in industrial and mechanical engineering, we have feedback from employers about the skills gap of our graduates and the need to provide them with long on-the-job training before they can fully onboard the given role. The competency-based training (CBT) model has been introduced to ITC and specifically to our department in 2019 through a project titled “Skills for Competitiveness, S4C” (S4C/ADB/AFD-Loan No.3791/8365-CAM). The CBT is known to be an effective teaching model for reducing the skill gap and producing work-ready graduates. Therefore, we have modified and adopted the CBT model and re-orientated our associate’s degree program.

The modification of this existing program is complemented to the two new Associate’s Degree programs in Industrial Machining and Industrial Engineering. The three Associate’s Degree programs provide more specialized skills within the larger engineering field of Industrial and Mechanical Engineering, which will equip the students with a good skills-set and work attitude.

2. PROPOSE MODIFICATION

The Associate’s Degree program is based on the competency-based training model, CBT, with 4 basic competencies and 7 core competencies. There are totally 60 credits, equivalent to 1536 of total teaching hours. The basic competencies are designed to provide students necessary skills and knowledge in using necessary mathematical calculations and computer software to complete the job and introducing soft skills, safety, health and environment in workplaces and work attitude. The core competencies are: 1-perform CAD operations for mechanical systems in building, 2- perform installation, testing and commissioning of cooling systems, 3- perform installation, testing and commissioning of electricity for mechanical systems, 4- perform technical sales, 5- perform site coordination and reporting, 6- perform installation, testing and commissioning of firefighting and plumbing systems, and 7-perform after-sale services of mechanical systems in building.

On completion of the course, students should be able to:

- Interpret technical drawings, operate CAD software to produce drawings mechanical systems in building.

- Perform installation, testing and commissioning of cooling, firefighting, and plumbing systems in building.
- Install electrical system and wiring to power the mechanical systems in building.
- Plan and coordinate MEP jobs at site and make report to site manager.
- Perform technical sale for engineering products and projects.
- Provide the after-sale services of engineering products to the customers.

Table 1.1: Curriculum of the existing Diploma degree in Industrial and Mechanical Engineering

Subjects	Number of hours (Lecture, Exercise, Practice)					Number of credits			
	1A		2A		Total	Lecture	Exercise	Practice	Total
	I	II	I	II					
Group:									
Semester:									
Mathematics	48				48	1	1		2
Informatique	48				48	1		1	2
Technical drawing	48				48	1	1		2
Mechanical design I	80				80	3	1		4
Metrology and Control	32				32	2			2
Material Sciences	64				64	2		1	3
Thermics, Thermodynamics	64				64	2	1		3
Mechanics		64			64	2	1		3
Strength of materials		64			64	2		1	3
Hydraulics		48			48	1	1		2
Mechanical production I		64			64	2		1	3
AutoCAD		48			48	1		1	2
Electrotechnics		48			48	1		1	2
Internal combustion engine		48			48	1		1	2
Total T1-GIM						22	6	7	35
Internship Report								2	2
Mechanical design II			48		48	1		1	2
Hydraulics and Pneumatics Sys			48		48	1	1		2
Mechanical production II			48		48	1		1	2
Machine tools num. control			48		48	1		1	2
Maintenance of Machines			48		48	1		1	2
Sys of mechanical welding			48		48	1		1	2
Refrigeration and Air Cond			48		48	1		1	2
Maintenance of cooling sys			48		48	1		1	2
Final year internship				384	384			9	9
Total T2-GIM						8	1	18	27
Total per semester	384	384	384	384	1536	30	7	25	62
Total general	768		768		1536				

Table 1.2: Curriculum of the associate degree in Mechanical Systems in Building

	Number of hours (Lecture, Exercise, Practice)								Number of credits				
Group	1A		2A		Lecture	Exercise	Practice	Ratio Lecture /Total Hours	Total	Lecture	Exercise	Practice	Total
Semester	I	II	I	II									

	Basic competencies												
Mathematics	48				16	32		33%	48	1	1	0	2
Informatique	48				16		32	33%	48	1	0	1	2
Health, Safety, and Environment at Workplace	32				32		0	100%	32	2	0	0	2
Life skills	32				32			100%	32	2	0	0	2
	Core competencies												
Perform CAD operation for Mechanical sys.	64	128			64		128	33%	192	4	0	4	8
Perform installation, testing, and commissioning of cooling system	128	64			64		128	33%	192	4	0	4	8
Perform installation, testing, and commissioning of electricity for mechanical system	32	96			32	32	64	25%	128	2	1	2	5
Perform sales of MEP products		48	0		16	32	0	33%	48	1	1	0	2
Perform coordination and reporting for M system installation at site		48	0		16		32	33%	48	1	0	1	2
Total T1-MSB										18	3	12	33
Internship Report									0			2	2
Perform installation, testing, and commissioning of plumbing and firefighting system		0	192		64		128	33%	192	4	0	4	8
Perform after-sale services of MEP sys.			192		64		128	33%	192	4	0	4	8
Final year internship				384								9	9
Total T2-MSB										8	0	19	27
Total per semester	384	384	384	384	1536					26	3	31	60
Total general	768		768		1536								

ANNEXE 2. Detail of proposal to change name of associate degree program from “Rural Engineering” to “Water Supply and Plumbing”

1. BACKGROUND

Technician degree program at GRU called “Rural Engineering” which was implemented until 2018. The program was design to be similar to the Engineering program of Water Resources Engineering and Rural Infrastructure (WRI) but lesser number of hours for teaching and learning. This technician program is focus more on rural aspect and it is no longer attractive to the student. Then, there were less students register to the program until we cannot open it. Currently, the water supply is highly increased for domestic and industrial use and government set the goal to have everyone household in Cambodia access to safe and clean water. In this circumstance, there are many private water supply operators doing business with various condition and limited technical support and many of them lacking of technician who has the right skill. Recently, government has set the criteria for each water operator to have the technician to work on the operation of the water treatment plant and supply system. By looking the capacity at GRU and the urgent need of technician to work on water supply company, we would like to propose to change our technician degree program from “Rural Engineering” to “Water Supply and Plumbing”.

2. OBJECTIVE OF THE NEW PROGRAM

The purpose of this program is to provide students with technical skill on piped water supply through the basics of calculating production, such as treatment basins and reservoirs, as well as sizing and installing plumbing networks in urban areas and rural residential areas. The program will also provide technical plumbing skills in the building by determining the size and type of pipes in the building with the selection of the appropriate type and size of pump use.

3. PROGRAM LEARNING OUTCOME

The students who graduate from this program must have the technical skill on water supply system and plumbing. During and after completion this technician degree, will all have the job at water supply companies and nation water supply authority. Below are the program learning outcome:

- PLO1: Has ability to determine the size and installation of pipe water
- PLO2: Can perform the water treatment by using the correct chemical substance with effective way
- PLO3: Has ability to create the master plan for pipe network management and location of customer
- PLO4: Be able to effectively select and operate the pump
- PLO5: Be able to monitor the water losses from the system
- PLO6: Can install the pipe network in the building

4. JOB OPPORTUNITY AFTER GRADUATION

After graduate from this program, the student has opportunity to work with private water operator, company, national authority and NGOs:

- Water supply company and public and private
- Contracting company on network and plumbing
- NGOs working related to clean water and hygiene
- Pipe product and supply company
- Companies which supply the clean water related material and tools
- Become contractor for installation of plumbing in the construction building

5. CAPACITY

▪ **Human Resources:**

- Current human resources at the faculty of hydrology and water resources engineering, we have 17 PhD, 17 Master and 12 supporting staff.
- Host series of up-skill training for department's staffs to effectively improve the course content and teaching method
- Working with private water supply operators and authority to improve the capacity of the teaching staff with the real practices

▪ **Lab Facility and Practices**

1. Fluid Hydraulic
 - Water pressure in pipe
2. Water Treatment Process
 - Turbidity, iron, manganese, lead, or arsenic treatment
 - Disinfectant: E-coli and coliform
3. Mapping and drawing: GIS Lab equipped with software of Google Earth, ArcGIS/QGIS, and AutoCAD
4. Surveying: topography, GPS, DGPS
5. Pipe network:
 - Pipe installation (connection equipment, specifically for HDPE and PVC),
 - Pipe test (Strength along pipe and at connection),
 - Leakage detection: by leakage detector,

▪ **Program Marketing:**

The faculty will promote the program by:

- Make agreement with water supply and operator companies for accepting the internship and job
- Some courses/subjects, the students will practice at the company
- Work closely with all relevant stakeholders to promote internships,
- We have partners to provide the job for the student after graduation
- All students who successfully graduate are guaranteed to have the job
- Lecturers who have real experience in the sectors of water supply and plumbing
- Technical persons who currently working for the water operator but lack of this skill, are encouraged to take this program and they can practice at their work place.
- Host annual promotional events with industry engagement

- Develop attractive brochures and other promotion materials for both online and offline campaign

6. PROPOSE MODIFICATION OF CURRICULUM OF TECHNICIAN DEGREE PROGRAM

For the upcoming academic year, the program of Technician degree at GRU will be change as in the table below.

Table 2.1: Summary of propose modification

Gr	No.	Name of course	Current Situation "Rural Engineering"				New proposal "Water Supply and Plumbing"			
			C	TD	TP	Credit	C	TD	TP	Credit
T1-S1	1	Mathematics	16	32		2	Delete			
	2	Technical Drawing	16	32		2	Delete			
	3	Informatics (Office)	16		32	2	16		32	2
	4	Hydraulics	16	16	16	2	16	16	16	2
	5	Hydrology	16	16	32	2.5	16	16	32	2.5
	6	Soil Sciences	16	16	32	2.5	Delete			
	7	Construction materials	16		48	2.5	Delete			
	8	Introduction to Water Supply and Sanitation	New				32			2
	9	Electricity	New				32	24	8	3
	10	Environment	New				32			2
	11	Communication and Ethics	New				32			2
	Total Credit		112	112	160	15.5	144	56	88	15.5
T1-S2	1	Surveying	16	16	64	3.5	Delete			
	2	Groundwater Exploitation	32			2	Delete			
	3	Computer Aids for Designs	16		32	2	Delete			
	4	Soil Mechanics	16	16	32	2.5	Delete			
	5	Hydropower Development and Pumping Stations	16	16	16	2	Delete			

	6	Geographic Information System	16		32	2	Delete			
	7	Reinforced Concrete Design and Analysis	32	16		2.5	Delete			
	8	Year 1 Internship			64	2			64	2
	9	ArcGIS/Google Earth – Mapping	New				32		32	3
	10	Basic Surveying and AutoCAD	New				16		64	3
	11	Building Sanitation and Plumbing Design	New				32	32		3
	12	Water Treatment Process and Technology	New				32	16	16	3
	13	Pipe Distribution Design	New				32	32		3
	14	Pump and Mechanical Tools for Water Distribution System	New				32			2
	Total Credit		144	64	240	18.5	176	80	176	19
T2-S1	1	Rural Road Construction	16	16	16	2	Delete			
	2	Site Engines	32			2	Delete			
	3	Irrigation-drainage	16	32		2	Delete			
	4	Water Supply System	16	16	16	2	Delete			
	5	Hydraulic Structure	16	16	16	2	Delete			
	6	Earth Dam	16			1	Delete			
	7	Wastewater Drainage System	16	16	16	2	Delete			
	8	Plumbing	16	16	16	2	Delete			
	9	Planification, Contract and Cost Estimation	32			2	Delete			
	10	Site Safety	16			1	Delete			
	11	Water Treatment Practices	New				16	32	64	4
	12	Pipe Network Installation and Monitoring	New					32	64	3
	13	Plumbing installation and control	New					32	64	3
	14	Efficient Energy Consumption and Management	New				32			2
	15	Cost Estimating and Contracting	New				32	16		2.5

	16	Work Safety and Hygiene	New				32			2
	Total Credit		192	112	80	18	112	112	192	16.5
T2-S2	1	Internship and Final Report Defend				9				9
	Grand total number of Credit		448	288	480	61	432	248	456	60

7. CURRICULUM OF THE PROGRAM

The curriculum of Technician degree program of Water Supply and Plumbing from the academic year 2023-2024 will be as in table below:

Table 2.2: New Curriculum of Water Supply and Plumbing

Gr	No.	Name of course	New proposal			
			C	TD	TP	Credit
T1-S1	3	Informatics (Office)	16		32	2
	4	Hydraulics	16	16	16	2
	5	Hydrology	16	16	32	2.5
	8	Introduction to Water Supply and Sanitation	32			2
	9	Electricity	32	24	8	3
	10	Environment	32			2
	11	Communication and Ethics	32			2
	Total Credit		144	56	88	15.5
T1-S2	8	Year 1 Internship			64	2
	9	ArcGIS/Google Earth – Mapping	32		32	3
	10	Basic Surveying and AutoCAD	16		64	3
	11	Building Sanitation and Plumbing Design	32	32		3
	12	Water Treatment Process and Technology	32	16	16	3
	13	Pipe Distribution Design	32	32		3
	14	Pump and Mechanical Tools for Water Distribution System	32			2
	Total Credit		176	80	176	19

T2-S1	11	Water Treatment Practices	16	32	64	4
	12	Pipe Network Installation and Monitoring		32	64	3
	13	Plumbing installation and control		32	64	3
	14	Efficient Energy Consumption and Management	32			2
	15	Cost Estimating and Contracting	32	16		2.5
	16	Work Safety and Hygiene	32			2
	Total Credit		112	112	192	16.5
T2-S2	1	Internship and Final Report Defend				9
	Grand total number of Credit		432	248	456	60

ANNEXE 3. Detail proposal to change name of associate degree program from “Civil Engineering” to “Civil and Structural Engineering Design and Supervision (CSEDS)” and modify from subject-based to competency-based training

1. BACKGROUND

Under the Workforce Development Project for Skills for Future Economic supported by the bank of ADB, GCI is going to improve the Associate’s degree program into Civil and Structural Engineering Design and Supervision “CSEDS” (expected) in 2023 or 2024 base on the project implementation timeline. The program is designed as a competency-based by the consultant of ADB from Singapore, the old program is completely changed into the new one. The program has 7 modules for 3 semesters and one semester of internship. Among 7 modules, there is one module of basic competency and 6 modules of technical knowledge. This will provide GCI students the opportunities to well skill in doing shop drawings, site management

2. CURRICULUM

Through consultation with all stakeholders including the experts of ADB project. The competency-based curriculum was finalized and shown in Table 3.1.

Table 3.1: Curriculum of Civil and Structural Engineering Design and Supervision (2 years program)

			Hours			
		Core Modules/Competencies	C	T	P	total
Sem 1	M1	Perform Engineering Graphics	64	0	96	
	M2	Perform Building Information Modelling	64	0	128	
	M3	Team works and organizations	32			384
Sem 2	M4	Perform Building Structures and External Works	64	0	128	
	M5	Perform Reinforced Concrete Detailing and Design	64	0	128	384
1st Year Internship					64	
Sem 3	M6	Perform Steel Structure Detailing and Design	64	0	96	
	M7	Perform Project Management and Elementary Quantities	128	0	96	384
Sem 4	Final Year Internship		0	0		

Subtotal	480	0	736	
Total	1,216			

Table 3.2: Curriculum for associate degree in civil engineering using subject-based

	No	Courses	C	TD	TP	Credit
T1-S1	1	Wood Design	32			2
	2	Technical drawing	16	32		2
	3	Site Engine	32			2
	4	Informatics	16		32	2
	5	Plumbing System and Sanitary Equipment	32			2
	6	Mathematics	16	32		2
	7	Strength of Materials 1	32	32		3
	8	Surveying	48		32	4
					384	
T1-S2	1	Structural analysis	32	32		3
	2	Reinforced concrete 1	32			2
	3	Drawing of BTP	16		32	2
	4	Construction Materials	32		32	3
	5	Contracts	16			1
	6	Strength of Materials 2	32			2
	7	Site Safety	16			1
	8	Building Technology	48	32		4
	9	Site technology	32			2
	10	T1 Final year internship				2

				384	
T2-S1	1	AutoCAD	16	32	2
	2	Reinforced Concrete 2		32	1
	3	Prestressed Concrete	32		2
	4	Steel Design	16	32	2
	5	Electricity in Building	16		1
	6	Soil Mechanics	16	32	2
	7	Cost estimation	16	32	2
	8	Planning	32		2
	9	Bridge Design	32		2
	10	Road Design	16	32	2
				384	
T2-S2	1	Final year thesis internship			9

ANNEXE 4. Detail of proposed modification of Chemical Engineering program of Faculty of Chemical and Food Engineering

1. BACKGROUND

Chemical Engineering is a 5-year engineering program established in 2017 under the Faculty of Chemical and Food Engineering. This program is a combination of industrial process, bio-process, environment, chemistry and engineering. Chemical engineers could be responsible in chemical production, synthesis, industrial development and design, and purification of materials that are associated to fuels biodiesel, and lubricants (petroleum), pharmaceuticals, cosmetic, fertilizers, synthetic fibers, microelectronic components, plastics and food products. Chemical engineers are involved in minimizing and reducing the use of energy to make these products in safe and sustainable ways and lower the impact on the environment.

The existing program, due to lack of laboratory and lab equipment, several main courses such as Analytical Chemistry, chemical thermodynamic, transport phenomena, material science etc. (more detail existing program in text below), there is no practical in laboratory. In the last five years, with the support from government (ministry of education youth and sport), development partners (WB, ADB, and EU etc.), ITC have been developed and invest more on infrastructure that could support the program with more laboratory practice. On the other hand, the existing program, there are some fundamental courses mix in different semester since 1st semester of year 4 till the 1st semester of year 5. With the update program, all the fundamental course for chemical engineering will offer only in the 1st semester of year 4. From 2nd semester of year 4 and 1st semester of year 5, the program will shape the students to specialization such as applied advance organic chemistry in engineering, pharmaceutical and cosmetic engineering, water and waste management engineering and Agro-chemical engineering, law and regulation for Chemical Engineering. The reason that the program shapes the students to different specialization of chemical engineering is because of the specific specialization of chemical engineering (such as agro-chemical process and analysis engineering, pharmaceutical and cosmetic engineering, application of advance organic chemistry, etc.) still have very limit jobs market that could not allow to create each specialization. However, by doing this, in the future, when there is market needs on each specialization such as applied chemistry for industrial engineering, pharmaceutical and cosmetic engineering, etc. faculty could modify the program and create those specialization to fit with market.

2. PROPOSE MODIFICATION OF CURRICULUM OF CHEMICAL ENGINEERING

For the upcoming academic year, the program of chemical engineering requested to modify 23 courses in total, in which, 17 courses are modified name, duration and order between semester, 2 courses are deleted and 4 courses are added.

Table 2.1: Summary of propose modification of 23 courses in Chemical Engineering program

Gr	No.	Name of course	Current Situation				New proposal			
			C	TD	TP	Credit	C	TD	TP	Credit
I3Che-S1	1	Heat and Mass Transfer	48	0	32	4	16	32	32	3
I3Che-S2	1	Analytical Chemistry	16	32	0	2	16	16	16	3
	2	Fluid Mechanics	32	16	48	4	16	32	32	3
	3	General Microbiology	48	0	32	4	32	0	32	3
	4	Unit Operation II	16	0	0	1	16	8	24	2
	1	Chemical Reaction and Kinetics, and thermodynamics (merge thermodynamic course)	32+(48)	0	32	6	32	0	32	3
	2	Analytical and Instrument Chemistry (Move from I4 Sem2)	48	0	32	4	16	32	32	3
	3	Computing Software for Chemical Reaction (Move from I5 Sem1)	32	0	32	3	32	0	32	3
	4	Fundamental Catalyze Reaction (Move from I4 Sem2)	32	0	0	2	32	0	0	2
	5	Transport Phenomena (add LW)	48	0	0	3	32	16	16	3
	6	Industrial Chemical Process I and II (Move from I5 Sem1)	96	0	32	7	32	0	0	2
I4Che-S2	1	Materials Science (reduce course and add LW)	96	0	0	6	48	0	32	4
	2	Biochemical Progress (move from I4 Sem1)	32	0	0	2	32	0	0	2

	3	Applied organic chemistry (add new course)	48	0	32	4	48	0	32	4
	4	Water Chemistry and Waste Water Treatment Managment (change name from Water Chemistry and add more LW)	16	8	24	2	48	0	32	4
I5Che-S1	1	Automation and Control	32	0	0	2	Delete			
	2	Agro-chemical processing and analysis (add new)	0	0	0	0	48	0	32	4
	3	Law and regulation for chemical	0	0	0	0	32	0	32	3
	4	Chemistry for Cosmetics and Pharmaceutical (add new)	0	0	0	0	48	0	32	4
	5	Chemical Plant Safety and Environmental Assessment (change name from Chemical Plant)	32	0	0	2	32	0	0	2
	6	Chemical Engineering Project Management (change name from Project Management)	32	0	0	2	16	0	0	1
	7	Chemical Industrial Concept Design (add new)	0	0	0	0	32	0	0	2
	8	Chemical Engineering Seminar (change name from Seminar)	16	0	0	1	16	0	0	1

3. CURRICULUM OF THE MODIFIED PROGRAM

This curriculum is designed for an engineering degree that illustrates the whole three years program in the Chemical Engineering, Faculty of Chemical and Food Engineering from the 3rd year to 5th year.

The curriculum of the Chemical Engineering in the academic year 2023-2024 is shown below:

Table 2.2: Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	64	64	2
2	English			0	0	32	32	1
3	Statistics			16	32	0	48	2
4	Fundamental Chemistry			32	16	48	96	4
5	Physical Chemistry			16	20	12	48	2
6	Heat and Mass Transfer			16	32	32	80	3
7	Unit Operation I			16	0	0	16	1
Total for 1st semester I3				96	100	188	384	15

Table 2.3: Curriculum for 3rd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	64	64	2
2	English			0	0	32	32	1
3	Analytical Chemistry			16	16	16	48	2
4	Fluid Mechanics			16	32	32	80	3
5	Numerical Method			16	20	12	48	2
6	General Microbiology			32	0	32	64	3
7	Unit Operation II			16	8	24	48	2
Total for 2nd semester I3				96	76	212	384	15

Table 2.4: Curriculum for 4th year (I4) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Chemical Reaction, Kinetic and thermodynamics			32	0	32	64	3
4	Analytical and Instrument Chemistry			16	32	32	80	3
5	Computing Software for Chemical Reaction			32	0	32	64	3

6	Fundamental Catalyze Reaction			32	0	0	32	2
7	Transport Phenomena			32	16	16	64	3
8	Industrial Chemical process I			16	0	0	16	1
9	Internship							2
Total for 1st semester I4				160	48	176	384	19

Table 2.5: Curriculum for 4th year (I4) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Industrial Chemical process II			16	0	0	16	1
4	Material Science			48	0	32	80	4
5	Applied Organic Chemistry			48	0	32	80	5
6	Biochemical Process			32	0	32	64	3
7	Water Chemistry and waste management			48	0	32	80	4
Total for 2nd semester I4				192	0	192	384	19

Table 2.6: Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Agro-chemical processing and analysis			48	0	32	80	4
4	Law and regulation for Chemical Engineer			32	0	0	32	2
5	Chemistry for Cosmetics and Pharmaceutical			48	0	32	80	4
6	Chemical Plant Safety and Environmental Assessment (including green chemistry)			32	0	0	32	2

7	Chemical Engineering project management			16	0	0	16	1
8	Entrepreneurship			32	0	0	32	2
9	Chemical Industrial Concept Design			32	0	0	32	2
10	Chemical Engineering Seminar			16	0	0	16	1
Total for 1st semester I5				256	0	128	384	20

Table 2.7: Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Final Year Internship							9
Total for 2nd semester I5								9

ANNEXE 5. Detail proposal to create new program under faculty of Geo-resources and Geotechnical Engineering

1. BACKGROUND

Department of Geo-resources and Geotechnical Engineering was established in late 2011 to response for urgent needs for management and development of the resource's sustainability of minerals and petroleum in Cambodia. According to Prokas No. 726 of Ministry of Education Youth and Sports, Department of Geo-resources and Geotechnical Engineering has upgraded to Faculty of Geo-resources and Geotechnical Engineering, which consists of two departments, Department of Geo-resources and Geotechnical Engineering, and Department of Petroleum Engineering. However, due to narrow of job market in the field of petroleum, the Faculty of Geo-resources and Geotechnical Engineering has been implementing only one engineering program – Program of Geo-resources and Geotechnical Engineering with multidisciplinary fields, such as mining, petroleum, and geotechnical engineering. In response to the current urgent needs of human resources for the specific field of mining and petroleum engineering, and geotechnical engineering in industries and government institutions, faculty is proposing to separate the current program of "Geo-resources and Geotechnical Engineering" into two new departments namely (1) Department of Geo-resources and Petroleum Engineering and 2) Department of Geotechnical Engineering. The modification of the current program is not only providing specific and deeply competencies/skills to undergraduate students, but also support the national policy "The development of ore mineral, oil and gas, to make/develop these resources as the new sources of income and increase Cambodia's economy" and the National Policy on Mineral Resources 2018 -2028 in producing skillful human resources in the field of geo-resources to increase productivity, absorb domestic labour force and minimize the foreign specialist.

Currently, seven companies have active gold exploration licenses, all of which are in the four provinces of Monduliri, Ratanakiri, Battambang and Preah Vihear. In June 2021, Ministry of Mines and Energy (MME) issued the license for Australian mining company, Renaissance Minerals (Limited) Cambodia, as Cambodia's first commercial gold miner and has started gold refining in Keo Seima district, Monduliri Province. Cambodia has netted more than \$15 million from gold production as of end-December, which has yielded over 5.3 tonnes of gold bars – a semi-finished product that is smelted at a mine, usually at about 90 per cent purity. Renaissance will attract a total of 462 workers, including Cambodians. Cambodia expects the project to generate \$185 million per annum in pre-tax cash flow, with \$40 million from royalties and taxes transferred to the national budget from Renaissance. Furthermore, MME provided license to Delcom Campuchea Plc., to start gold extraction in Preah Vihear province in August, 2022 (Khmer Times, 2022), which is capable of producing gold around 340 kilograms per year. Thus, the annual royal income from this firm is expected at \$0.6 million. Moreover, five cement companies are operating, which can supply cement approximate 7 million tons per year that support domestic demand, and minimize the import cement. In late 2017, approximate 260 quarries of construction materials were granted the licenses with the investment approximate 5 million US dollar. In term of petroleum sector, Cambodia, 6 offshore blocks and 19 onshore blocks have been delineated for possible oil exploration. In 2019, Canadian-owned company EnerCam Resources Co Ltd received approval from the government for a 7,300sq km onshore oil and gas exploration concession (Block 8). Currently, EnerCam is also interest in Cambodia's first petroleum production in offshore block A and studying the possibility of investing in oil extraction from Cambodia's offshore Block A after the government terminated an agreement

with Singapore-based KrisEnergy Ltd. These companies have provided opportunities to our students and graduates both internship and jobs in the position of geologist, geophysicist, and engineers (mining, petroleum, geotechnics, drilling, planning, geo-environment) etc.

Furthermore, the current job market of geotechnical engineering is increasing sharply. From the past decade 2009 to 2019, 7.1% GDP growth with increasing about 2% of construction and real estate reported by World Bank, producing 220,000 jobs. In 2022, GDP of Cambodia was growth about 5.5% and will be 6.6% estimated growth in 2023. Geotechnical engineer is not only works at construction company, but mainly also work in mining industries to support soil investigation, tunnelling, retaining wall, surface and underground mines.

Current engineering program in faculty (one program only):

- Program of "Geo-resources and Geotechnical Engineering"

Propose to create new engineering program in faculty (two programs from current):

- Program of "Geo-resources and Petroleum Engineering"
- Program of "Geotechnical Engineering"

2. PROGRAM OF GEO-RESOURCES AND PETROLEUM ENGINEERING

- Name in French: Programme de Génie Géo-ressources et Pétrolier
- Name in Khmer: វិទ្យាសាស្ត្រធនធានដី និងប្រេងកាត

2.1. Program Education Objectives (PEOs)

The program of Geo-resources and Petroleum Engineering is a 5-year engineering program under the faculty of Geo-resources and Geotechnical Engineering at the Institute of Technology of Cambodia prepares students for lifetime careers as productive and innovative engineers adaptive to the new situation and emerging programs with the utmost awareness of ethical, social, and environmental concerns so that, within five years after graduation, they will:

- PEO1:** Having knowledge and competency in the Geo-resources and Petroleum Engineering field that involves activities related to the exploration and production of ore and hydrocarbons within the upstream, midstream, and downstream.
- PEO2:** Having good leadership, proactive and soft skills such as critical thinking, teamwork, team management, and project management.
- PEO3:** Possessing an interest in lifelong learning for continuous personal development.
- PEO4:** Having the high level of the right attitude, responsibility, and commitment to serve society with a strong sense of technology ethics.

2.2. Program Learning Outcomes (PLOs)

The engineering program of Geo-resources and Petroleum Engineering under the Faculty of Geo-resources and Geotechnical Engineering at ITC aims to instill in our graduates the following attributes:

A – KNOWLEDGE

PLO1: Ability to apply engineering knowledge, mathematics, physics, and chemistry in Geo-resources and Petroleum Engineering.

PLO2: Ability to design and conduct experiments, analysis, and interpretation of experimental data.

B – COGNITIVE SKILLS

PLO3: Ability to investigate complex problems related to Geo-resources and Petroleum Engineering using research-based knowledge.

PLO4: Ability to apply critical thinking skills to analyze and solve problems in engineering.

PLO5: Ability to demonstrate professional development and resources management for earth sustainability.

C – INTERPERSONAL SKILLS AND RESPONSIBILITY

PLO6: Ability to apply professionalism with ethical principal practices.

PLO7: Ability to work cooperatively on engineering projects.

PLO8: Ability to improve professional development and lifelong learning.

PLO9: Ability to demonstrate knowledge and understanding of engineering management principles and economic decision-making in a multidisciplinary environment.

D – NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND

COMMUNICATION

PLO10: Ability to apply technical communication skills in written and oral presentations with reliability.

E – PSYCHOMOTOR SKILLS

PLO11: Ability to select and apply appropriate techniques and resources for product development.

2.3. Course hours and credits

For each semester from 3rd year to 5th year, students will take about 6 to 7 courses, including languages (French and English), to fulfill about 15 to 18 credits equivalent to 384 hours.

Total credits for the program are required about 92 credits (including the final year project which is 9 credits) equivalent to 1920 class hours in total.

The credit to be equivalent to teaching hour as follow:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of the tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

2.4. Curriculum of the program

This curriculum is designed for an engineering degree that illustrates the whole three years **Geo-resources and Petroleum Engineering program** in the Faculty of Geo-resources and Geotechnical Engineering from the 3rd year to 5th year.

The curriculum of Geo-resources and Petroleum Engineering in the academic year 2023-2024 is shown below:

Table 5.1: Curriculum of Geo-resources and Petroleum Engineering

Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					64	64	2
2	English					32	32	1
3	Statistics			16	32		48	2
4	Geodesy and Surveying			32		32	64	3
5	Computer Aides Drawing (CAD)					32	32	1
6	General Geology			32			32	2
7	Fluid Mechanics			32			32	2
8	Structural Geology			32			32	2
9	Principles of Geographic Information Systems			16		32	48	2
Total for 1st semester I3				160	32	192	384	17

Curriculum for 3rd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French						32	1
2	English						64	2
3	Sedimentology and Stratigraphy						48	3
4	Rock Mechanics						64	3
5	Mineral Deposits						48	3
6	Petrology and Mineralogy						64	3
7	Geostatistics						32	2
8	Hydrogeology						32	2
Total for 2nd semester I3				224	0	160	384	19

Curriculum for 4th year (I4) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					32	32	1
2	English					32	32	1
3	Principles of Remote Sensing			16		16	32	1.5
4	Mineral Exploration			32	32		64	3
5	Applied Geophysics			32		32	64	3
6	Oil and Gas Resources Development			48			48	3
7	Geochemistry			32			32	2
8	Rock Blasting Technology			32			32	2

9	Petroleum Geology			48			48	3
Total for 1st semester I4				240	32	112	384	19.5

Curriculum for 4th year (I4) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					32	32	1
2	English					32	32	1
3	Well logging and Reservoir Evaluation			32		16	48	2.5
4	Mining Engineering			32	32		64	3
5	Geo-environment			32			32	2
6	Reservoir Engineering			32		16	48	2.5
7	Cement Production Technology			32			32	2
8	Geological Mapping			48			48	3
9	Petroleum Chemistry and Refinery			32		16	48	2.5
Total for 2nd semester I4				240	32	112	384	19.5

Note: students are compulsory to conduct internship at least 4 weeks. 2 modes of internship: i) full time at company/industry/government institution and ii) full time at ITC. Internship report is required.

Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Professional Integration					32	32	1
2	English for Work and Career: Engineering Skills					32	32	1
3	Research Methodology			32			32	2
4	Natural Gas Engineering			32			32	2
5	Mineral Processing			32		32	64	3
6	Special Course on Energy Technology (CCS)			32			32	2
7	Project Management			32	32		64	3
8	Economics Engineering			32			32	2
9	Drilling Technology			32			32	2
10	Work Safety and Ethics			32			32	2
11	Internship Report							2
Total for 1st semester I5				256	32	96	384	22

Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Final Year Project/Internship						384	9
Total for 2nd semester I5							384	9

2.5. Human Resources

Faculty of Geo-resources and Geotechnical Engineering has sufficient human resources with master and PhD holders in the field of Geo-resources and Petroleum Engineering, who were graduated from Japan, Thailand, Indonesia, Malaysia, Australia, Cambodia (Table 5.2). Furthermore, faculty has sent the future staffs to pursue master doctoral degree at partner universities in abroad (Table 5.3) which will graduate next year and two years. Based on the number of current staff and strategy plan of faculty, GGG will be capable to run the new program of Geo-resources and Petroleum Engineering.

Table 5.2: Human resources of Program of Geo-resources and Petroleum Engineering

No.	Name	Sex	Degree	University	Specialty
1	Eng Chandoeun	M	PhD	Kyushu University, Japan	Geophysics
2	Kret Kakda	M	PhD	Kyushu University, Japan	Geophysics
3	Sreu Tola	M	PhD	Kyushu University, Japan	Petroleum
4	Seang Sirisokha	M	PhD	Kyushu University, Japan	Economic Geology
5	Or Chanmoly	M	PhD	Kyushu University, Japan	Petroleum
6	Chea Samneang	M	PhD	Kyushu University, Japan	Petroleum
7	Pich Bunchoeun	M	PhD	Hokkaido University, Japan	Geo-environment
8	Pech Sopheap	F	Master	Gadjah Mada University, Indonesia	Petroleum Geology
9	Sio Sreymean	F	Master	Gadjah Mada University, Indonesia	Geological Engineering
10	Oy Kimhouy	F	Master	Gadjah Mada University, Indonesia	Geological Engineering
11	Heng Muoy Yi	F	Master	Universiti Sains Malaysia, Malaysia	Applied Geophysics
12	Vamoeurn Nimol	M	Master	The University of Melbourne,	Information
13	Heng Ratha	M	Master	Institute of Technology of Cambodia	Petroleum Geology
14	Say Sokvireak	M	Master	Gadjah Mada University, University,	Geological

Table 5.3: Future Human resources of Program of Geo-resources and Petroleum Engineering

No.	Name	Degree	Field of Study	University	Expected graduate
1	Mr. Phan Idol	Master	Mineral Processing	Kyushu University, Japan	Sept, 2023
2	Mr. Meakh Sovanborey	Master	Petroleum Engineering	Kyushu University, Japan	Sept, 2023
3	Mr. Tharn Tina	Master	Petroleum Engineering	Chulalongkorn University, Thailand	Aug, 2024
4	Mr. Buth Chitra	Master	Mining Engineering	Chulalongkorn University, Thailand	Aug, 2025
5	Mr. Syn Sak	Master	Petroleum Engineering	Curtin University, Australia	Feb, 2025

2.6. Laboratory Facilities

Faculty has 8 laboratories for supporting the research and practical class work for Program of Geo-resources and Petroleum Engineering and Program of Geotechnical Engineering (Table 5.4).

Table 5.4: Laboratory facilities and function for program at GGG

No	Name of Laboratory	Equipment	Function
1	Sample Preparation	<ul style="list-style-type: none"> - Large Scale Cutting Machine - Small Scale Cutting Machine - Precision Cutting Machine - Rock Polishing Iron Plate - Rock Polishing Glass Plate - Electric Hot Plate - Mineral Separating Machine - Stainless Mortar - Iron Motar - Ultrasonic Cleaner - Diamond Polishing machine (Big) - Diamond Polishing machine (small) - Centrifuges with rotor (Pro-Analytical) - Electric Balance - Hand Auger Equipment 	<ul style="list-style-type: none"> - Cutting, polishing, and preparing rock and soil samples - Experiment on mineral processing - Experiment on liquid and solid separating of minerals
2	X-Ray	<ul style="list-style-type: none"> - X-Ray Diffraction (XRD) - X-Ray Fluorescence (XRF) 	Minerals and chemical characterization
3	Petroleum	<ul style="list-style-type: none"> - Instructional Gravimetric Capillary Pressure System - Bench Top Liquid Permeability Measurement System - Floor Stand Manual Drill Press - Instructional Gas Permeameter - Instructional Helium Porosimeter - Univeral Strength Testing - Pressure Valum Temperature apparatus - Viscometer - Densitymeter - Gasometer - Stirrer - High precious digital scale 	Petroleum exploration, oil and gas reservoir characterization, rock and soil properties analysis
4	Geotechnics	<ul style="list-style-type: none"> - Electric Furnace - Electrical Oven - Micro-Deval Apparatus - Unconfined Compression Tester - Hydrometer Analyzer 	To support geotechnical and geo-resources investigation

		<ul style="list-style-type: none"> - Liquid Limit Apparatus (Cassagrand) - Stirrer (Oriental Motor) - Extruder - Electric Balance Big size - Agate Motar, small, medium, and large sizes - Direct shear - Unconfined compression test apparatus - Point Load Index test apparatus for rock - Oil rotary vacuum pump - Sieve and small ball mil 	
5	Microscope	<ul style="list-style-type: none"> - Binocular Polarizing Metallurgical Microscope - Trinocular Polarizing Metallurgical Microscope - Heating/Freezing Stage Apparatus (Fluid Inclusion) 	Minerals characterization
6	Computer	30 computers	Practical work on GIS, Remote sensing, Autocad
7	Nanostructure and Chemical analysis	<ul style="list-style-type: none"> - MP-AES - SEM/EDS - UV-vis 	Chemical and morphology analysis
8	Exploration Geophysics	<ul style="list-style-type: none"> - Magnetometer - Two Seismograph -48channels - Four workstations and one mobile workstation 	Geo-resources and geotechnical exploitation

1. PROGRAM OF GEOTECHNICAL ENGINEERING

- **Name in French: programme de Génie Géotechniques**

- **Name in Khmer: វិទ្យាសាស្ត្រគម្រោងស្ថានភាពដី**

3.1. Program Education Objectives (PEOs)

The Geotechnical Engineering program under faculty of Geo-resources and Geotechnical Engineering at Institute of Technology of Cambodia prepares students for lifetime careers as productive and innovative engineers adaptive to new situation and emerging programs with utmost awareness of ethical, social and environmental concerns so that, within five years after graduation, they will:

PEO1: Having knowledge and competency in Geotechnical Engineering related fields such as Shallow and Deep Foundation Design, Earth Structure Design, Soil/Rock Slope Stability Analysis, and Road and Embankment Design for professionalism.

- PEO2:** Having good leadership, proactive and soft skills such as critical thinking, teamwork, team management, and project management.
- PEO3:** Possessing the interest in lifelong learning for continuous personal development.
- PEO4:** Having the high level of the right attitude, and responsibility and committing to serve society with a strong sense of technology ethics.

3.2. Program Learning Outcomes (PLOs)

Engineering program of Geotechnical Engineering under Faculty of Geo-resources and Geotechnical Engineering at ITC aims to instill in our graduates the following attributes:

A – KNOWLEDGE

- PLO1:** Ability to apply engineering knowledge, mathematics, physics, and chemistry in Geotechnical Engineering.
- PLO2:** Ability to design and conduct of experiments, analysis and interpretation of experimental data.

B – COGNITIVE SKILLS

- PLO3:** Ability to conduct an investigation of complex problems related to Geotechnical Engineering using research-based knowledge.
- PLO4:** Ability to apply critical thinking skills to analyze and solve problems in engineering.
- PLO5:** Ability to demonstrate on professional development and entrepreneurship skill.

C – INTERPERSONAL SKILLS AND RESPONSIBILITY

- PLO6:** Ability to apply professionalism with ethical principal practices.
- PLO7:** Ability to work cooperatively in engineering projects.
- PLO8:** Ability to improve professional development and lifelong learning.
- PLO9:** Ability to demonstrate knowledge and understanding of engineering management principles and economic decision-making in multidisciplinary environment.

D – NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND COMMUNICATION

- PLO10:** Ability to apply technical communication skills in written and oral presentation with reliability.

E – PSYCHOMOTOR SKILLS

- PLO11:** Ability to select and apply appropriate techniques and resources for product development.

3. Course hours and credits

For each semester from 3rd year to 5th year, students will take about 6 to 7 courses, including languages (French and English), to fulfill about 15 to 18 credits in equivalent to 384 hours.

Total credits for the program are required about 92 credits (including final year project which is 9 credits) equivalent to 1920 class hours in total.

The credit to be equivalent with teaching hour as follow:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

4. Curriculum of the program

This curriculum is designed for engineering degree which illustrate the whole three years **Geotechnical Engineering program** in Faculty of Geo-resources and Geotechnical Engineering from 3rd year to 5th year.

Table 5.5: The curriculum of Geotechnical Engineering in academic year 2023-2024

Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					64	64	2
2	English					32	32	1
3	Statistics			16	32		48	2
4	Geodesy and Surveying			32		32		3
5	Computer Aides Drawing (CAD)					32	32	2
6	Engineering Geology			48			48	3
7	Fluid Mechanics			32			32	2
8	Soil Mechanics I			32		32	64	3
Total for 1st semester I3				160	32	192	384	18

Curriculum for 2nd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					32	32	1
2	English					64	64	2
3	Strength of Materials			32	16		48	2
4	Hydrogeology			32			32	2
5	Rock Mechanics			32		32	64	3
6	Soil Mechanics II			32		32	64	3
7	Geostatistics			32			32	2
8	Construction of Materials			48			48	3
Total for 2nd semester I3				208	16	160	384	18

Curriculum for 1st year (I4) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French				32		32	1
2	English				32		32	1
3	Structural Analysis			32	16		48	2.5
4	Applied Geophysics			32		32	64	3
5	Rock Blasting Technology			32			32	2
6	Tunnel Engineering			32	16		48	2.5
7	In-situ Geotechnical Engineering			32	16	16	63	3
8	Foundation Design and Analysis I			32	32		64	3
Total for 1st semester I4				192	80	112	384	18

Curriculum for 2nd year (I4) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French					32	32	1
2	English					32	32	1
3	Foundation Design and Analysis II			32	32		64	3
4	Slope Stability Analysis & Earth Retaining Structure			32	32		64	3
5	Mining Engineering			32	32		64	3
6	Reinforced Concrete			32	16		48	2.5
7	Deep Excavation			32	16		48	2.5
Total for 2nd semester I4				192	128	64	384	18

Note: students are compulsory to conduct internship at least 4 weeks. 2 modes of internship: i) full time at company/industry/government institution and ii) full time at ITC. Internship report is required.

Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Professional Integration					32	32	1
2	English for Work and Career: Engineering Skills					32	32	1
3	Research Methodology			32			32	2
4	Work Safety and Ethics			32			32	2
5	Computer Software for Solving Geotechnical Problems			16	16		32	1.5

6	Engineering Project Management and Development			32	16		48	2.5
7	Road Engineering			32		32	64	3
8	Ground Improvement			48			48	3
9	Engineering Entrepreneurship			32			32	2
10	Internship							2
Total for 1st semester I5				224	64	96	384	23

Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Final Year Project/Internship						384	9
Total for 2nd semester I5							384	9

3.5. Human Resources

Faculty of Geo-resources and Geotechnical Engineering has sufficient human resources with master and PhD holders in the field of Geo-resources and Petroleum Engineering, who were graduated from Japan, Thailand, Indonesia, Malaysia, Australia, Cambodia (Table 5.6). Furthermore, faculty has sent the future staffs to pursue master doctoral degree at partner universities in abroad (Table 5.7) that graduates next year and two years. Based on the number of staff and strategy plan of faculty staffs, GGG will be capable to run new program of Geotechnical Engineering.

Table 5.6: Human resources of Program of Geotechnical Engineering

No.	Name	Sex	Degree	University	Specialty
1	Boeut Sophea	F	PhD	Hokkaido University, Japan	Rock Mechanic Engineering
2	Por Sopheap	M	PhD	Chulalongkorn University, Thailand	Geotechnical Engineering
3	Horng Vuthy	M	PhD	Hokkaido University, Japan	Geotechnical Engineering
4	Kaing Sainglong	M	Master	Kyushu University, Japan	Geotechnical Engineering
5	Sieng Peou	M	Master	Ecole Nationale Supérieure des Mines de Paris, France	Geotechnical Engineering
6	Kong Sotheara	M	Master	University of the Philippines- Diliman, Philippine	Geotechnical Engineering
7	Seng Mengly	M	Master	Chulalongkorn University, Thailand	Geotechnical Engineering
8	Hong Pisith	M	Master	Tokai University, Japan	Geotechnical Engineering

Table 5.7: Future staffs of Program of Geotechnical Engineering

No.	Name	Degree	Field Study of	University	Expected graduate
1	Mr. Roeun Daro	Master	Geotechnical Engineering	Chulalongkorn University, Thailand	Aug, 2023
2	Mr. Lann Tongsan	Master	Geotechnical Engineering	Chang'an University, China	Aug, 2024
3	Mr. DOMPHOEUN Rithy	Master	Geotechnical Engineering	International Institute of Technology, Thammasat, Thailand	Aug, 2023

ANNEXE 6. Detail of establish of new program namely “Materials Science and Engineering” under Faculty of Geo-resources and Geotechnical Engineering

1. BACKGROUND

Engineering degree of Materials Science and Engineering program will be established with accordance to the improvement trend of industry in Cambodia. In conjunction with fourth phase of rectangular strategy and industrial development policy 2015-2025 of Cambodian government, human resources in Materials Science and Engineering are being one of important factors. Materials science and engineering with modern production and engineering are the priorities science and technology domains stated in the Science, Technology and Innovation Roadmap 2030 (The STI Roadmap 2030). With current development in Cambodia, there 48 special economic zones with more than 95 companies/industries (ODC). In this last decade, many big industries started moving to Cambodia. There are 3 car-tire factories with capital of about 1,000 million USD, one is operating its tire production line, one is planning to finish their construction in coming May 2023 and the last one will start operation soon. Rubber is one of the major productions to support Cambodian economic. Cambodia produces raw rubber increasing to about 340, 000 tonnes in 2020. There are 8 automobile assembly factories (Table 7.1), among which Toyota assembly plant was agreed by both Prime Ministers, Cambodia and Japan, on 28th September 2022 to establish soon in Cambodia. With about 3 decades present in Cambodia, garments factories are one of the major industries and produces huge job opportunities.

Table 6.1: Car assembly companies in Cambodia

No	Company name	Budget (million \$)	Job opportunities
1	Hyundai-KH Motor	-	-
2	International VCV Industry	4.07	820
3	Daehan	-	-
4	PMA Automotive (Cambodia) Co, LTD	21	441
5	EM Automobile Co., LTD	16.3	515
6	K (Cambodia) Co., LTD	7.3	166
7	GTV Motor Co., LTD	15.6	738
8	Toyota Tsusho Manufacturing (Cambodia) Co., LTD	36.7	150

Ceramic production in 2021, Cambodia imports from many countries such as China, Switzerland, Thailand, Spain and Hong Kong with total budget of about USD 179.46 million according to the United Nations COMTRADE database on international trade. There are many industries are working on brick production for building construction as Cambodia is abundance in clay. Most brick kilns are found in province next to river such as Kandal province, Kampong Chhnang province, and so on. Ceramic tile, decoration brick and other ceramic applications are very potential for local use with alignment of blooming of construction site in the country. However, the knowledge for ceramic tile and glazing technique are still limited. Cambodia is also full of sand resources from both river and sea. Sand is another potential material for using in concrete, cement and glass production. Ministry of Mines and Energy reported that in 2020 and 2021, total sand from Mekong and Bassac rivers was about 23 million cubic meter used for construction purposes. Moreover, Cambodia had supplies huge cubic meter (about 72 million tonnes) of sea sand to Singapore. Several students from Faculty of Geo-resources and Geotechnical Engineering of ITC had studied the quality of Cambodian sand from Sihanouk ville. The studies showed good quality of sand with less iron oxide, that possible for glass production. With the fast increasing of these industries, Cambodia will need huge number of human resources with materials science and engineering knowledge to support such a fast growth in the next 5 years.

2. PROGRAM OF MATERIALS SCIENCE AND ENGINEERING

- Name in French: Programme de Science et Génie des Matériaux

- Name in Khmer: វិស័យវិស្វកម្ម និងវិទ្យាសាស្ត្រសម្ភារៈ

2. 1. Program Education Objectives (PEOs)

The Materials Science and Engineering program under faculty of Geo-resources and Geotechnical Engineering at Institute of Technology of Cambodia prepares students for lifetime careers as productive and innovative engineers adaptive to new situation and emerging programs with utmost awareness of ethical, social and environmental concerns so that, within five years after graduation, they will:

- PEO1:** Having knowledge and competency in Materials Science and Engineering related fields such as development of metallurgical materials, ceramics and polymers for professionalism.
- PEO2:** Having good leadership, pro-active and soft skills such as critical thinking, team work, team management.
- PEO3:** Possessing interest in lifelong learning for continuous personal development.
- PEO4:** Having high level of the right attitude, responsibility and committing to serve society with a strong sense of technology ethics.

2.2. Program Learning Outcomes (PLOs)

Engineering program of Materials Science and Engineering under faculty of Geo-resources and Geotechnical Engineering at ITC aims to instill in our graduates the following attributes:

A – KNOWLEDGE

PLO1: Ability to apply engineering knowledge, physics, chemistry and mathematics in Materials Science and Engineering.

PLO2: Ability to design and conduct of experiments, analysis and interpretation of experimental data.

B – COGNITIVE SKILLS

PLO3: Ability to conduct an investigation of complex problems related to Materials engineering using research based knowledge.

PLO4: Ability to apply critical thinking skills to analyze and solve problems in engineering.

PLO5: Ability to demonstrate on professional development and entrepreneurship skill.

C – INTERPERSONAL SKILLS AND RESPONSIBILITY

PLO6: Ability to apply professionalism with ethical principle practices.

PLO7: Ability to work cooperatively in engineering projects.

PLO8: Ability to improve professional development and lifelong learning.

PLO9: Ability to demonstrate knowledge and understanding of engineering management principles and economic decision-making in multidisciplinary environment.

D – NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND COMMUNICATION

PLO10: Ability to apply technical communication skills in written and oral presentation with reliability.

E – PSYCHOMOTOR SKILLS

PLO11: Ability to select and apply appropriate techniques and resources for product development.

2.3. Course hours and credits

For each semester from 3rd year to 5th year, students will take about 7 to 8 courses, including languages (French and English), to fulfill about 15.5 to 20 credits in equivalent to 384 hours.

Total credits for the program are required about 97 credits (including final year project which is 9 credits) equivalent to 1920 class hours in total.

The credit to be equivalent with teaching hour as follow:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

2.4. Curriculum of the program

This curriculum is designed for engineering degree which illustrate the whole three years **Materials Science and Engineering program** in Faculty of Geo-resources and Geotechnical

Engineering from 3rd year to 5th year. Curriculum of Materials Science and Engineering in academic year 2023 -2024.

Table 6.2: Curriculum of Materials Science and Engineering

Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Statistics			32	16		48	2.5
2	French			0	0	64	64	2
3	English			0	0	32	32	1
4	Introduction to Materials Engineering			48	0	0	48	3
5	Computer aided drawing I			16	32	0	48	2
6	Materials properties			48	0	0	48	3
7	Materials Characterization Technique			16	0	32	48	2
8	Thermodynamics of materials			48	0	0	48	3
Total for 1st semester I3				208	48	128	384	18.5

Curriculum for 3rd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	64	64	2
3	Strength of materials			32	32	0	64	2
4	Polymer science and technology			48	0	32	80	3

5	Ceramic science and technology			48	0	0	48	3
6	Glass science and Technology			48	0	32	80	4
7	Computer aides drawing II (Solid work)			16	16	0	32	1.5
Total for 2nd semester I3				176	48	160	384	15.5

Curriculum for 4th year (I4) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Ceramic Fabrication			16	0	32	48	2
4	Ceramic characterization			16	0	32	48	2
5	Polymer characterization			16	0	32	48	2
6	Metal Processing Technology			32	0	32	64	3
7	Corrosion in Metal			32	32	0	64	3
8	Finite Element Analysis			16	32	0	48	2
Total for 1st semester I4				128	64	192	384	16

Curriculum for 4th year (I4) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Rubber technology and characterization			32	0	32	64	3
4	Latex technology and characterization			32	0	32	64	3

5	Surface Technology			32	0	32	64	3
6	Textiles science and technology			32	16	0	48	2.5
7	Failure Analysis			32	16	0	48	2.5
8	Introduction to Composites Materials			32	0	0	32	2
Total for 2nd semester I4				192	32	160	384	18

Note: students are compulsory to conduct internship at least 4 weeks. 2 modes of internship: i) full time at company/industry/government institution and ii) full time at ITC. Internship report is required

Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	French			0	0	32	32	1
2	English			0	0	32	32	1
3	Quality Control of Textiles			32	0	32	64	3
4	Metal Joining Technology			32	0	32	64	3
5	Engineering Entrepreneurship			32	0	0	32	2
6	Safety Engineering			32	0	0	32	2
7	Materials Selection and Design			32	32	0	64	3
8	Engineering Economics			32	0	0	32	3
9	Research Methodology			32	0	0	32	2
10	Internship			-	-	-	-	2
Total for 1st semester I5				224	32	128	384	22

Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Final Year Project/Internship						384	9
Total for 2nd semester I5							384	9

2.5. Human Resources

Under Faculty of Geo-resources and Geotechnical Engineering (GGG), new Program of Materials Science and Engineering (MSE) is proposed for establishment. The Program of Materials Science and Engineering has sufficient human resources with master and PhD holders in the field of Materials Science and Engineering, who graduated from Japan, Thailand, Malaysia, Indonesia and Cambodia (Table 6.3). Currently, MSE has 14 staffs including 4 female staffs. Among 14 staffs, MSE has 3 official staffs and 11 contract staffs. Furthermore, faculty has sent the future staffs to pursue master and PhD degree at partner universities in abroad (Table 6.4) that graduates next year and two years. Based on the number of staff and strategy plan of faculty staffs, GGG will be capable to run new program of Materials Science and Engineering.

Table 6.3: Human resources of Program Materials Science and Engineering

No.	Name	Sex	Degree	University	Specialty
1	Yos Phanny	M	PhD	Kyushu University (Japan)	Polymer, Natural Rubber and Latex
2	Kry Nallis	F	PhD	Universiti Sains Malaysia (Malaysia)	Polymer composites Engineering
3	Bun Kimngun	M	PhD	Universiti Sains Malaysia (Malaysia)	Ceramic Engineering
4	Hin Raveth	M	PhD	INSA de Rennes (France)	Ceramic/Glass Engineering
5	To Dara	M	PhD	Yokohama National University (Japan)	Metallurgical Engineering
6	Liv Yi	M	PhD	Girona University (Spain)	Composites Material Engineering

7	Sreng Laymey	F	Master	Institute of Technology of Cambodia (Cambodia)	Polymer, Natural Rubber and Latex
8	Aun Srean	F	Master	Chulalongkorn University (Thailand)	Polymer, Thermoplastic
9	Chea Monyneath	F	Master	Chulalongkorn University (Thailand) Nagaoka University of Technology (Japan)	Ceramic Engineering
10	Hong Piseth	M	Master	Tokai University (Japan)	Geotechnical Engineering
11	Seab Piseth	M	Master	Gadjah Mada University (Indonesia)	Metallurgical Engineering
12	Chhoun Bora	M	Master	Gadjah Mada University (Indonesia)	Metallurgical Engineering
13	Pich Yanghav	M	Master	Institute of Technology of Cambodia (Cambodia)	Metallurgical Engineering
14	Den Rithy	M	Master	Gadjah Mada University (Indonesia)	Metallurgical Engineering

Table 6.4: Future staffs of GGG for Program Materials Science and Engineering

No.	Name	Degree	Field of Study	University	Expected graduate
1	Mr. Yann Theara	Master	Thermoplastic for packaging	Chulalongkorn University, Thailand	2024
2	Mr. Phann Panhaneath	Master	Natural fiber composites polymer	Chulalongkorn University, Thailand	2024
3	Ms. Pen Linda	Master	Ceramic/Glazing	Chulalongkorn University, Thailand	2024

4	Ms. Moeun Vicheka	Master	Metallurgical Engineering	Chulalongkorn University, Thailand	2024
5	Mr. Chann Socheata	Master	Glass Engineering	Institute of Technology of Cambodia, Cambodia	2024
6	Mr. Heng Kimhong	PhD	Glass Engineering	Institute of Technology of Cambodia, Cambodia	2024

2.6. Laboratory Facilities

Program of Materials Science and Engineering has 8 laboratories for supporting the research and practical class work (Table 6.5). Rubber processing laboratories was setup with support from Higher Education Improvement Project (HEIP) with capability of rubber compounding with physical and mechanical analysis. Latex processing laboratory was setup with budget from HEIP and Government budget. It provides opportunities for researchers and students to prepare various types of latex applications and properties analysis. Plastic processing laboratory consists of extruder, shredder, hot pressed machine and universal tensile machine. Furthermore, ceramic laboratory, glass processing and strengthen laboratory and materials laboratory are also used for all research and practical work. In future, MSE wishes to improve its laboratories by expecting various priority equipment as listed in Table 6.6.

Table 6.5. Laboratory facilities and function for MSE

No	Name	Equipment	Function	Person in charge
1	Rubber Processing lab (HEIP)	<ul style="list-style-type: none"> - Two-roll mills - Rheometer - Mooney viscometer - Rebound resilience - Vulcanizing machine - Hardness tester (shore A and D) - Air oven - De-Mattia fatigue - Sample cutter set 	Rubber compounding with physical and mechanical analysis	Ms. Sreng Laymey and Dr. Yos Phanny

		- Compression set		
2	Latex Processing lab (HEIP + Government PB)	<ul style="list-style-type: none"> - Stirrer motors - Whipping motors - Ceramic plate - Ceramic glove mold - Foaming mold - Hardness tester (shore A0) 	Preparing various types of latex applications and properties analysis	Dr. Yos Phanny and Ms. Sreng Laymey
3	Plastic processing lab (UNESCO)	<ul style="list-style-type: none"> - Shredder - Extruder - Hot pressed - Tensile tester 	Mixing, pressing and properties analysis	Dr. Chan Sarin
4	Ceramic Processing lab (HEIP)	<ul style="list-style-type: none"> - Oven - Furnace with temperature speed control (1500 °C) - Plaster mold - Three-point bending - Four-point bending - Compression 	Ceramic sample preparation and properties analysis	Ms. Chea Monyneath
5	Glass Processing lab (HEIP)	<ul style="list-style-type: none"> - Drop test - Kiln for glass strengthening 	Glass strengthening preparation and properties analysis	Dr. Hin Raveth
6	Materials Lab (GIM)	<ul style="list-style-type: none"> - Micro-hardness tester - Torsion machine - Furnace - Charpy pendulous - Microstructure machine 	Metal properties testing and plastic sample production through 3D printing	Ms. Mut Mesa

		<ul style="list-style-type: none"> - Universal Tensile machine - Extruder - 3D Printer - Polishing 		
7	XRD and XRF lab (JICA)	<ul style="list-style-type: none"> - Table top XRD - XRF 	Chemical and mineral analysis	Dr. Bun Kimngun
8	Nanostructure and Chemical analysis lab (JICA-LBE)	<ul style="list-style-type: none"> - MP-AES - SEM/EDS - UV-vis 	Chemical and morphology analysis	Dr. Yos Phanny and Ms. Heng Muoyyi

Table 6.6. Future priority equipment for laboratories capacity improvement

No	Equipment	Remark
1	Rubber internal mixer	Supporting rubber processing
2	Rubber extruder	Supporting rubber processing
3	Auto-clave for rubber vulcanization	Supporting rubber processing
4	Water bath	Supporting latex processing
5	Latex mechanical stability test	Supporting latex processing
6	Latex viscosity test	Supporting latex processing
7	Latex volatile test	Supporting latex processing
8	FTIR	Supporting property analysis
9	STR	Supporting property analysis
10	DSC	Supporting property analysis

11	TGA	Supporting property analysis
12	Plastic internal mixers	Supporting plastic processing
13	Plastic two-roll mill	Supporting plastic processing
14	Plastic blow molding	Supporting plastic processing
15	Plastic extruders	Supporting plastic processing
16	Plastic thermal forming	Supporting plastic processing
17	Sand cast equipment set	Supporting metal processing
18	Metal fatigue test	Supporting property analysis
19	Furnace for metal melting	Supporting metal processing
20	Furnace for glass processing	Supporting glass processing
21	Textile pigment dying	Supporting property analysis
22	Fire test	Supporting property analysis
23	Textile hardness	Supporting property analysis
24	Yarn test	Supporting property analysis
25	Textile color test	Supporting property analysis

ANNEXE 7. Detail of proposed modification of Architectural Engineering program of Faculty of Civil Engineering

1. BACKGROUND

Faculty of Civil Engineering Department (FCE): The faculty has set the strategy for the development of the 3 departments as follow such as increasing number of students, creating new programs. For the department of civil engineering GCI has set the number of enrolled students to be at year 3 and the department of transportation and infrastructure has commitment to cooperate with foreign universities and ministry in teaching and learning in order to make students well formed in the fields. More cooperation will be concluded with French institutions. The department GAR is running a project of human resources management and expected to get 3 Ph. D staff at the end of year 2024 now GAR is working on the curriculum improvement to allow students more skill and competences. At the same time, group of researchers agree to join and propose a research unit "Building Designs and Built Environment". The documents are submitted to RIC. The new improved curriculum with the research unit approved will let GAR to propose a master program and Ph. D. program of architecture

Architectural engineering department has got cooperation with university of Liège and currently operate a project for development since 2020. 3 future teaching staff of the department are being formed by do their Ph. D in co-direction of Uliège and ITC. In perspective to improve the curriculum to make education more effective, discussions were made between GAR and professors and researchers of architectural engineering in Uliège Prof. Dr. Pierre Leclercq, Dr. Calixte Xaviera, we concluded the following proposed curriculum. The improvement of curriculum in this engineering degree will be shown in table 3.

2. PROPOSE MODIFICATION OF CURRICULUM OF ARCHITECTURAL ENGINEERING

For the upcoming academic year, the program of architectural engineering requested to modify 17 courses in total, in which, 14 courses are modified duration and shift among Course (C), Tutorial (TD) and Practice (TP), 2 courses are deleted and 1 course is added.

Table 7.1: Summary of propose modification of 17 courses in GAR

Gr	No.	Name of course	Current Situation				New proposal			
			C	TD	TP	Credit	C	TD	TP	Credit
I3GAR-S1	1	Architectural Design Workshop I	16	32	0	2	16	0	32	2
	2	Sketching and Color	16	32	0	2	0	32	0	1
	3	Ornaments and Elements of Khmer Architecture	16	32	0	2	0	32	0	1
	4	Statistics	16	32	0	2	Delete			

I3GAR-S2	1	Architectural Design Workshop II	32	32	0	3	16	0	64	3
	2	Informatics (MATLAB)	16	16	0	1.5	Delete			
	3	Surveying	32	0	0	2	0		32	1
	4	Technical Elements of Architecture (TCB1)	New				32	0	0	2
I4GAR-S1	1	Architectural Design Workshop III	32	32	0	3	16	0	64	3
	2	Reinforced concrete	16	32	0	2	0	32		1
	3	Building Construction Technology	32	0	0	2	16	0	0	1
	4	Landscape Architecture	32	32	0	3	32	0	32	3
I4GAR-S2	1	Architectural Design Workshop IV	32	32	0	3	16	0	64	3
	2	Interior Design	32	32	0	3	16	0	32	2
	3	Computer Graphic Design II (3Ds Max)	16	32	0	2	32	0	32	3
I5GAR-S1	1	Architectural Design Workshop V	32	32	0	3	16	0	64	3
	2	Thesis Writing and Methodology	32	0	0	2	16	0	0	1

3. CURRICULUM OF THE PROGRAM

This curriculum is designed for an engineering degree that illustrates the whole three years program in the Architectural Engineering, Faculty of Civil Engineering from the 3rd year to 5th year.

The curriculum of the Architectural Engineering in the academic year 2023-2024 is shown below:

Table 7.2: Curriculum of Architectural Engineering

Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Anglais	GARI31LAN		0	0	32	32	1
2	Français	GARI31LFR		0	0	64	64	2

3	Atelier d'Architecture I (Maison traditionnelle)	GARI31ATA		16	0	32	48	2
4	AutoCAD	GARI31AUC		0	32	0	32	1
5	Croquis et Couleur	GARI31CRC		0	32	0	32	1
6	Géométrie Descriptive	GARI31GED		32	0	0	32	2
7	Histoire de l'Architecture Khmer	GARI31HAK		32	0	0	32	2
8	Matériaux de construction	GARI31MDC		16	0	32	48	2
9	Ornement et Eléments de l'Architecture Khmer	GARI31OEK		0	32	0	32	1
10	Théorie general de d'Architecture	GARI31THA		32	0	0	32	2
Total for 1st semester I3				128	96	160	384	16

Curriculum for 3rd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Anglais	GARI32LAN		0	0	64	64	2
2	Français	GARI32LFR		0	0	32	32	1
3	Atelier d'Architecture II (Bioclimatique)	GARI32ATA		16	0	64	80	3
4	Dessin par Ordinateur I (Sketch-Up)	GARI32DPO		16	32	0	48	2
5	Histoire d'Architecture Mondiale	GARI32HAM		16	0	0	16	1
6	Résistance des Matériaux	GARI32RDM		32	16	16	64	3
7	Topographie	GARI32TOP		0	0	32	32	1
8	Thermique de Batiment	GARI31TBM		16	0	0	16	1
9	Élément technique d'architecture (TCB1)	GARI32TCB		32	0	0	32	2
10	Stage de fin I3 et Rapport	GARI41SFR						2
Total for 2nd semester I3				128	48	208	384	18

Curriculum for 4th year (I4) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Anglais	GARI41LAN		0	0	32	32	1
2	Français	GARI41LFR		0	0	32	32	1

3	Analyse des structures	GARI41ADS		16	32	0	48	2
4	Atelier d'Architecture III (Bâtiment monofonctionnel)	GARI41ATA		16	0	64	80	3
5	Béton armé	GARI41BEA		0	32	0	32	1
6	Construction métallique	GARI41COM		32	0	0	32	2
7	Electricité du bâtiment	GARI41EDB		16	0	0	16	1
8	Installation Sanitaire	GARI41INS		16	0	0	16	1
9	Système d'Information Geographique (GIS)	GARI41GIS		16	0	0	16	1
10	Technologie du batiment	GARI41TDB		16	0	0	16	1
11	Architecture du Paysage	GARI41ADP		32	0	32	64	3
Total for 1st semester I4				160	64	160	384	17

Curriculum for 4th year (I4) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Anglais	GARI42LAN		0	0	32	32	1
2	Français	GARI42LFR		0	0	32	32	1
3	Atelier d'Architecture IV (Projet intégré)	GARI42ATA		16	0	64	80	3
4	Décoration intérieur	GARI42DIN		16	0	32	48	2
5	Règlementation d'Urbanisme et Droit	GARI42RUD		32	0	0	32	2
6	Mécanique des Sols	GARI42MDS		32	0	0	32	2
7	Urbanisme I	GARI42URB		16	32	0	48	2
8	Voirie et reseaux divers	GARI42VRD		16	0	0	16	1
9	Dessin par Ordinateur II (BIM)	GARI42DPO		32	0	32	64	3
Total for 2nd semester I4				160	32	192	384	17

Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Anglais	GARI51LAN		0	0	32	32	1
2	Module d'Insertion Professionnelle	GARI51LFR		0	0	32	32	1

3	Atelier d'Architecture V (Masterplan)	GARI51ATA		16	0	64	80	3
4	Béton Précontraint	GARI51BPR		32	0	0	32	2
5	Construction en Bois	GARI51COB		16	0	0	16	1
6	Métre	GARI51MET		16	0	0	16	1
7	Méthodologie de Recherches et Rédaction de These	GARI51MRT		16	0	0	16	1
8	Gestion de Projet	GARI51GES		16	32	0	48	2
9	Pratique Professionnel	GARI51PRA		16	32	0	48	2
10	Stabilité des Batiment de Grande Hauteur	GARI51SBG		16	0	0	16	1
11	Urbanisme II	GARI51URB		16	0	32	48	2
Total for 1st semester I5				160	64	160	384	17

Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Cour	TD	TP	Total	Credit
1	Stage et Soutenance de Thèse	GARI52SST						9
Total for 2nd semester I5								9

ANNEXE 8. Detail of proposed modification of Engineering Program in Data Science

1. BACKGROUND

The engineering program of Data Science is a 5-year program established in 2021 and begin its operation from academic year 2021-2022. Through the Higher Education Improvement Project (HEIP), the program was evaluated by two external experts Prof. Michel Verleysen (Université catholique de Louvain, Belgium) from 3-6 February 2023 and Prof. Aida Suraya Md. Yunu (Universiti Putra Malaysia, Malaysia) on 3 March 2023. The program was evaluated as "Overall Satisfactory" from both panels. However, there are some aspects shall be improved as following:

- More practical works on data analysis should be provided to students
- Data analysis and image processing should be introduced
- Course content and syllabus should be improved
- Order of some courses are needed to re-ordered
- **Human Resources:**
 - Recruit 4 new staffs who are graduated in the field of Data Science and Computer Science
 - Host series of up-skill training for department's staffs to effectively improve the course content and teaching method
- **Program Marketing:** boost the visualization of the program by
 - Host annual promotional events with industry engagement
 - Develop attractive brochures and other promotion materials for both online and offline campaign
 - Work closely with all relevant stakeholders to promote internships, research collaboration, training seminar on soft skills and other practical skills.

2. PROPOSE MODIFICATION OF CURRICULUM OF ENGINEERING PROGRAM IN DATA SCIENCE

For the upcoming academic year, the Engineering program in Data Science requested to modify 17 courses in total, in which, 4 courses are deleted, 4 courses are newly added, and 9 courses are modified name and reorder.

Table 5.1: Summary of propose modification of 11 courses:

Gr	No.	Name of course	Current Situation				New proposal			
			C	TD	TP	Credit	C	TD	TP	Credit
I3AMS-S1		Object-Oriented Programming	32	0	32	3	16	0	32	2
		Introduction to Data Science	New				16	0	32	2
	2	Advance Probability	48	0	0	3	Delete			

I3AMS-S2	3	Topology and Differential Calculus	48	0	0	3	Delete			
	4	Introduction to Machine Learning	Move from Semester 1 of Y5				32	0	32	3
I4AMS-S1	1	Artificial Intelligent	New				32	0	32	3
	2	Data Ethics and Privacy	New				32	0	32	3
	3	Graph Theory	Modify name and move from semester 2 of Y4				32	0	32	3
	4	Stochastic Processes	32	0	32	3	Delete			
	5	Operation Research	32	32	0	3	Delete			
I4AMS-S2	1	Time Series Analysis and Forecasting	32	16	16	3	Move to semester 1 of Y5			
	2	Economics for Engineers	Move from semester 1 of Y4				32	0	0	2
	3	Data Visualization	New				32	0	32	3
I5AMS-S1	1	Project Management	Modify name from IT Project Management				32	0	0	2
	2	IT Project Management	32	0	0	2	Modify name to Project Management			
		Introduction to Machine Learning	32	0	32	3	Move to semester 2 of Y3			
	3	Time Series Analysis and Forecasting	Move from Semester 2 of Y4				32	16	16	3

3. CURRICULUM OF THE PROGRAM

This curriculum is designed for an engineering degree that illustrates the whole three years program in the Engineering Program in Data Science, Faculty of Electrical Engineering from the 3rd year to 5th year.

The curriculum of the Engineering Program in Data Science in the academic year 2023-2024 is shown below:

Table 5.2: Curriculum for 3rd year (I3) semester 1:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Statistics	AMSI31STA		16	32	0	48	2
2	Object-Oriented Programming	AMSI31OOP		16	0	32	48	2
3	Mathematical Modeling	AMSI31MAM		16	32	0	48	2
4	Introduction to Data Science	AMSI31IDS		16	0	32	48	2
5	Discrete Mathematics	AMSI31DIS		32	0	0	32	2
6	Optimization	AMSI31OPT		32	32	0	64	3
7	French	AMSI31FRA		0	0	64	64	2
8	English	AMSI31ANG		0	0	32	32	1
Total for 1st semester I3				128	96	160	384	17

Table 5.3: Curriculum for 3rd year (I3) semester 2:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Numerical Analysis	AMSI32NUM		32	0	32	64	3
2	Introduction to Machine Learning	AMSI32IML		32	0	32	64	3
3	Database	AMSI32DAT		16	16	16	48	2
4	Computer Programming in Data Science	AMSI32PDS		16	0	32	48	2
5	Introduction to Networks	AMSI32INN		32	0	0	32	2
6	Minor project	AMSI32MPR		0	0	32	32	1
7	French	AMSI32FRA		0	0	32	32	1
8	English	AMSI32ANG		0	0	64	64	2
Total for 2nd semester I3				128	16	240	384	16

Table 5.4: Curriculum for 4th year (I4) semester 1:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Graph Theory	AMSI42GRT		16	0	16	32	2
2	Artificial Intelligent	AMSI41AIN		32	0	32	64	3
3	Statistical Models/Regression Analysis	AMSI41STM		32	0	32	64	3
4	Ethics and Data Privacy	AMSI41EDP		32	0	32	64	3
5	Operating Systems	AMSI41OSY		32	16	16	64	3
6	French	AMSI41FRA		0	0	32	32	1
7	English	AMSI41ANG		0	0	32	32	1
Total for 1st semester I4				128	16	240	384	16

Table 5.5: Curriculum for 4th year (I4) semester 2:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Economics for Engineers	AMSI42GRT		32	0	0	32	2
2	Introduction to Parallel and Distributed Programming	AMSI42IPD		32	0	32	64	3
3	Probabilistic Graphical Models	AMSI42PGM		32	16	16	64	3
4	Data Visualization	AMSI52DVI		32	0	32	64	3
5	Large-scale Distributed System (Cloud Computing)	AMSI42LDS		32	0	16	48	2.5
6	Database Design and Administration	AMSI42DDA		32	0	16	48	2.5
7	Major Project (or Internship)	AMSI42INT		0	0	0	0	3
8	French	AMSI42FRA		0	0	32	32	1
9	English	AMSI42ANG		0	0	32	32	1
Total for 2nd semester I4				192	16	176	384	21

Table 5.6: Curriculum for 5th year (I5) semester 1:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Project Management	AMSI51IPM		32	0	0	32	2
2	Programming for Data Science	AMSI51PDS		32	0	32	64	3
3	Information Retrieval Web Analytics	AMSI51IRW		32	0	32	64	3
4	Exploratory Data Analysis and Unsupervised Learning	AMSI51EDA		16	16	16	48	2
5	Time Series Analysis and Forecasting	AMSI42TSA		32	16	16	64	3
6	Natural Language Processing	AMSI51NLP		48	0	0	48	3
7	French	AMSI51FRA		0	0	32	32	1
8	English	AMSI51ANG		0	0	32	32	1
Total for 1st semester I5				192	32	160	384	18

Table 5.7: Curriculum for 5th year (I5) semester 2:

No.	Name of subject	Code	Instructor	Course	TD	TP	Total	Credit
1	Final Year Internship	AMSI52FYI						9
Total for 2nd semester I5								9

ANNEXE 9. Detail of establishment of new international program namely “Engineer’s Degree of Software Engineering (SE)”- 5 years program under department GIC

1. BACKGROUND

The Engineering Program in Software Engineering will be established according to the improvement trend of industry in Cambodia. In conjunction with the fourth phase of rectangular strategy and industrial development policy 2015-2025 of the Cambodian government, human resources in Software Engineering are being one of important factors. Software Engineering is the priorities science and technology domains stated in the Science, Technology and Innovation Roadmap 2030 (The STI Roadmap 2030).

The research study is conducted by CDRI in collaboration with CADT to assess current and future demand for and supply of digital and ICT skills. The quantitative analysis of the study relied on two surveys: firms (formally registered with MPTC or Ministry of Commerce, or both) and students/graduates. 202 owners/managers over 300 sample firms were interviewed. 1022 students and graduates from higher education and technical vocational education and training (TVET) respondents were interviewed.

The following finding were observed:

- Business in ICT and the employment opportunities are thriving, particularly in the last decade. The top five services or product ICT firms have offered include: (1) retail sales and maintenance of ICT devices, (2) software, application and ICT system, (3) graphic and multimedia design, (4) network, telecommunication, and internet, and (5) digital marketing. Other emerging services and products include: cloud services, data management system, and financial technology (fintech).
- Almost all sample firms are optimistic that their demand for ICT-related skills and occupations will increase in the next two years at an average rate of 30 percent per annum. ICT firms are more positive in their future hiring of ICT positions at an average rate of 40 percent between 2021 and 2022, compared to 20 percent for non- ICT firms. Occupations that the interviewed employers expected to hire for in the future include ICT sales professionals, software and application developers, e-marketing professionals, and web developers and programmers.
- ICT graduates have higher employment opportunities with relatively higher wage premiums to those of non-ICT graduates with similar levels of education, experience, and other socio-economic characteristics, at least in the short term. The average wage premium of graduates with ICT majors is estimated at around 10 percent, with a 95 percent confidence interval.

In the finding, it clearly states the thriving ICT business. And software and application development are the second service or product after the technical sale (which also required ICT skills), thus the high occupation opportunities and premium wage compared to other non-ICT occupations.

Based on the potential, the Department of Information and Communication would like to establish the Engineering Program in Software Engineering (SE). The program aims at promoting the software engineering field in Cambodia on the international stage and increasing job and research opportunities for local and international students. The university partner supporting

the program is Curtin University in Australia and Malaysia. Therefore, the Internal Program is recognized by Australia and Malaysia.

2. ENGINEERING PROGRAM IN SOFTWARE ENGINEERING

2.1. Program Structure

The Engineering Program in Software Engineering is designed to be flexible with a total of five years (2 years of foundation + 3 years of degree program).

➤ Foundation Program

The 1st year of Foundation Program is the Pre-degree Foundation Program by applying the curriculum of Curtin University in 1 year at ITC. This one-year international foundation studies includes two semester courses in Foundation Engineering and Science.

The Foundation of Engineering and Science prepares students for undergraduate study in Engineering and Science and Information Technology. In addition to several units that are common to all foundation courses, students study units in Engineering Mathematics, Physics and Chemistry and Programming in C++. The courses are aimed at developing academic diligence, critical analysis, and a raft of generic skills in students. They provide a solid foundation for the students to adapt to university education more confidently, both in terms of level and style of education.

Students who obtain satisfactory results are eligible for either admission to a range of undergraduate courses offered in the Faculty of Engineering/Science at any Curtin campus (Malaysia, Perth-Australia, Singapore, etc) or admission to other international programs at ITC (see Figure 1).

The course structure of 1 years Pre-degree Foundation in both Engineering and Science stream is shown in tables below. Student who successfully completed the Pre-degree Foundation Program in 1 years at ITC are eligible to pursue undergraduate study offered in any Curtin campus (see in Table 1) and other international programs at ITC (see Figure 1).

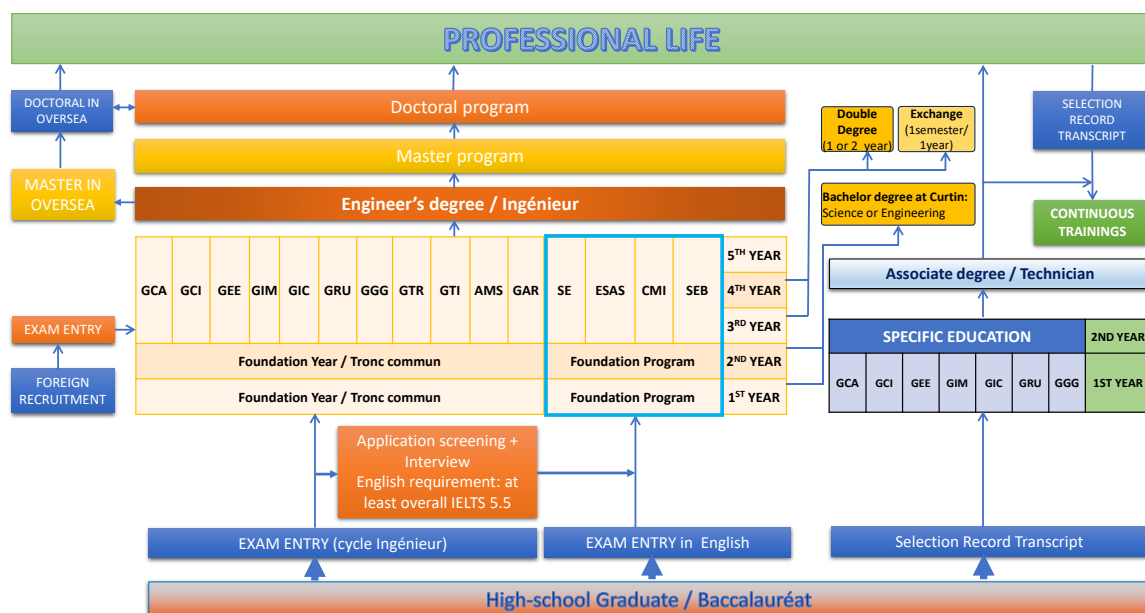


Figure 1 Learning chart of Foundation Program and all international programs at ITC

Table 1 Course structure of pre-degree foundation program

Engineering Stream		Science Stream	
Unit Offered		Unit Offered	
Semester 1	Semester 2	Semester 1	Semester 2
Effective Communication Skills	Engineering Mathematic II	Effective Communication Skills	Engineering Mathematics II
Engineering Mathematic I	Chemistry for Engineering	Engineering Mathematic I	Writing and Research Skills
Programming C++	Physics for Engineering II	Programming C++	Business Information Technology
Physic for Engineering I	Writing and Research Skills	Physic for Engineering I	Introduction to Business Studies
History		History	

Pathway to degree at Curtin	Bac. of Computing (Software Engineering/Cyber Security)	Pathway to degree at Curtin	Bac. of Technology (Computer system & networking)
	Bac. of Civil and Construction Engineering		Bac. of Applied science (Construction management)
	Bac. of Electrical and Electronic Engineering		Bac. of Science (Applied geology)
	Bac. of Mechanical Engineering	Pathway to degree at ITC	Engineer's Degree of Software Engineering
	Bac. of Chemical Engineering		Engineer's Degree of Electronics and Smart Automation Systems
	Bac. of Mechatronic Engineering		Engineer's Degree of Civil Engineering and Infrastructure Management
	Bac. of Petroleum Engineering		Engineer's Degree of Sustainable Engineering and Business
	Bac. of Environment Engineering		

Admission process for pre-degree foundation program:

To gain admission to the Curtin Foundation Program, students must have:

For National-High School Graduate:

- Take the entrance exam at ITC
- Meet the English requirement of at least IELTS 5.5
- Application Screening and Interview through the Committee

For International-High School Graduate:

- Take the entrance exam in English at ITC
- Application Screening and Interview through the committee

The 1st year of Foundation Program is followed by the 2nd year of Foundation Program for students who continue their engineer's degree to all international programs at ITC (see **Figure 2**). The detailed course structure of 2nd year of Foundation Program is provided in **Table 2**.

➤ Degree Structure of Engineering Program in Software Engineering

The high-school graduates must take the entrance exam and meet the English requirement (at least IELTS 5.5) before entering in Year 1 and Year 2 (Foundation program). Students need to spend five (5) years to complete their Engineering Program in Software Engineering. After completing Year 1 and Year 2, students could have a choice to pursue their study in Curtin University in Australia or Malaysia. Those students do not want to continue their study abroad so they could also continue their engineering program in software engineering at ITC. Students need to spend three (3) years to complete their Bachelor's Degree in Information Technology at Curtin Campus or at ITC. In Year 4 and Year 5 at ITC, students could have the opportunities to do an exchange program within one (1) semester per year in other university partners of ITC

such as Curtin Malaysia, University of Grenoble Alpes, University of Toulouse, and University of La Rochelle (See **Figure 2**).

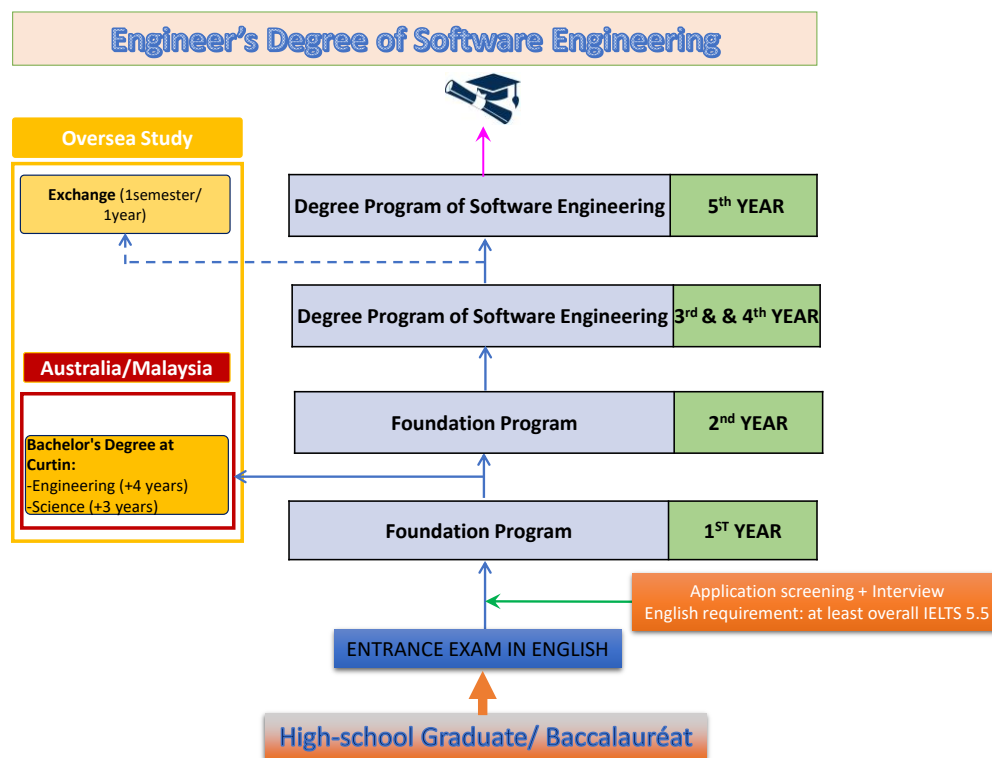


Figure 2 Learning Chart of Engineer's Degree of Software Engineering (SE)

2.2. Program Education Objectives (PEOs)

The Engineering Program in Software Engineering under the department of Information and Communication at Institute of Technology of Cambodia prepares students for lifetime careers as productive and innovative engineers adaptive to new situation and emerging programs with utmost awareness of ethical, social and environmental concerns so that, within 5 years after graduation, they will:

- PEO1:** Graduates apply their fundamental knowledge, principles, and comprehensive technical skill sets in software engineering to solve real world challenges with innovative technological solutions.
- PEO2:** Graduates demonstrate effective communication, conflict resolution, interpersonal skills, critical thinking, and leadership to collaboratively work as members and/or leaders of their diverse teams or organizations.
- PEO3:** Graduates adapt to rapidly evolving technological changes by maintaining continuous learning in their professional pathway of software engineering field and/or be able to pursue an advanced degree in the field.

2.3. Program Learning Outcomes (PLOs)

Engineering Program in Software Engineering under Department of Information and Communication at ITC aims to instill in our graduates the following attributes:

A – KNOWLEDGE

PLO1: Demonstrate a comprehensive understanding of the fundamental knowledge, principles, techniques and skills in software engineering and other relevant disciplines and use them to discuss, identify and solve complex computing problems.

B – COGNITIVE SKILLS

PLO2: Apply the principles, and techniques in software engineering and domain knowledge to analyse, evaluate, and design both functional and non-functional software requirements that meet the needs of software consumers.

PLO3: Propose innovative technological solutions using the knowledge and principles of software engineering and other relevant disciplines.

PLO4: Implement a variety of scalable and flexible software systems that satisfy the defined software requirements.

PLO5: Effectively operate and maintain the developed system and software application to achieve the satisfaction of software consumers.

C – INTERPERSONAL SKILLS AND RESPONSIBILITY

PLO6: Resolve problems and conflicts taking into account professional code of ethics and morals of multi cultures.

PLO7: Efficiently perform the collaborative tasks as team members as well as leaders to deliver high quality software.

PLO8: Communicate effectively with diverse people in professional and non-professional audiences appropriately and be able to properly provide satisfied explanations over complexities surrounding the technical problems.

D – NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND COMMUNICATION

PLO9: Utilize the latest and existing Information and Communication Technology for various ways of communication and comprehend their beneficial functionalities and constraints.

PLO10: Apply novice-level of data analysis and statistical thinking in software and application development

E – PSYCHOMOTOR SKILLS

PLO11: Design, reproduce and adapt to specific needs and deliver innovative software.

2.4. Course hours and credits

For each semester from 1st year to 5th year, students will take about 10 courses, to fulfill about 30 credits equivalent to more or less 384 hours. Total credits for the program are required about 152 credits (including final year project equivalent to **3152** class hours in total).

The credit to be equivalent with teaching hour as follow:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

2.5. Curriculum of the program

This curriculum is designed for engineering degree which illustrates the whole five years (2 year of Pre-degree foundation + 3 year of degree program) **Engineering Program in Software Engineering** in Department of Information and Communication from 1st year to 5th year. Below is the curriculum of the engineering program in software engineering followed by the need analysis that we have discussed in the previous section. Within the first and second year many international programs need to follow the common pre-degree foundation year, starting from year 3 students who choose the engineering program in software engineering will follow our specialty curriculum. Curriculum of Engineering Program of Software Engineering in academic year 2023-2024:

Table 2: Curriculum for 1st -5th year:

Year	Semester	No.	Course Code	Course Unit	Credit	L	T	P	Hou rs
Y1	S1	1	FP-059	Effective Communication Skills	2	0	0	64	64
		2	FP-040	Engineering Mathematic I	4	32	64	0	96
		3	FP-060	Programming C++	4	32	0	64	96
		4	FP-050	Physic for Engineering I	4	32	32	32	96
		5	FP-022	History	2	32	0	0	32
		TOTAL Y1S1			16	128	96	160	384
	S2	6	FP-041	Engineering Mathematic II	4	32	64	0	96
		7	FP-028	Chemistry for Engineering	4	32	32	32	96

		8	FP-051	Physics for Engineering II	4	32	64	0	96
		9	FP-058	Writing and Research Skills	3	32	32	0	64
		TOTAL Y1S2			15	128	192	32	352
		TOTAL YEAR 1			31	256	288	192	736
Y2	S1	10	MATH1020	Calculus for Engineers	4	32	64	0	96
		11	MCEN1000	Engineering Mechanics	4	32	64	0	96
		12	COMP1005	Fundamentals of Programming	4	32	0	64	96
		13	ELEN1000	Electrical System	3	32	32	0	64
		TOTAL Y2S1			15	128	160	64	352
	S2	14	INDE1001	Engineering Foundations: Principles, Design and Communication	4	32	32	32	96
		15	PRRE1003	Resources, Process and Material Engineering	3	32	32	0	64
		16	STAT1005	Introduction to Probability and Data Analysis	3	32	32	0	64
		17	ICCN004	Introduction to Computer Communication and Network	2	16	0	32	48
		18	DSAL009	Data Structures and Algorithms	3	32	0	32	64
		TOTAL Y2S2			15	144	96	96	336
		TOTAL YEAR 2			30	272	256	160	688
Y3	S1	19	INSE011	Introduction to Software Engineering	3	32	0	32	64

		20	OPSY012	Operating Systems	3	32	0	32	64
		21	SEMD013	Software Engineering Modeling and Design	3	32	0	32	64
		22	INDA010	Introduction to Database	3	32	0	32	64
		23	COAR015	Computer Architecture	3	32	0	32	64
		24	OOPR019	Object Oriented Programming	3	32	0	32	64
		TOTAL Y3S1			18	192	0	192	384
	S2	25	INPO017	Internet Programming	5	48	0	64	112
		26	DAOA029	Design and Analysis of Algorithms	2	16	0	32	48
		27	HCIN016	Human Computer Interaction	2	32	0	0	32
		28	OOSE021	Object Oriented Software Engineering	3	32	0	32	64
		29	ASTE022	Automated Software Testing	3	32	0	32	64
		30	ADDA014	Advanced Database	2	16	0	32	48
		TOTAL Y3S2			17	176	0	192	368
		TOTAL YEAR 3			35	368	0	384	752
Y4	S1	31	SECO024	Software Engineering Concepts	3	32	0	32	64
		32	DISY025	Distributed Systems	3	32	0	32	64
		33	ENTR026	Entrepreneurship	3	32	0	32	64
		34	ITPM027	IT Project Management	3	32	0	32	64

		35	CCPO028	Capstone Computing Project 1	4	32	0	64	96
		TOTAL Y4S1			16	160	0	192	352
	S2	36	MADO018	Mobile Application Development	6	64	0	64	128
		37	SSAR030	Software System Architecture	3	32	0	32	64
		38	MALE031	Machine Learning	3	32	0	32	64
		39	BUIT038	Business Information Technology	3	32	0	32	64
		40	REME033	Research Methodology	2	32	0	0	32
	TOTAL Y4S2			17	192	0	160	352	
	TOTAL YEAR 4			33	352	0	352	704	
Y5	S1	41	CCPT034	Capstone Computing Project 2	4	32	0	64	96
		42	SOEN035	Software Engineering	3	32	0	32	64
		43	SYAD036	System Administration	2	16	0	32	48
		44	DPDP037	Data Privacy and Data Protection	3	32	0	32	64
		TOTAL Y5S1			12	112	0	160	272
	S2			Internship 1 (year 4)	2				
				Internship 2 (year 5)	9				
		TOTAL Y5S2			11	0	0	0	0
		TOTAL YEAR 5			23	112	0	160	272
NET					152	1360	544	1248	3152

2.6. Human Resources

The Institute of Technology of Cambodia has many human resources who got Master degrees and PhD degrees from abroad which are talented in their specific skills that could ensure the quality of teaching. Moreover, we have many staff and students who are still pursuing higher degrees overseas which could be the future potential staff.

Below is the name list of lectures in the international program in software engineering.

Table 3. Number of staff in internal program in software engineering 2022-2023

Degree	2022-2023
PhD	4
Master	8
Total	12

Table 4. List of staff in internal program in software engineering 2022-2023

No.	Name	Degree	Graduated University	Year
1	VALY Dona	PhD	Université catholique de Louvain (Belgium)	2020
2	KONG PhutPhalla	PhD	Université de Mons (Belgium)	2021
3	SOK Kimheng	Master	INSA de Rennes (France)	2008
4	BOU Channa	Master	Sirindhorn International Institute of Technology (Thailand)	2018
5	CHUN Thavorac	Master	University Toulouse III-Paul sabatier(France)	2012
6	HENG Rathpisey	Master	Gadjah Mada University (Indonesia)	2020
7	HOK Tin	Master	Chungbuk National University (Korea)	2021
8	TAL Tongsreng	Master	Institute of Technology of Cambodia (Cambodia)	2018
9	YOU Vanndy	Master	Mahatma Gandhi University (India)	2016
10	TANN Chantara	Master	Royal University of Phnom Penh (Cambodia)	2010
11	MUTH Boravy	PhD	Sejong University (Korea)	2021
12	PHAUK Sökkhey	PhD	University of the Ryukyus (Japan)	2021

2.7. Laboratory Facilities

Infrastructure and facility

The Institute of Technology of Cambodia provides a comfortable study room and laboratory which enables teaching and learning. Moreover, ITC has one small conference hall that could handle 300 people, one big conference hall that could handle 2012 people, and two big tutorial rooms. At the same time, we have a STEM library that contains more than 12000 books, 14 computers, 30 laptops, a self-study room, two symposiums containing 10 small discussion rooms, a showroom and a startup incubation room.

Laboratory

The Institute of Technology of Cambodia provides practical knowledge which is why there are many practical laboratories to support implementation and practical works for teaching and learning.

Table 5. Laboratory in internal program in software engineering

No.	Type of Laboratory	Devices in the laboratory	Qty	Status
1	Networking	Server machine	13	Functioning
2	Computer room	30 computers	3	New setup
3	Smart room	Smart screen	2	Functioning
4	Laboratory room	Office spaces and equipment	2	Functioning

Equipment Specification

90 Brand new Desktops

Brand New Desktop Computer Acer Veriton VM4680G

- Processor: Core i7-12700 16M Cache (2.50 Up to 4.90GHz)
- RAM: 8GB DDR4 3200Mhz
- Storage: 256GB PCIe M.2 SSD (Boot) + 1TB SATA 7200 RPM
- GPU: GTX 1660 6GB GDDR5
- Wireless: 802.11 ax/ac/a/b/g/n, Wi-Fi 6, and Bluetooth 5
- Monitor: Monitor Acer 19.5" V206HQL
- Optical Drive: Built-in DVD-RW Drive
- Interface Port: 4xUSB 3.2 Type-A, 1xUSB 3.2 Type-C, 4xUSB 2.0 Type-A, Audio Jack 1xPS/2 Port 1x Line-Out, Line-in, SD 4.0 Card, and Gigabit LAN.
- OS: DOS
- Include: UPS Prolink 650VA, English Keyboard, Optical Mouse (3 Buttons and scroll), Configuration, and Installation.
- Warranty: 2 years on part and service.

ANNEXE 10. Detail of establishment of international program namely “Engineer’s Degree of Construction Management and Infrastructure (CMI)”-5 years program under department GCI

1. INTRODUCTION

Institute of Technology of Cambodia (ITC) has played an important role in contributing science and technology knowledge and practice to Cambodian society since 1964. In the current context of globalization and fast transformations of new technologies, the goal is to provide students with a high-quality education in the fields of engineering sciences and technologies. Students are provided with technical know-how and skills of analysis which allows integration and evolution in the labor market. To achieve this, academic and international scientific research requires development. Besides the academic activities, ITC contributes to maintain sustainable development and decrease the inequalities within our society through its internal functioning and opening-up to foreign countries and the way their students get admitted. The current development of ITC owes a lot to the support of the national community and the great efforts made by staff and students from generation to generation. In 1993, Cambodian and French governments agreed to renovate ITC with a view to improve performance of the administration and financial services along with the educational system of the institution and the human resources. ITC enjoys numerous cooperative agreements with European, regional, and local universities. These agreements help improve the quality of the educational program, create new degrees, and enable collaboration in new research projects and mobility of teachers and students. ITC also enjoys privileged relations with a great number of Cambodian companies and multinationals which have branches throughout Cambodia. Beyond regular exchanges, ITC has developed a Continuing Education program and a large laboratory services proposal. Nowadays, ITC is at the crossroads in South Eastern Asia region where several partners meet:

- French Cooperation,
- Agence Universitaire de la Francophonie (AUF),
- La communauté Française de Belgique (CUD),
- ASEAN University Network/Southeast Asia Engineering Education Development Network (AUN/SEED-Net)
- Greater Mekong Subregion Academic and Research Network (GMSARN)
- School of Internet network

Construction sector in Cambodia has been gradually developed and contributed to the economic growth of the country. While this sector has been attracting investments from both national and international investors, human resources in the field of civil engineering are in high demand. The Faculty of Civil Engineering Department of the Institute of Technology of Cambodia is working to produce highly competent human resources to contribute to developing the country. Civil engineering majors remain popular among young STEM (Science, Technology, Engineering, and Mathematics) generations, a potential force for the growth of the country. The graduated students are fully qualified. Some are employed and some pursue Master’s and Doctoral Degrees, especially in the partner universities in France, Belgium, Japan, and others.

Based on the potential, the Faculty of Civil Engineering would like to establish the International

Program for Engineer's Degree in Construction Management and Infrastructure. The program aims at promoting the civil engineering field in Cambodia on the international stage and increasing job and research opportunities for local and international students. The university partner supporting the program is Curtin University in Australia and Malaysia. Therefore, the Engineer's Degree in Civil and Infrastructure management from the Internal Program is recognized by Australia and Malaysia.

2. OBJECTIVE OF INTERNATIONAL PROGRAM

The International Program for Engineer's Degree in Construction Management and Infrastructure (CMI) has the main objective to promote the civil engineering program at the international level. The strategy to achieve the program objective is through several implementations as follows:

- A 5-year Engineer's degree program
- Cooperation with Curtin University in Australia and Malaysia
- Degree certificate recognized by Australia and Malaysia

3. INTERNATIONAL PROGRAM FOR ENGINEER'S DEGREE IN CIVIL ENGINEERING AND INFRASTRUCTURE MANAGEMENT (CIM)

- Name in English : Engineer's Degree in Construction Management and Infrastructure
- Name in Khmer : វិស្វកម្មការគ្រប់គ្រងសំណង់និងវិស្វកម្មហេដ្ឋារចនាសម្ព័ន្ធ

The international program is designed to be flexible for students to choose. The International Program at the Faculty of Civil Engineering, ITC should be completed within five (5) years. The high-school graduates from international institutions are allowed to take the entrance exam in English before entering in Year 1. On other hand, the high-school graduates from the national school in Cambodia are allowed to have the entrance exam. Two (2) more steps are required such as the application screening process and interview and the total score of IELTS 5.5. Both students need to spend five (5) years to complete their International Program for Engineer's Degree in Civil and Infrastructure management. After completing Year 1, students could have a choice to pursue their study in Curtin University in Australia or Malaysia. Students need to spend four (4) years to complete their Engineer's Degree in Civil Engineering. In Year 5 at the Faculty of Civil Engineering, ITC, students could have the opportunities to do an exchange program within one (1) semester per year in other university partners of ITC such as King Mongkut's University of Technology Thonburi (KMUTT), Sirindhorn International Institute of Technology (SIIT), University of Bergen (UIB), Institut National des Sciences Appliquées (INSA). The detailed diagram of the program structure is presented in Figure 1.

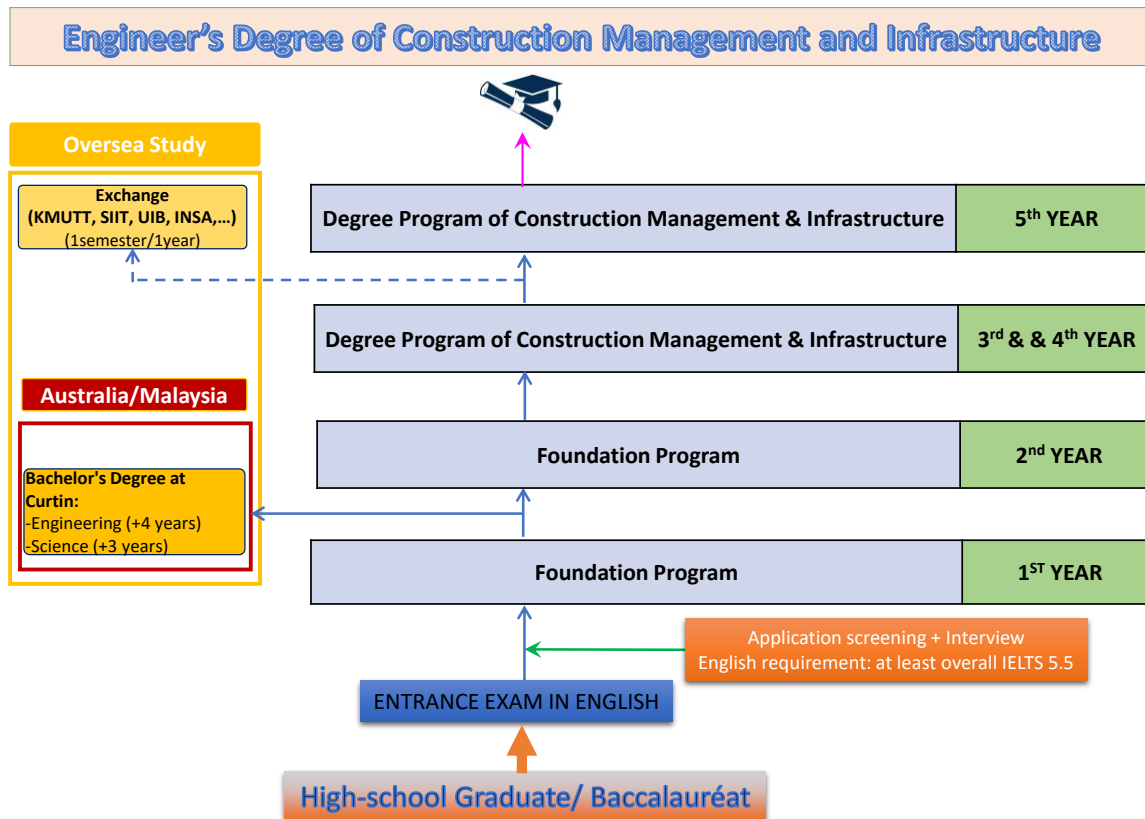


Figure 1: Diagram of the International Program Structure

3.1. Program Education Objectives (PEOs)

The objective of the “Construction Management and Infrastructure” is to provide the graduates with the necessary skills and knowledge to succeed in a rapidly changing world. The program aims to provide graduates with the following Program Educational Objectives (PEOs):

- **PEO1:** The program will provide graduates with a strong foundation in both scientific and technical knowledge as well as business knowledge competence. Graduates will be equipped with the knowledge and skills necessary to handle professional work in the engineering and sustainable business fields. Graduates will be able to critically analyze existing problems, generate innovative and sustainable solutions, and communicate effectively within an organization.
- **PEO2:** Graduates will be equipped with the hard skills necessary to support invention and innovation in the future. These skills will include a deep understanding of new and innovative technologies, knowledge and competencies in software development, and the ability to utilize data and analytics to drive decision making.
- **PEO3:** Graduates will develop core leadership, entrepreneurship, and interpersonal skills necessary to succeed in today's rapidly changing global environment. They will operate with high ethical standards and values, and remain committed to fulfilling their social responsibilities in their professional lives. Graduates will also understand the importance of teamwork, adaptability, and engagement with diverse cultures and communities.

3.2. Program Learning Outcomes (PLOs)

The International Program in Construction Management and Infrastructure in the Faculty of Civil Engineering, ITC aims at grooming future engineers with capability based on the Outcome Standards and Program Learning Outcomes. The Outcome Standards (OC) include the knowledge, cognitive skills, interpersonal and responsibility, numerical skills, information technology and communication, and psychomotor skills. Table 1 summarizes the Outcome Standards. The Program Learning Outcomes (PLO) consist of ten (10) elements presented in Table 2.

Table 1: Outcome Standards for International Program

Outcome Standard	Outcome Title	Program Learning Outcomes (PLO)
OC1	Knowledge	PLO1, PLO3, PLO4
OC2	Cognitive Skills	PLO3, PLO4
OC3	Interpersonal and Responsibility	PLO6, PLO7, PLO8, PLO9, PLO10
OC4	Numerical Skills, Information Technology and Communication	PLO1, PLO2, PLO5
OC5	Psychomotor Skills	PLO2, PLO4

Table 2: Program Learning Outcomes for International Program

Program Learning Outcomes (PLO)	Title	Description
PLO1	Scientific and engineering knowledge	Ability to apply knowledge of science, mathematics, civil, engineering principles and other relevant fields of study to solve complex engineering problems.
PLO2	Analysis and Tools	Ability to analyze and use appropriate techniques, resources and modern tools to solve complex engineering problems and activities.
PLO3	Design	Ability to design solutions for complex problems and design components, systems, or processes that comply specific requirement with appropriate consideration of other requirements.

PLO4	Problem solving & Research	Ability to resolve complex problems based on investigation or research using integration of knowledge and the consequent responsibilities relevant to professional practice.
PLO5	Communication skills	Ability to communicate effectively and with confidence including complex engineering activities.
PLO6	Managing project	Ability to engineering, management and finance principles in managing projects.
PLO7	Teamwork skills	Ability to function effectively as an individual or in a team to achieve common goals in diverse teams and in multi-disciplinary settings.
PLO8	Lifelong learning	Ability to perpetually seek and acquire contemporary technological changes.
PLO9	Leadership & Entrepreneurial	Ability to demonstrate entrepreneurial skills, lead and manage a team effectively in multidisciplinary environment with self-assurance.
PLO10	Ethics and Social responsibility	Ability to understand the impact of engineering decisions and apply professional ethics for sustainable development.

3.3. Course Hours and Credit

For each semester from the 1st year to 5th year, students take about 7 courses to fulfill about 34 credits equivalent to more or less 384 hours. The total credits for the program are required about 152 credits (including final year project equivalent to 3,488 class hours in total).

The credit to be equivalent with teaching hour as follows:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

3.4. Curriculum of Program

The curriculum of the International Program is prepared for students graduating within five (5) years. The **total credits** for completing the International Program for Engineer's Degree in

Construction Management and Infrastructure. Infrastructure management are **at least 149**. There are **45 courses** that students have to enroll within 5 years. Each course includes the total hour for study (**T. HR**) per semester for coursework (**C**), tutorial (**T**), and practice (**P**). Table 3 summarizes the total courses for the graduation.

Table 3: Total course and credit for International Program

No.	UNIT CODE	COURSE STRUCTURE	C	T	P	T. HR	CREDIT
YEAR 1 SEMESTER 1							
1	FP-059	Effective Communication Skills	0	0	64	64	2
2	FP-040	Engineering Mathematic I	32	64		96	4
3	FP-060	Programming C++	32		64	96	4
4	FP-050	Physic for Engineering I	32	32	32	96	4
5	FP-022	History	32			32	2
TOTAL Y1S1			128	96	160	384	16
YEAR 1 SEMESTER 2							
6	FP-041	Engineering Mathematic II	32	64		96	4
7	FP-028	Chemistry for Engineering	32	32	32	96	4
8	FP-051	Physic for Engineering II	32	64		96	4
9	FP-058	Basic Writing and Research Skills	32	32		64	3
TOTAL Y1S2			128	192	32	352	15
TOTAL YEAR 1			256	288	192	736	31
YEAR 2 SEMESTER 1							
10	MATH1020	Calculus for Engineers	32	64		96	4
11	MCEN1000	Engineering Mechanics	32	64		96	4
12	COMP1005	Fundamentals of Programming	32	0	64	96	4
13	ELEN1000	Electrical Systems	32	32		64	3
TOTAL Y2S1			128	160	64	352	15
YEAR 2 SEMESTER 2							

No.	UNIT CODE	COURSE STRUCTURE	C	T	P	T. HR	CREDIT
14	INDE1001	Engineering Foundations: Principles, Design and Communication	32	32	32	96	4
15	PRRE1003	Resource, Process and Materials Engineering	32	32		64	3
16	STAT1005	Introduction to Probability and Data Analysis	32	32		64	3
17	ENVI1000	Environmental Engineering	32			32	2
18	TEDW1000	Engineering Drawing and Computer Aided Design	32		32	64	3
TOTAL Y2S2			160	96	64	320	15
TOAL YEAR 2			288	256	128	672	30
YEAR 3 SEMESTER 1							
19	STEN2002	Civil Engineering Materials	32	32	32	96	4
20	CVEN2000	Civil Engineering Drawing	32	32		64	3
21	STEN2005	Structural Analysis of Determinate Structures	32	32		64	3
22	ENGR2000	Fluid Mechanics	32	32	32	96	4
23	GARI32TOP	Engineering Survey	32		32	64	3
TOTAL Y3S1			160	128	96	384	17
YEAR 3 SEMESTER 2							
24	WSEN2000	Water Quality and Resources Engineering	32	32		64	3
25	ENEN2000	Engineering Sustainable Development	16	32		48	2
26	GEOT2000	Principles of Geomechanics	32	32	32	96	4
27	STEN2006	Structural Analysis of Indeterminate Structures	32	32		64	3
28	STEN2004	Structural Mechanics	32	32		64	3
29	GARI31STA	Statistics	16	32		48	2
TOTAL Y3S2			128	160	32	320	14

No.	UNIT CODE	COURSE STRUCTURE	C	T	P	T. HR	CREDIT
TOTAL YEAR 3			288	288	128	704	31
YEAR 4 SEMESTER 1							
30	STEN3003	Advanced Structural Analysis	32	32		64	3
31	TREN3001	Transportation Engineering and Earthworks	32			32	2
32	GEOT3002	Geotechnical Engineering Analysis	32	64		96	4
33	STEN3004	Structural Actions and Steel Design	32	64		96	4
34	GARI41INS	Plumbing System and Sanitary Equipment	32			32	2
35	GCI13IFEM	Finite Element Method	32	32		64	3
TOTAL Y4S1			160	160	0	320	15
YEAR 4 SEMESTER 2							
36	GEOT3003	Geotechnical Engineering for Foundations	32	32	32	96	4
37	CSEN3000	Civil Engineering Project and Cost Management	32	64		96	4
38	CVEN3002	Hydraulics and Hydrology	32	32	32	96	4
39	STEN3005	Reinforced Concrete Design	32	64		96	4
TOTAL Y4S2			128	192	64	384	16
TOTAL YEAR 4			288	352	64	704	31
YEAR 5 SEMESTER 1							
40	CVEN4003	Civil Engineering Research Project 1	32			32	2
41	CSEN4003	Civil Engineering Practices, Quality and Legislation	16	64		80	3
42	STEN4003	Integrated Structural Design	32	32	32	96	4
43	TREN4002	Traffic and Road Pavement Engineering	32	32		64	3
44	STEN4005	Advanced Concrete Design and Construction	16	32		48	2

No.	UNIT CODE	COURSE STRUCTURE	C	T	P	T. HR	CREDIT
45	STEN4006	Structural Dynamics	32	32		64	3
TOTAL Y5S1			160	192	32	384	17
YEAR 5 SEMESTER 2							
46	CVEN4004	Civil Engineering Research Project 2 (Final Year Internship)			288	288	9
TOTAL Y5S2			0	0	288	288	9
TOTAL YEAR 5			160	192	320	672	26
TOTAL FOR GRADUATION						3,488	149

3.5. Academic Staff

There are academic staff, laboratorians, secretaries in the faculty. They are from various fields such as structural engineering, steel engineering, architecture, construction materials, civil engineering, transportation engineering, soil mechanics, geotechnical engineering, foundation engineering, structural dynamics, and water resources engineering. Table 4 lists the academic staffs in the faculty.

Table 4: Academic staffs in GCI

No.	Name	Degree	Graduated University	Year of Graduation
1	HAN VIRAK	PhD	Kochi University of Technology	2006
2	LY HAV	Master	Université Libre de Bruxelles	2007
3	CHHOUK CHHAY HORNG	---	---	---
4	RATH SOVANN SATHYA	PhD	Kochi University of Technology	2016
5	CHREA RADA	---	---	---
6	PROK NARITH	PhD	Kochi University of Technology	2016
7	KAING SAOSEREY	PhD	INSA DE RENNES	2008
8	MAO KHUNTHEA	Master	Université JEAN MOULIN LYON 3	2013
9	VONG SENG	---	---	---
10	BUN POLYKA	PhD	Institut de technologie du Cambodge	2022
11	KY SAMBATH	PhD	INSA de Rennes	2017
12	DOUNG PISETH	PhD	Tokyo Institute of Technology	2020

13	LENG Khundadino	PhD	INSA de Rennes	2020
14	LIM SOVANVICHET	PhD	INSA Rennes	2012
15	CHEA SAVUTH	PhD	INSA de Rennes	2007
16	SENG SOCHAN	PhD	Hokkaido University	2012
17	KAN KUCHVICHEA	PhD	Université Libre de Bruxelles	2020
18	POUV KEANGSE	PhD	Université de Caen Basse Normandie	2011
19	MAY Raksmei	PhD	Kyushu University	2010

4. LABORATORY

4.1. Construction Materials Laboratory

GCI-Lab is an institute's testing laboratory, mainly opened for ITC's students for understanding the practical experiment test in the research and civil engineering fields. On the other hand, the laboratory accepts industrial samples to make close cooperation between ITC and private companies in ensuring the quality of materials used at the construction sites. GCI-Lab delivers superior value to all its customers by leveraging its expertise in material testing services, inspection, consulting, research and training. The main purpose of the Construction Materials Laboratory is to develop awareness in public by using the technology in fields of Civil Engineering for the benefit and comfort of life. The laboratory is government owned. Lab's equipment was aided by CIUF (Coopération Universitaire Institutionnelle Universités Francophones de Belgique), CF (Coopération Française) and the ministry of education and work. The equipment is approved in accordance with the relevant international and municipality standards and specifications. GCI-Lab is empowered with young, skillful and experienced professionals to deliver quality services through provision of precise, reliable and timely results. All tests are based on internationally accepted standards, procedures and specifications (ASTM, AASHTO, BS, EN, NF). The Construction Materials Laboratory is led by Mr. KHEM Ratha.

The core values of the laboratory are as follow:

- Trust & Transparency
- Work Towards 'Excellence'
- Team Work
- Create Lasting Relationship

The Construction Materials Laboratory provides testing and analysis on:

- Steel: UTS, Yield strength, 0.2% proof stress, % Elongation tests
- Cement: Standard Consistency, Setting Time (Initial and Final), Compressive Strength, Density tests
- Coarse Aggregate: Strength class, Sieve Analysis (Gradation), Bulk Density (Fine), Crushing Value, Water Absorption, Specific gravity (Coarse / Fine), Flakiness & Elongation Index, soundness (Sodium Sulfate), Clay lumps, Los Angeles Abrasion
- Fine Aggregate: Sieve Analysis (Gradation), Bulk Density (Fine), Water Absorption, Specific gravity (Coarse / Fine), Clay lumps, soundness (Sodium Sulfate), Sand's property, Finer than 0.075mm by Washing Test
- Concrete (Cube/Cylinder): Compressive Strength, density, water absorption, tensile

strength (Fendage Method)

- Solid Block, AAC Block, CLC Block: Compressive strength, water absorption
- Paving block: Water absorption, Compressive strength
- Concrete core: Compressive strength
- Concrete beam: Flexural test
- Concrete mixed design: Conventional method
- Ceramic Tiles: Dimensional analysis, water absorption, modulus of rupture, Compressive strength
- Brick Masonry and Masonry Prism: Compressive Strength, Water absorption test
- Polyethylene Pipe: Tensile Strength test
- Timber: Shear, Flexion, Compressive, Tensile strength test
- Calibration: Compression Testing Machine, Tension Testing Machine, Concrete hammer calibration
- NDT tests: Rebound hammer test

4.2. Soil Mechanics Laboratory

GCI-Lab has been providing various services towards Geotechnical Surveying, Hydrogeology Survey and other surveying services for some of the major companies towards their infrastructure and construction requirements. With its skilled manpower & advanced machinery at its disposal, GCI-Lab is one of the leading players providing in-situ tests and other geotechnical tests to a vary clients from various sectors including Infrastructure, Construction, Government Institutions, Industrial, etc. The Soil Mechanics Laboratory is managed and led by Dr. KY Sambath. The laboratory provides the following services to students and industries.

- Physical property: Moisture content, Specific Gravity, Grain size analysis, LL & PL, Classification of soil, FDT- by sand replacement (Sand Cone Method), core cutter method, MDD, OMC
- Mechanical property: Direct shear, triaxial shear, uniaxial consolidation, UCS, CBR (soaked & unsoaked), Field CBR
- Soil mix: Estimate the Soil-Lime Proportion, CBR, UCS

4.3. Road Materials Laboratory

The Soil Mechanics Laboratory is managed and led by Dr. KAN Kuchvichea. The laboratory provides the following services to students and industries. The laboratory provides the following services to students and industries.

- Bitumen tests: softening point, penetration test, specific gravity, ductility test, viscosity and extraction.
- Bituminous mixes: testing of materials, job mixed formula, preparation of Marshall specimen, density, stability & flow value tests, determination of air voids, void filled with bitumen in the mix.
- Core test: cored specimens are collected from pavement surfaces then the test is conducted for its density, gradation & bitumen content.

ANNEXE 11. Detail of establishment of international program namely “Engineer’s Degree of Electronics and Smart Automation Systems (ESAS)”-5 Years Program under department GEE

1. BACKGROUND

At the national level, the Royal Government of Cambodia aims to reach a country with a high middle-income economy by 2030 and a high-income economy by 2050. Human resource development is the first pillar of the rectangular strategy phase 4 (RS4) intending to strengthen the quality of education, sciences, and technology. Cambodia’s recent economic success (average 7.6% growth for the last two decades) has been built largely on the expansion of relatively low technology, low wage/skill production in such industries as textiles, apparel, and basic electronics, and sustained by a steady flow of foreign investment. To remain competitive, Cambodia must address an increasingly serious human resource constraint in the form of rising shortages in Science, Technology, Engineering, and Mathematics (STEM) produced by the universities. Improvement of higher education in STEM will produce highly skilled graduates who can fill leadership roles in Cambodia’s technological transformation. This will help Cambodia to transition its economy to high-skill industries. The challenges that Cambodia is facing now are: 1) low access rate to higher education (less than 15% of students registered for national exam grade 12) and 2) most graduates get jobs with low pay. To address the two aspirations, higher education institutions shall revise their academic program or develop new academic programs assuring that students are equipped with cognitive, technical, entrepreneurial, and socio-emotional skills, and revise their organizational structure to implement the revised academic program.

To be able to increase student enrollment - with the support fund from the Ministry of Education, Youth and Sport (MoEYS) and different sources of donors or partners – the Institute of Technology of Cambodia (ITC) constructed a new campus with several new buildings that equipped with modern infrastructure and equipment. Furthermore, as clearly cited in the 10-year strategy of ITC, new program development is one of the priority missions to support the fast-changing growth and to fulfill the requirement of new skills in the market. Department of Electrical and Energy Engineering (GEE), one of the oldest departments at ITC, provides currently 4 programs (2 at Engineering levels and 2 at Diploma levels). Recently, we observed that there are more and more new companies doing business in the field of electronics design/development, smart automation, smart automation for smart-grid, robotics, and AI. In response to this, GEE has drafted a new 5 years engineering program called “Electronics and Smart Automation Systems – ESAS” and has planned to launch this program in the upcoming academic year.

Currently, the educational landscape faces several challenges and innovations that need to be addressed and responded to for academic institutions to be at par with the standard. The challenges include producing employable graduates with 21st-century skills, meeting global standards, and delivering industry-responsive curricula to satisfy workplace requirements. Outcome-Based Education (OBE) is a concept focusing on organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of learning experiences. OBE is a learner-centered learning philosophy that focuses on measuring students’ performance (outcomes). Therefore, what matters most in OBE is “what is learned?” rather than “what is taught?”. This means starting with a clear picture of what is

important for the student to be able to do, then, organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens. Figure 1 proposes a comprehensive OBE framework, which is precise and compact to address the key stake and activity that needs to be accomplished for the successful adoption of OBE within an Engineering Program. According to this framework, there should have 2 main processes which need to be executed in sequences. The first main process is the process inception (program level), which covers the program's visions and missions – program educational objectives (PEOs) – program learning outcomes (PLOs), which have to be conducted. Once the task of program structure is accomplished, the process execution (course level) has to be developed to design the program curriculum for responding to the defined PLOs in the previous process.

In the OBE concept, Program Educational Objectives (PEOs) must be well-defined for making sure that our graduates gain knowledge, skills, and attitude that respond to the policies of the government, and market needs. Hence, a new program in Electronics and Smart Automation System engineering (ESAS – 5 years program) will be developed by using the OBE concept. Three PEOs, that we want our graduates to achieve after 3-5 years of graduation, are defined: 1) Our graduates will become fully qualified engineers in the field of ESAS, 2) Our graduates will have long-life learning skills and can pursue higher education, and 3) Our graduates will become future techno-entrepreneurship. To achieve these outcomes, we implemented project-based learning (PBL) and adaptive learning system (ALS) methodologies in our new ESAS curriculum. Each student has to do a research project in the department or with industry for more than 2 years before graduation. As a result, we expect our graduates to be equipped with 21st-century skills including higher skills in digital programming and other crucial soft skills for being successful in their future careers.

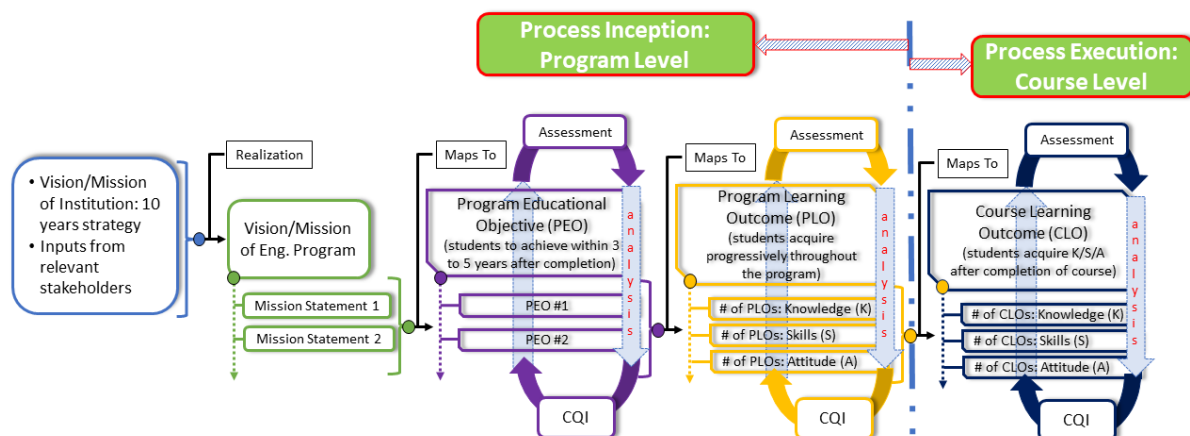


Figure 1: Diagram showing the purpose, relation, and dependency among vision/mission, PEOs, PLOs, CLOs, and CQI of an Engineering Program

2. DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

- Name in French: Département Génie Electrique et Energétique (GEE)
- Name in Khmer: ដេប៉ាតឺម៉ង់អគ្គិសនី និងថាមពល

2.1. Program Education Objectives (PEOs)

In response to the market and the Institutional need, the Program's Educational Objectives (PEOs) are listed as follows:

- **PEO1:** Graduated students will become qualified engineers in the electronics (electronics design and fabrication) and automation (production line, applied IoT/AI in automation, automation in smart grid/building) field to meet current and future market needs nationally and internationally.
- **PEO2:** Graduated students capable of pursuing higher education (Master's degree and Doctoral degree) which will increase the number of qualified managers/researchers' level in the electronics and automation field.
- **PEO3:** Graduated students can become an entrepreneur in the field of electronics and automation or other sectors.

2.2. Program Learning Outcomes (PLOs)

To support the above three main PEOs, 6 Program Learning Outcomes (PLOs) have been developed in accordance with the Cambodia Qualifications Framework (CQF) and KSA:

A – KNOWLEDGE

- PLO1: Ability to apply the knowledge of modern tools of mathematics, science, engineering, and technology to the solution of complex engineering problems in the fields of ESAS.
- PLO2: Ability to apply research-based knowledge (research method including design of experiment, analysis, and interpretation of data, develop a business plan, and synthesis of the information) to provide a valid conclusion.

B – SKILLS (COGNITIVE SKILLS + PSYCHOMOTOR SKILLS)

- PLO3: Ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to ESAS.
- PLO4: Ability to conduct standard tests, measurements, and experiments, analyze and interpret the results to improve processes in electronics design and smart automation system set-up/config.

C – ATTITUDE (INTERPERSONAL SKILLS AND RESPONSIBILITY + NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND COMMUNICATION)

- PLO5: Ability to apply written, oral, and graphical communication with appropriate usage of technical literature in broadly-defined technical and non-technical environments.
- PLO6: Ability to obtain effective leadership skills through teamwork, industry interaction, and joining real projects with partner industries.

2.3. Course hours and credits

For each semester from 1st year to 5th year, students will take about 7 to 8 courses, including languages (French and English), to fulfill about 15.5 to 19.5 credits equivalent to 384 hours.

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

2.4. Curriculum of the program

This curriculum is designed for an engineering degree which illustrates the whole five years **Engineering Program in Electronics and Smart Automation Systems** in the Department of Electrical and Energy Engineering from 1st year to 5th year.

Table 4.1: Curriculum for 1st year

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Effective communication skills	32	0	32	3	Engineering mathematic II	48	48	0	4.5
Engineering mathematic I	32	32	0	3	Chemistry for engineering	32	32	32	4
Programming C++	32	0	48	3.5	Physic for Engineering II	32	32	32	4
Physic for Engineering I	32	32	32	4	Basic writing and research skills	32	0	32	3
Subtotal	128	64	112	13.5	Subtotal	144	112	96	15.5
Ratio L/T/P	42.1%	21.1%	36.8%		Ratio L/T/P	47.4%	36.8%	31.6%	
Total hour S1	304				Total hour S2	352			

Table 4.2: Curriculum for 2nd year

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Calculus for engineers	32	32	0	3	Engineering foundations: principles, design, and communication	32	32	32	4
Engineering Mechanics	32	32	0	3	Resource, process, and materials	32	32	0	3
Fundamentals of programming	32	0	48	3.5	Environmental engineering	48	0	0	3
Electrical systems	32	32	0	3	Engineering drawing and	32	0	48	3.5

					computer-aided design				
Subtotal	128	96	48	12.5	Subtotal	144	64	80	13.5
Ratio L/T/P	47.1%	35.3%	17.6%		Ratio L/T/P	52.9%	23.5%	29.4%	
Total hour S1	272				Total hour S2	288			

Table 4.3: Curriculum for 3rd year

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Computer Programming	24	0	32	2.5	Feedback Control System	16	32	32	3
Signals and System	32	32	32	4	Digital Electronics and Microprocessors	16	16	32	2.5
Electrical Circuit	32	0	48	3.5	Electrical Machine	16	16	32	2.5
Engineering Innovation and ethics	32	32	0	3	Student Project Part 1	0	0	64	2
Electronics Analog and Filter	32	0	32	3	Communication and Interpersonal Relations	48	0	0	3
					Numerical Method and Optimization	16	16	16	2
Subtotal	152	64	144	16	Subtotal	112	80	176	15
Ratio L/T/P	42.2%	17.8%	40%		Ratio L/T/P	31.1%	22.2%	48.9%	
Total hour S1	360				Total hour S2	368			

Table 4.4: Curriculum for 4th year

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Electric Drive	16	32	32	3	Sensors and Actuators	16	32	32	3
Modern Control systems	16	32	32	3	Programmable Logic Controller	32	32	32	4
Power Electronics	32	32	32	4	Real-time embedded systems	16	0	32	2
Research Methodology	16	0	32	2	Electronics Circuit Design and Manufacturing	16	0	32	2
Student project part 2	0	0	64	2	Student project part 3	0	0	64	2
Industrial Network Protocol	16	0	32	2	International languages for work	32	0	0	2
Subtotal	96	96	224	16	Subtotal	112	64	192	15
Ratio L/T/P	23.1%	23.1%	53.8%		Ratio L/T/P	30.4%	17.4%	52.2%	
Total hour S1	416				Total hour S2	368			

Table 4.5: Curriculum for 5th year

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Industrial Automation	32	32	64	5	Final year internship	At least 3 months			
Environmental and process risk management	32	0	0	2					
Image Processing	32	32	32	4					
Micro computer	32	0	32	3					

Project development and Entrepreneurship	64	0	0	4					9
Student project part 4	0	0	64	2					
Subtotal	192	64	192	20	Subtotal	0	0	0	9
Ratio L/T/P	42.9%	14.3%	42.9%		Ratio L/T/P	0%	0%	0%	
Total hour S1	448				Total hour S2	0			

2.5. Human Resources

Description of Academic Staff Quantity and Quality

Table 4.5: Teacher – Student ration for Academic 2021-2022

No	Description	N. of students	Remark
1	Technician students (T1)	131	TP: 25 students/group TD: 50 students/group
2	Technician students (T2)	69	
3	Engineering students (year 3)	129	
4	Engineering students (year 4: EE)	76	
5	Engineering students (year 4: EA)	65	
6	Engineering students (year 4: EE)	56	
7	Engineering students (year 4: EA)	55	
Total		581	
8	Number of Teacher	34	
Teacher/student ratio		1/17	

As reported in Teacher-student ratio, department have currently 35 staff to support a teaching for 581 students. In those 34 staff, we have 7 PhD. holders (20.5%), 20 Master degree holders (59%), and 7 Engineer's degree holders (20.5%).

Table 4.6: List of GEE staff

No	Name	Degree	Year of completion	University
1	Dr. CHRIN Phok	PhD	2016	INP, Toulouse, France
2	Dr. AM Sok Chea	PhD	2016	UGA, Grenoble, France

3	Dr. BUN Long	PhD	2012	INPG, Grenoble, France
4	Dr. NGET Rithea	PhD	2020	TIT, Tokyo, Japan
5	Dr. PEC Rothna	PhD	2017	ChungAng, Korea
6	Dr. VAI Vannak	PhD	2017	UGA, Grenoble, France
7	Dr. KIM Bunthern	PhD	2017	INP, Toulouse, France
8	Mr. SEAN Piseth	Master	2009	AIT, Thailand
9	Mr. KHUN Chanthea	Master	2007	KMITL, Thailand
10	Mr. CHAN Tola	Master	2014	INP, France
11	Mr. KHON Kimsronn	Master	2016	INP, France
12	Mrs. ENG Samphors	Master	2019	ITB, Indonesia
13	Mr. CHHLONH Chhith	Master	2019	ITB, Indonesia
14	Mr. CHHORN Sopheaktra	Master	2018	CU, Thailand
15	Mr. CHHENG Monyvathna	Master	2015	UPD, Phillipine
16	Mr. CHOU Koksai	Master	2019	SIIT, Thailand
17	Mr. BUN Menghorng	Master	2020	SIIT, Thailand
18	Mr. ETH Oudaya	Master	2014	CU, Thailand
19	Mr. HEL Chanthan	Master	2014	CU, Thailand
20	Mr. CHIN Chandaraly	Master	2016	CU, Thailand
21	Mr. CHUM Pharino	Master	2013	ChungAng, Korea
22	Mr. TEP Sovichea	Master	2018	INP, France
23	Mr. CHEA Kimsraing	Master	2020	UPD, Phillipine
24	Mr. VENG Mengkorng	Master	2014	INP, France
25	Mr. ROEUNG Youngan	Master	2019	Russia
26	Mr. DONG Kong	Master	2000	AIT, Thailand
27	Mrs. HANG Vichothy	Master	2009	NUM, Cambodia
28	Mr. IT Chivorn	Eng.	2018	ITC, Cambodia
29	Mr. CHY Cheapok	Eng.	1991	ITC, Cambodia
30	Mr. BUN Seang	Eng.	1995	ITC, Cambodia

31	Miss. CHHITH Chunny	Eng.	1991	ITC, Cambodia
32	Mr. CHAP Lythoeun	Eng.	1986	Vietnam
33	Miss. SENG Dararaksmeay	Eng.	2021	ITC, Cambodia
34	Mr. CHEA Rothvichea	Eng.	2021	ITC, Cambodia

In the next academic year, number of students are expected to be increased from 581 to 630 because of a new program technician in mechatronics will be launched. As a result, department need to recruit more lecturers. In academic year 2019-2020 and 2020-2021, department have sent 7 students for Master degree in Thailand, Indonesia, and France. They are all will be important staff for our department in the new academic.

Table 4.7: Scholarship students in academic 2019-2020 and 2020-2021

No	Name	University	Expected date of return
1	Mr. LIM Phing	CU, Thailand	December, 2022
2	Mr. LORM Rathna	SIIT university, Thailand	November, 2023
3	Mr. SENG Ou	ITB, Indonesia	November, 2023
4	Mr. SENG Theara	UGA, France	September, 2022
5	Miss. TAING Liv	CU, Thailand	December, 2022
6	Mr. VANN Veasna	Taiwan University	December 2023
7	Mr. SUK Sievlong	ITB, Indonesia	November, 2023

In academic 2021-2022, department have sent 3 students to master degree in France (one year program). They will join department in the academic 2023-2024.

Table 4.8: Scholarship students in academic 2021-2022

No	Name	University	Expected date of return
1	Miss SOUN Dalin	IMT, France	September, 2023
2	Mr. CHEA Rothvichea	IMT, France	September, 2023
3	Mr. SOR Hokly	INP, France	September, 2023

Thus, for academic 2022-2023, we can have 41 staff for operation. 44 staff for academic 2023-2024.

Since department plan to implement new vital projects as well as upgrading their teaching and researching capacity/expert on electronics and control for smart grid power system, hence department registered 3 staff to PhD. degree in the related filed with the financial support from HEIP project and technical support from INP partner.

Table 4.9: PhD students under HEIP Project

No	Name	University	Expected date of defense
1	Mr. KEAN Jeudy	INP, France	December 2022
2	Mr. TEP Sovichea	INP, France	December, 2023
3	Mr. BUN Menghorng	INP, France	December, 2024

2.6. Laboratory Facilities

Table 4.10: Lab descriptions

No	Rooms	Description	Lab. Head
1	B312	This Lab is used for: <ul style="list-style-type: none"> - Electrical Circuit - Electric Drive/Analog Electronics 	Mr. ETH Oudaya
2	B313	This Lab is used for: <ul style="list-style-type: none"> - Electrical Machine - Power Electronics/Electric Drive 	Mrs. ENG Samphors
3	B316	This Lab is used for: <ul style="list-style-type: none"> - PLC, Control System/Automation Lab - Computer Lab 	Mr. CHOU Koksai
4	B311	This Lab is used for: <ul style="list-style-type: none"> - Computer Lab - Design Lab 	Mr. SORN Darong
5	H202	This Lab is used for: <ul style="list-style-type: none"> - Power Electronics Lab/Control Lab - Device Fabrication Lab - Feedback control system Lab 	Dr. KIM Bunthern (Upgrade facility with financial support from HEIP-SGA#1 research project)
6	H201	This Lab is used for: <ul style="list-style-type: none"> - Renewable Energy Lab - Power System Lab 	Dr. VAI Vannak (Upgrade facility with financial support from HEIP-SGA#7 research project)
7	H102	This is workshop for student to prototype: <ul style="list-style-type: none"> - Electronics board/ Device Fabrication Lab - Robotic/CNC/3D printer 	Dr. CHRIN Phok

ANNEXE 12. Detail of establishment of new program namely “International Program of Sustainable Engineering and Business (SEB)”-5 Years Program under Faculty of HWR

1. BACKGROUND

The Institute of Technology of Cambodia has identified the need to improve its educational system and human resource capacity to ensure the sustainable socio-economic development of the country and to meet the increasing demand for qualified engineering professionals in both governmental institutions and the private sector. However, there is a mismatch between the expectations of the industry and the skills acquired by engineering graduates. To bridge this gap, the Institute has developed a multidisciplinary Engineer's degree program called "Sustainable Engineering and Business (SEB)". This program offers a flexible curriculum that equips students with a strong foundation in engineering principles and an entrepreneurial mindset. Students will also acquire administrative and professional skillsets such as technical management, critical thinking abilities, communication, and project coordination. The program also offers academic-industry cooperation through internships or cooperative engineering programs, to provide students with practical experience in real-world industries. Graduates from this program will have diverse job opportunities in government or non-governmental institutions, particularly in environmental engineering, including water treatment, municipal sewage treatment, solid waste management, environmental and social auditing, and water production.

1.1 Introduction

In the face of globalization and rapidly technological transformations, the main focuses of the Institute of Technology of Cambodia are to play an efficient role in Cambodia and to be at the cutting edge of development to improve its educational system and human resource capacity in order to contribute to the nation building and to ensure the resilient and sustainable socio-economic development of the country. Meanwhile, demand for qualified engineering professionals in both governmental institutions and private sectors in Cambodia is projected to grow significantly, thereby requiring educational institutions to produce graduates with personality traits and skillsets necessary to be successful in careers.

It is important to narrow down the mismatch between the expectation of the industry and the skillset acquired by engineering graduates. For instance, a static academic curriculum taught in educational institutions to students might not well prepare students to meet a complex nature and dynamism in labor requirements in industrial units and sophisticated production processes which involved with both technical and organizational terms. To fill the gap, it is compulsory to invest more in the educational sector. Thus, a multidisciplinary study programme and a flexible curriculum specially designed to equip students with a strong foundation in engineering principles and entrepreneurship mindset (e.g., integrating traditional business courses with scientific and technical coursework), and with administrative and professional skillsets (e.g., scientific base and technical know-how, technical management, critical thinking abilities, communication, and project coordination) required to manage complicated projects, as well as with a professional expertise focusing on a holistic approach to problem solving will contribute significantly to ensuring success (employability and workability) and expanding job prospects of the graduates. Some industries might also prefer to hire graduates with practical experience, and thus academia-industry cooperation (e.g., internships or cooperative engineering programs), which allows students to get exposed to the real-world industries, should be of

significantly important value for students to leverage their professional network as well as meet the manpower need of the labor market.

1.2 Program Objective

The Faculty of Hydrology and Water Resources Engineering offers a unique program in collaboration with Griffith University in Australia that combines and integrates high-end expertise in science, engineering, and business. This program aims to prepare professional engineers, equipping them with a solid foundation in engineering principles alongside the administrative skills required to manage complicated projects.

Through this program, students will gain knowledge and abilities in the Engineering major, focusing on advanced environmental engineering concepts. Additionally, they will acquire fundamental business competencies such as organizational behavior, communication, economics, and quality control. This combination of technical and business skills will enable graduates to address complex challenges in the water resources management sector.

The program emphasizes industry-linkage experience, where students can develop practical skills by engaging in research collaborations or industry-linked projects with leading companies. This experience will improve students' skills and prepare them for admission into the job market.

Graduates from this program will be equipped with the necessary knowledge and competencies to tackle complex engineering projects and manage the business aspects of environmental management projects effectively. They will be prepared to make significant contributions to their field, with the potential to become leaders in the industry.

2. INTERNATIONAL PROGRAM BACHELOR OF ENGINEERING AND SUSTAINABLE BUSINESS

- Name in English: Engineer's degree in Sustainable Engineering and Business
- Name in Khmer: សញ្ញាបត្រវិស្វកម្ម ជំនាញនិរន្តរភាពវិស្វកម្ម និងធុរកិច្ច

2.1. Program Education Objectives (PEOs)

The objective of "The engineering and Sustainable Business program is to provide the graduates with the necessary skills and knowledge to succeed in a rapidly changing world. The program aims to provide graduates with the following Program Educational Objectives (PEOs):

PEO1: The program will provide graduates with a strong foundation in both scientific and technical knowledge as well as business knowledge competence. Graduates will be equipped with the knowledge and skills necessary to handle professional work in the engineering and sustainable business fields. Graduates will be able to critically analyze existing problems, generate innovative and sustainable solutions, and communicate effectively within an organization.

PEO2: Graduates will be equipped with the hard skills necessary to support invention and innovation in the future. These skills will include a deep understanding of new and innovative technologies, knowledge and competencies in software development, and the ability to utilize data and analytics to drive decision making.

PEO3: Graduates will develop core leadership, entrepreneurship, and interpersonal skills necessary to succeed in today's rapidly changing global environment. They will operate with high ethical standards and values, and remain committed to fulfilling

their social responsibilities in their professional lives. Graduates will also understand the importance of teamwork, adaptability, and engagement with diverse cultures and communities.

2.2. Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) for the Bachelor Engineering and Sustainable Business program may include the following:

A – KNOWLEDGE

PLO1: Demonstrate design solutions for engineering projects that are technically feasible, economically viable, and socially acceptable.

PLO2: Demonstrate an understanding of key business concepts and principles, including finance, accounting, marketing, and management,

B – COGNITIVE SKILLS

PLO3: Develop an entrepreneurial mindset, and identify opportunities for innovation and growth in various sectors of the economy.

PLO4: Develop initiative and planning skills to create successful businesses. That students able to identify and assess potential risks and develop plans to mitigate them.

PLO5: Demonstrate knowledge of legal and ethical aspects of business operations, including social responsibility and sustainability.

C – INTERPERSONAL SKILLS AND RESPONSIBILITY

PLO6: Develop the ability to utilize skills for programming, operating machinery, and performing maintenance tasks, while student can learn these skills through laboratory experiments, internships, and co-programs

PLO7: Develop the ability to visualize concepts in three dimensions and the ability to use design software to create detailed schematics.

D – NUMERICAL SKILLS, INFORMATION TECHNOLOGY AND COMMUNICATION

PLO8: Develop effective Managerial Skill, Entrepreneurship Skill, teamwork and leadership skills in the context of engineering business.

PLO9: Demonstrate knowledge of legal and ethical aspects of business operations, including social responsibility and sustainability.

E – PSYCHOMOTOR SKILLS

PLO10: Conduct experiments and analyze data using modern engineering tools and techniques. And with the ability to translate science to the public.

PLO11: Capacity to response to challenge of today society, the necessary mathematical and statistical techniques to analyses business problems and work out optimal solutions.

2.3. Course hours and credits

For each semester from 1st year to 5th year, students will take about 5 to 6 courses, to fulfill about 15 to 17 credits in equivalent to around 300 hours.

Total credits for the program are required about 148 credits (including final year project which is 12 credits) equivalent to 2,976 hours in total.

The credit to be equivalent with teaching hour as follow:

- 16 hours of teaching course (C) = 1 credit
- 32 hours of tutorial (TD) = 1 credit
- 32 hours of laboratory practice (TP) = 1 credit

2.4. Curriculum of the program

This curriculum is designed for bachelor's degree which illustrate the whole five years **Sustainable Engineering and Business program** in Faculty of Hydrology and Water Resources Engineering From 1st year to 5th year. Curriculum of Sustainable Engineering and Business program in academic year 2024-2026:

Table 4.1: Curriculum for 1st year (I1)

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Effective communication skills	0	0	64	2	Engineering mathematic II	32	64	0	4
Engineering mathematic I	32	64	0	4	Chemistry for engineering	32	32	32	4
Programming C++	32	0	64	4	Physic for Engineering II	32	64	0	4
Physic for Engineering I	32	32	32	4	Writing and research skills	32	0	32	3
History	32	0	0	2					
Subtotal	128	96	160	16	Subtotal	128	160	64	15
Ratio L/T/P	33.33%	25.00%	41.67%		Ratio L/T/P	36.36%	45.45%	18.18%	
Total hour S1	384				Total hour S2	352			

Table 4.2: Curriculum for 2nd year (I2)

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Calculus for engineers	32	64	0	4	Engineering Foundations: principles, design, and Communication	32	32	32	4
Engineering Mechanics	32	64	0	4	Resource, process, and materials	32	32	0	3

Fundamentals of programming	32	0	64	4	Introduction to Probability and Data Analysis	32	32	0	3
Hydrology	32	32	0	3	Environmental engineering	32	0	0	2
					Engineering drawing and computer-aided design	32	0	32	3
Subtotal	128	160	64	15	Subtotal	160	96	64	15
Ratio L/T/P	36%	45%	18%		Ratio L/T/P	50%	30%	20%	
Total hour S1	352				Total hour S2	320			

Table 4.3: Curriculum for 3rd year (I3)

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
English for specific purpose (ESP) I	48	32	0	4	English for specific purpose (ESP) II	48	32	0	4
Global sustainable business	32	0	0	2	Material Engineering	32	32	32	4
Water and soil pollution control and treatment technology	48	32	32	5	Community internship and partnership for SDGs	32	0	0	2
Commercializing Science and Technology	32	0	0	2	Civil engineering design project	32	64	0	4
Creating ethical and sustainable business	48	0	0	3	Engineering Entrepreneurship	32	32	0	3
Subtotal	208	64	32	16	Subtotal	176	160	32	17
Ratio L/T/P	68.42%	21.05%	10.53%		Ratio L/T/P	47.83%	43.48%	8.70%	
Total hour S1	304				Total hour S2	368			

Table 4.4: Curriculum for 4th year (I4)

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Colloquium I	48	0	0	3	Colloquium II	48	32	0	4

Experimentation in science and engineering	48	0	0	3	Wastewater treatment	32	32	32	4
Market research project	48	0	0	3	Process and product engineering	32	32	32	4
Procurement and Supply Management	48	0	0	3	Technology management	48	0	0	3
Resources recovery	32	32	0	3					
Subtotal	224	32	0	15	Subtotal	112	64	192	15
Ratio L/T/P	87.50%	12.50%	0.00%		Ratio L/T/P	30.43%	17.39%	52.17%	
Total hour S1	256				Total hour S2	368			

Table 4.5: Curriculum for 5th year (15)

Semester 1					Semester 2				
Subject	Lecture	Tutorial	Practical	Credit	Subject	Lecture	Tutorial	Practical	Credit
Civil engineering design project	32	0	32	3	Final year internship	At least 3 months			9
Circular Economic Project	32	0	32	3					
Project management principle	48	0	0	3					
The politic of environment and sustainability	48	0	0	3					
Leading and managing organization	48	0	0	3					
Subtotal	208	0	64	15	Subtotal	0	0	0	9
Ratio L/T/P	76.47%	0.00%	23.53%		Ratio L/T/P	0%	0%	0%	
Total hour S1	272				Total hour S2	0			

Note: students are compulsory to conduct internship at least 4 weeks at year 4. 2 modes of internship: i) full time at company/industry/government institution and ii) full time at ITC. Internship report is required.

2.5. Human Resources

The new international program of Sustainable Engineering and Business requires a range of human resources with expertise in engineering principles and business skills. Table 5.1. list the team of faculty members may include lecturers with experience in environmental engineering,

hydrology, water resources, sustainable business practices, finance, marketing, and management. Additionally, the program may require the support of administrative staff and student advisors to ensure smooth program operations and student success. The program may also include industry experts as guest lecturers or mentors, providing students with industry insights and real-world experiences. Furthermore, the program may offer opportunities for hands-on experience through research collaborations or industry-linked projects with leading companies, requiring partnerships with businesses and organizations in the relevant fields. Overall, the program requires a team of dedicated and experienced human resources with a commitment to providing high-quality education and preparing graduates for the challenges of the industry.

Number of human resources at Faculty of Hydrology and Water Resources Engineering (HRE) is shown in table below:

Table 5.2: Number of human resources for the engineering aspect

Degree\Year	2023	2024	2025
Doctor	18	19	19
Master	16	16	16
Total	34	35	35

Table 5.2: Human resources of Program Engineering and Sustainable Business

No.	Title	Name	Sex	Degree	Specialization	Year of Graduation	University	Country
001	Dr.	BUN Saret	M	Docteur	Environmental Engineering	2019	Chulalongkorn University	Thailand
002	Dr.	CHAN Rathborey	M	Docteur	Environmental Engineering	2020	Kasetsart University	Thailand
003	Mr.	CHAN Ratboren	M	Master	Environmental Engineering	2020	Kasetsart University	Thailand
004	Dr.	CHHUON Kong	M	Docteur	Hydrology	2016	University of the Philippines Diliman	Philippines
005	Dr.	DOUNG Ratha	M	Docteur	Groundwater and Environment	2015	University of the Philippines Diliman	Philippines
006	Dr.	EANG Khy Eam	M	Docteur	Groundwater Geochemistry	2018	Hokkaido University	Japan
007	Mrs	HANG Leakhéna	F	Master	Environmental Engineering	2009	University of the Philippine Dilman	Philippines

008	Dr.	HEU Rina	F	Docteur	Civil and Environmental Engineering	2020	Tokyo Institute of Technology	Japan
009	Mr.	HONG Penghour	M	Master	Environmental Engineering	2018	Chulalongkorn University	Thailand
010	Mrs.	PHOEURN Chan Arun	F	Master	Environmental Engineering	2012	University of the Philippines	Philippines
011	Ms.	SANG Davin	F	Master	Environnent	2018	Kasetsart University	Thailand
012	Mr.	VENG Huor	M	Master	Fluid mecaniques	2001	Faculté Universitaire des Sciences Agronomiques de Gembloux, Belgique	Belgium
013	Dr.	ANN Vannak	M	Docteur	Ecology and Environment	2015	Universitat de Girona, Espagne	Spain
014	Mr.	HAM Phaly	M	Master	Environmental Engineering	2018	Chulalongkorn University	Thailand
015	Mr.	HENG Salpisey	M	Master	Geological Engineering	2010	Gadjah Mada University	Indonesia
016	Dr.	HENG Sokchhay	M	Docteur	Water Resources	2014	University of Yamanashi	Japan
017	Mr.	HUN Ketya	M	Master	Structural Engineering	2013	Chung Ang University	South Korea
018	Ms.	KET Pinnara	F	Docteur	Irrigation	2019	Université de Liège - Gembloux Agro-Bio Tech, Belgique	Belgium
019	Mr.	KIM Lengthong	M	Master	Water and Environmental Engineering	2018	University of Peradeniya a	Sri Langka
020	Dr.	LIM Samreth	M	Docteur	Public Administration	2020	ROYAL ACADEMY OF CAMBODIA (RAC)	Cambodia
021	Mrs.	LON Sokanya	F	Master	Structural Engineer (BIM)	2018	Chung-Ang University	South Korea
022	Dr.	LONG Borith	M	Docteur	Transportation Engineering	2014	Hokkaido university	Japan

023	Mr.	LUN Sambo	M	Master	Groundwater and Environment	2010	Gadjah Mada University	Indonesia
024	Ms.	MUON Ratha	F	Master	Water Resources Engineering	2018	University of Peradeniya	Sri Lanka
025	Dr.	OUCH Rithy	M	Docteur	Civil Engineering	2016	Chulalongkorn University	Thailand
026	Dr.	PEN Sytharith	M	Docteur	Hydrology	2018	Hokaido University	Japan
027	M.	SOK Khom	M	Master	Structural Engineering	1996	Asian Institute of Technology	Thailand
028	Dr.	SOK Ty	M	Docteur	Functional Ecology	2021	National Polytechnic Institute of Toulouse	France
029	Dr.	SONG LAYHEANG	M	Docteur	Hydrology and Soil Erosion	2021	Université Toulouse III - Paul Sabatier	France
030	Mr.	SOU Senrong	M	Master	Hydraulics	2015	Chungnam National University	South Korea
031	Dr.	THENG Vouchlay	F	Docteur	Civil and Environmental Engineering	2022	Tokyo Institute of Technology	Japan
032	Mr.	YOANG Sothoan	M	Master	Geotechnical Engineering	2016	Chulalongkorn University	Thailand
033	Dr.	CHHORN Chamroeun	M	Docteur	Pavement Engineering	2017	Gangneung-Wonju National University	Korea
034	Dr.	UK Sovannara	M	Docteur	Civil and Environmental Engineering	2022	Tokyo Institute of Technology	Japan

2.6. Double Degree Program with Griffith University in Australia

Through the existing collaboration between ITC and **Griffith University in Australia** (MOU signed in January 2022), we agreed to extend on the academic program in which we agree to offers a unique double degree program designed to prepare professional engineers with a solid foundation in engineering principles and administrative skills. After finishing the 3rd year of the program at ITC, the student can to continue study abroad at Griffith University in Australia. This gives them the opportunity to expand the knowledge of other cultures and practices. They will get double degree which is one from ITC and another one from Griffith University. The summary of pathway from high school to graduation is shown by the learning chart below.

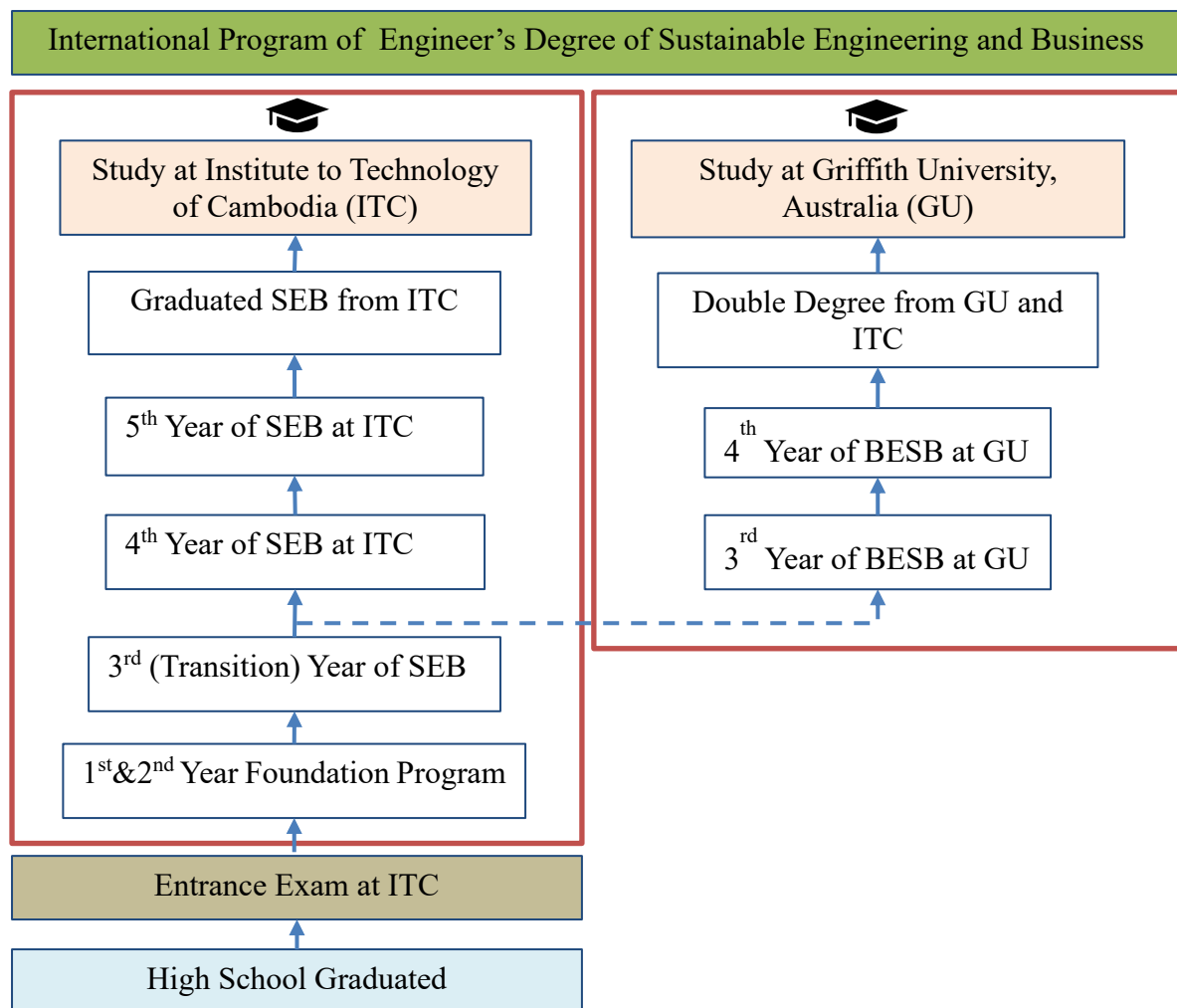


Figure 6.1: Learning chart of BESB between ITC and GU

2.7. Laboratory Facilities

Facility for supporting to the program under the Faculty of Hydrology and Water Resources Engineering is shown in table below.

Table 7.1: Facility supporting to the program

No.	Item	Unite (2023)
1	Class room with Aircon and Projector	1
2	Desktop (PC) in laboratory	25
3	Laptop for lecturers use in class	2
4	Printer	2
5	Laboratory support to the program	11

Several laboratory facilities that could support the program of Engineering and Sustainable Business as listed in Table 7.2.

Table 7.2: Laboratory facilities and function for Engineering and Sustainable Business

Nº	Name of Laboratory in English	Location	Remark
1	HydroMet and Disaster Management Lab.	D-101	Research Lab
2	Topography Lab.	D-103	TP Lab
3	Soil Lab.	D-104	TP Lab
4	Water Quality Lab.	D-105	TP Lab
5	Water Environment Lab.	D-105	Research Lab
6	Hydrology and Hydraulics Lab.	D-106	TP Lab
7	Coastal & Wetland Environmental Lab.	B-107	Research Lab
8	GIS and Remote Sensing Lab.	I-306	TP Lab and it can be an experimental lab in the future
9	Irrigation experimental station	Greenhouse	Experiment site
10	The KHmer Earth OBServation (KHEOBS) Laboratory	B-209	Research Lab
11	Water Supply Laboratory	D-108	TP Lab

2.8. Course Description

Table 8.1: Course description

N0.	Course	Description
1	Effective communication skills	Language and Communication for Sciences is offered to students from a non-English speaking background (NESB). Students whose first language is English are NOT PERMITTED to undertake this course. The aim of this course is to introduce students to the language, knowledge and communication skills required for study and practice in their discipline. A further aim is to develop and practice English language skills relevant to the academic culture of Asia and Australian universities. It therefore involves intensive English language practice and language immersion activities, with elements applied to contextualised, discipline-specific settings.
2	Engineering Mathematics I	The course introduces basic vector algebra in two and three dimensions, matrices, complex numbers, probability and revises basic

	(Linear Algebra)	functions. It provides a foundation in the mathematical sciences for later studies in science and engineering.
3	Programming C++	Engineering Programming is an introductory course to computer programming. It uses the C language to teach basic programming structure, flow and syntax. It also includes a module on the similar language used by the MATLAB package
4	Physic for Engineering I	This course is the first semester of a calculus-based physics course primarily intended for engineering and science majors. Course work includes studying forces and motion, and the properties of matter and heat. Topics will include motion in one, two, and three dimensions, mechanical equilibrium, momentum, energy, rotational motion and dynamics, periodic motion, and conservation laws. The laboratory (taken concurrently) presents exercises that are designed to reinforce the concepts presented and discussed during the lectures.
5	History	This course builds students' understanding of the field of history, and the ways in which it has been interpreted and understood over time. Students learn how to criticize historical sources and interpret historical events using four frameworks; practical, conditional, psychological and conceptual. Students then explore the existence of a systematic theory of history, the role of the historian, the scope of historical work, and methods of explaining the past.
6	Chemistry for Engineering	This course introduces the fundamental concepts and methods of general chemistry. Basic skills of laboratory chemical analysis are developed. Lecture content includes three modules: Introduction and basic concepts; molecular structure and bonding; and energy and physical processes.
7	Writing and Research skills	Academic Writing and Research Skills is designed to develop the autonomy, adaptability and responsibility in academic research and writing necessary to function successfully in postgraduate studies. The unit builds academic scaffolds in research and writing around unit specific material from the students area of specialization

8	Hydrology	Hydrology is concerned with the distribution and dynamics of water and water quality on or near the surface of earth. As fundamental engineering sciences, hydrology plays an important role in developing technical skills in water engineering and in understanding many of the contemporary water management issues. The course covers fundamental hydrologic processes such as rainfall, evaporation, infiltration, surface and ground water, and hydrologic extremes ie floods and droughts. In addition, the course develops technical skills to apply some basic techniques for hydrologic analysis and design with particular emphasis on flood estimation, flood frequency analysis, and flood routing. Learning activities include lectures and workshops.
9	Business Engineering	This course introduces students to a perspective of the purpose of business that embeds values such as responsible leadership, integrity and ethical behavior, respect for others, trust, and sustainable enterprise. The relevance of these values and their impact on behavior and outcomes in a business context is demonstrated to students through case studies, real world examples, and testimonials from industry partners. Following from the discussion of values, the course then looks at how businesses develop solutions to respond to increasing demand for sustainability, transparency and good governance. The framework of the Sustainable Development Goals (SDGs) is introduced and used to examine the alignment between business practices and sustainable solutions to real life problems faced by a business. The course also considers the role and responsibility (including legal) of professionals and professional standards in today's society.
10	Fundamentals of Engineering	This course introduces the fundamentals of engineering. It provides an overview of the various engineering fields, which are covered in the Business Engineering programme, such as systems engineering, electrical engineering, mechanical engineering, transport phenomena (heat and fluid), sensor and optical engineering with a specific focus on the open-ended and multidisciplinary nature of typical engineering problems and the underlying scientific principles. The students familiarize with the engineering design cycle, which consists of formulating a problem, setting design requirements, generating several concepts, selecting the optimal solution and realizing it. Upon completion, students will be able to identify and explain the elementary process steps in scientific instrumentation design, modelling and engineering. Special attention is paid to the underlying scientific principles and laws of the mentioned engineering fields as well as the elementary modelling steps of engineering systems. The course prepares students for later courses in which they continue the

		development of their engineering skills to assist selection of appropriate materials for a design and accompanying make production process decisions. In this light, students need to perform this with an understanding of the business and financial impact, but also the academic environment as well as ethics, safety and sustainability aspects. Finally, the course explains the transdisciplinary role of engineers in a rapidly changing globalizing world
11	Numerical and Computing Skills	This course introduces students to common computer software packages and develops their computing skills. The course introduces students to basic data analysis and numerical modelling techniques, and prepares students to solve engineering problems using off-shelf computer packages and software. This course includes project-based learning involving laboratory measurement
12	The business of changing the world	This course examines how business is changing and how, as a result, there are a growing number of businesses that are focused on responding to major social, environmental, and economic challenges both in Australia and internationally. Businesses are changing the way we approach issues like poverty, homelessness, climate change, and unemployment and alongside these changes we are seeing the growth of social enterprises, impact investment, social innovation, and market-based approaches to creating positive outcomes for people, place and planet.
13	Statistic	This is an introductory course in statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. Students also have the opportunity to analyze data sets using technology.
14	Engineering mechanic	Engineering mechanics is both a foundation and a framework for most engineering disciplines. This course provides a basic knowledge of Newtonian mechanics, rigid-body mechanics, elasticity and structural analysis. In particular, the principles of statics and their applications in engineering, the methods of static analysis, and techniques of engineering computation are expounded. Students are expected not only to acquire a good grasp of the principles but also to develop the computational and analytical skills which are vital in obtaining correct engineering solutions. In practice, a wrong solution can lead to an

		engineering disaster. This course is designed to enable students to acquire fundamental knowledge in engineering. It forms an integral part of the analysis and design training provided in the Engineering programs.
15	Ethical and Philosophical Reflection	In preparation of the bachelor thesis and your future studies or career, this course provides you with the main theoretical approaches within ethics, philosophy of science, as well as the relevant rules and regulations in the field of circular engineering. You develop the skills required to apply and reflect on these topics. Typical questions that are addressed are: what is the role of observation in science? What is a scientific explanation? What roles do theories and experiments play in science? Are there boundaries to genetic modifications? How can we approach multinationals that break environmental laws? What would you do if you would find out that your company is performing illegal dumping of waste or provides misleading information of the circularity or footprint of their products? You study typical ethical dilemmas, search representative examples that are related to the posed questions and discuss your findings with your peers.
16	Heat and mass transfer engineering	Heat and Mass Transfer Engineering aims to equip future engineers with fundamental knowledge together with practical design and implementation skills for applications involving mass and energy balances, mass transfer, psychrometry, convection, heat conduction, and radiation heat transfer. Students will engage in engineering design project(s) involving selection, sizing and/or design of devices such as heat exchangers, fans, pumps, ducting, condensers, distillation columns and air conditioners. Students will be required to propose fit-for-purpose solutions that meet the competing demands of their profession including sustainability, legal issues and commercial aspects. Engineering responsibility and skills in leadership, project control, whole systems design, whole systems thinking, risk management and effective human relations will be refined through this course.
17	Economics for business engineering	This course is both an introduction to microeconomics as well as macroeconomics. Microeconomics is the economics branch concerned with the decisions of individuals and how they use markets to interact. We start by learning the basic concepts of microeconomics such as supply and demand, elasticities and the variety of market structures. We then focus on macroeconomics, which deals with the aggregate

		behavior of the economy. We will learn about such topics as why some countries grow faster than others, how the financial and monetary system work and the influence of monetary and fiscal policy on the aggregate demand for goods and services.
18	Environmental microbiology and ecology	This course introduces the importance of microorganisms to natural and designed ecosystems, biogeochemical cycles, trophic pathways and their beneficial applications. The course provides an understanding of the relationships between living organisms and their abiotic environment, and the living nature of soil, water and air. The course covers fundamentals including cellular transport, microbial growth, environmentally significant biochemical pathways and the taxonomic classification of autotrophic and heterotrophic organisms together with their resource requirements - light, oxygen and nutrients. Ecosystem concepts of food webs, energy flow and mineral cycles are introduced with particular emphasis on applications: decomposition, biogeochemical cycles, wastewater treatment, composting, bio- and phytoremediation, catchment management, and human and ecosystem health. The laboratories cover microbial biodiversity, techniques for the culture, staining and enumeration of microorganisms, animal and plant diversity with an emphasis on water quality and macroinvertebrate sampling, and environmental field monitoring.
19	Green marketing for sustainable SME	Green Marketing is particularly relevant in today's context of a growing demand for products, services and systems that are environmentally sustainable. In this course you will learn how organizations develop environmentally friendly strategies for product innovation, brand reputation and brand equity. Marketing communication and supply chain issues are also explored, with an emphasis on the concept of more sustainable product life cycles.
20	Engineering Mathematic II	The course revises and extends basic integral and differential calculus of one variable and introduces differential equations. It provides a foundation in the mathematical sciences needed for later studies both in an engineering and science context.
21	Commercializing Science	This course aims to help students to understand technology entrepreneurship and how to turn a technical or scientific product into an operational business. The course is designed for students who want

	and Technology	to use their science background in commercializing a scientific product, expanding an existing business, and also understand how a science entrepreneur can make it from the lab to the marketplace. As part of this course, you will have the opportunity to dive deeper into a deep technology field of your choice, i.e. biotechnology, machine learning, or quantum computing. The assessments in this course include a) developing a podcast where you can practice scientific communication skills on a new innovation and its commercialization, and b) presenting a new start-up idea in the chosen technology field of your choice, based on scientific and analytical insights.
22	Experimentation in science and engineering	The experimentation in science and engineering course will introduce the entire process behind scientific research. Starting from the definition of a research question, going to the search for the theoretical principles that are behind the problem. In the final stage, students will learn how to design their experiment while keeping safety, sustainability, and time management in mind. The theory will be applied with real life case studies. For these case studies students will go through all former stages and design their experiment. Furthermore, sites visits will be planned in order to give students a realistic image of how experimentation is done in real life context in an engineering company.
23	Global sustainable business	This course is designed to provide students with knowledge, skills, and attitude for meaningful careers in a new paradigm of business. For example, the Sustainability Grand Challenges core course sets students on the task of creating new business solutions to tackle a real societal problem and pitch it to a multi-stakeholder jury. In addition, it also provides students with the specialist knowledge and competence to support future sustainable business practices globally. Students will learn how to evaluate how businesses operate globally in an increasingly competitive environment. It also gives insight into companies' strategies to reduce the negative environmental impact resulting from their operations in a particular market.
24	Water treatment	Securing and maintaining an adequate supply of water is an essential factor for all countries. All sources of water require some form of treatment before potable use. Water treatment process is to achieve water quality to meet drinking water quality standards. This course will focus on water chemistry; water treatment unit processes including coagulation, flocculation, sedimentation, filtration, adsorption, ion exchange, and disinfection; and design criteria of water treatment plant.

		The objectives of this course are: a) to introduce the water chemistry and parameter; b) to assess the principle of water treatment unit processes; and c) to design the water treatment plant.
25	Resources recovery	This course presents an overview of processes and techniques for resource recovery from different sources. This includes using wastewater, industrial effluents, food, and municipal waste, and waste electronic and electrical equipment as sources for raw materials, devising strategies for the recovery using biochemical tools and specific separation strategies. The overall aim is to provide a deep understanding of the 'Resource recovery from waste' concept and how this is applied in sustainable waste treatment processes. The course also focuses on how to make technology and society work together, different incentives that can be used to create the changes required, and how knowledge and financial resources are best used to reach a circular society. In connection with recycling and a circular society, ethical, social, legal, and economic issues are also addressed.
26	Creating ethical and sustainable business	This course enhances awareness of ethical issues connected with international corporate decision-making and provides students with business strategies and frameworks that assist in the analysis and resolution of ethical problems. An analytic section introduces concepts including corporate social responsibility (CSR) and moral decision-making processes. A thematic section then covers ethical issues related to the global business system, international management strategies, technology, external and internal stakeholders, and corporate governance.
27	Material Engineering	This course provides the concepts and practices employed in the science and technology of advanced materials. Metals, ceramics, polymers, and composite materials will be covered. The course shows that the behavior of materials is directly linked to their fundamental structures, and how structures and hence properties may be altered through processing. Properties, processing, design, and environmental protection and degradation will be considered. Case studies in materials selection will be included and some examples of state-of-the-art applications of novel materials will be given. Advanced techniques available for materials characterization will also be introduced.
28	Wastewater treatment	The course is designed to give a broad theoretical and practical foundation within wastewater treatment. This also includes sludge treatment. An overview of typical wastewater characteristics and how this may affect relevant treatment processes will be given, in addition to treatment and effluent requirements. The course will cover the theoretical foundation, and practical configurations, design, and

		operation of relevant wastewater treatment processes, including physical-, chemical- and biological processes. It will also focus on how to combine different treatment processes to meet present and future effluent requirements. Sludge handling and treatment will also be covered.
29	Process and product engineering	Process and product engineering provide students to understand every step of a product's design and manufacturing. The students will learn how to plan, develop, and maintain a physical product according to a systematic method without having to rely on elusive creativity or luck.
30	Technology management	The focus of the course is on the key concepts, models, and methods that enable managers to effectively manage the development and utilization of technologies. The goal is to develop an awareness of the range, scope, and complexity of the phenomena, issues, and problems related to economics and the management of technology and technological innovations. The course will mainly focus on the micro issues, but it will extend the discussion to cover macro issues of technology management by studying how industries and firms are transformed by new technologies, how new industries are formed, and what factors affect innovation performance. In other words, a systems perspective will be used to develop insights into the conditions under which particular structural arrangements and systems are likely to facilitate technological development. In short, students will develop a better understanding of the complex issues
31	Community internship and partnership for SDGs	The Community Internship course provides students with an opportunity to combine their scholarly learning with a real-world experience in a community-based organization that supports their professional and personal development. To solve the grand challenges facing societies around the world the next generation of leaders, innovators, and decision makers will need knowledge and skills to partner with other organizations to make lasting changes. The Sustainable Development Goals provide a compass for thinking and designing for impact in our communities that have global relevance. This course will provide students with the opportunity to select a volunteer position of their choice from a range of community not-for-profit organizations. Students' assessments are aligned with the Sustainable Development Goals. It provides an opportunity for students to develop a range of professional and personal skills while making a difference in their community by combining volunteering with academic learning through a community internship. Internships are organized by the University, or the student may use a current volunteering activity. The activity may be related to the student's

		discipline studies or could be an opportunity to explore working with an organization outside of their normal discipline learning context. Community Partners who have joined with the University to offer volunteering internships to students include organizations, schools, government departments, and corporations engaged in not-for-profit community activities. The community-based volunteering is aligned with a structured academic program of learning that provides insight into the student's role in the world and explores a range of issues that relate to improving a variety of community needs.
32	Civil engineering design project	This course draws together the many analyses, design, planning, and evaluation tools that have been learned. It involves a substantial design project that mimics the real-world feasibility design of a structure in a civil engineering design consultancy. The project is run with the help of experienced senior structural engineers, helping to ensure that graduating students have skills needed to work as engineers in their practices. The student will be able to a) create feasible and efficient solutions to a realistic civil engineering design problem by selecting theory, techniques, and knowledge learned through the degree program and then interpreting and applying these methods to suit the specific design challenge; b) research, learn, and then apply new and unfamiliar engineering tools and knowledge to a design problem; c) tackle both the conceptual design and detailed design stages of a project, choosing appropriate analytical tools for these different stages of the project; d) develop and evaluate design solutions that are not only feasible, but that also address other drivers, such as safety through design, construction, operation and maintenance, aesthetic, economic considerations; and e) communicate clearly and accurately (by verbal, drawn and written means) to both share ideas and designs, and to receive instructions and feedback that are incorporated into the design process.
33	Circular Economic Project	This course will provide undergraduate students with knowledge in the concepts of environmental economics, resource economics, and circular economy. An implementation of a variety of intermediate-level concepts, frameworks, and models from microeconomics will be applied to find solutions for environmental problems. Along with the understanding of environmental economics, resource economics, and circular economy topics, the goals of this course include improvements in critical thinking skills and learning how to properly apply acquired knowledge of theoretical economics to the solutions of practical problems. It will use systems thinking to understand the technological, economic, and policy implications of circular economy transitions. In addition, it will also focus on real-world applications, evaluating the

		feasibility of achieving zero waste and circular outcomes within industries or geographies.
34	Project management principle	This course presents an overview of leadership and management principles and practices with an emphasis on project management. It focuses on management and leadership skills that are applicable to team-based organizations and to public health projects and programs. The lifecycle of a project, including planning and leadership of a project's team and daily activities, are presented in this course with a focus on ways to achieve maximum efficiency by means of the application of continuous quality improvement techniques to team/project processes. The course builds on organizational and general management and leadership principles which are applicable to health and medical care, and which promote efficient project management. The course will be divided into four modules: Management Principles, Organizational Principles, Total Quality Management/Continuous Quality Improvement, and Project Management.
35	The politic of environment and sustainability	This course examines the political feasibility of adopting and implementing policies designed to promote environmental protection and sustainability. The students will also learn a deep understanding of the complexities of environmental politics and policies, the challenges that the environment poses to political systems, and policy issues that arise in this regard. Throughout the course, students will gain in-depth knowledge about how the political pursues handle environmental problems related to, e.g., air pollution, waste management issues, and climate change, among others.
36	Leading and managing organization	This is an introductory course designed to help students develop an understanding and awareness of the essentials of managing and of the way organizations behave. By exploring the four pillars of management: planning, organizing, leading, and controlling, we will discover how organizations leverage their scarce resources to achieve their goals. The objective of this course is to provide students with an overview of the field of management, and insights into the concept of organizational structure. This task will be accomplished by introducing participants to the history, lexicon, and practices of management as a field of study, and its present position in terms of both theory, practice, and standing as a profession. This process will entail the use of such pedagogical

		tools as case incidents, research, interactive exercises, current thinking, literature review, and relevant examinations.
37	Procurement and Supply Management	This course examines procurement processes management and decision-making frameworks. Topics addressed include interdependencies with other corporate functions; purchasing cycles; development of material and technical specifications; supplier selection, relationship management, and evaluation, supplier quality management and improvement activities; capital goods and services purchases; global sourcing; and procurement tools and analytics. It also provides a conceptual understanding of what supply chains are as well as the key issues that need to be considered when designing, planning, or operating a supply chain.
38	Market research project	Students will examine the fundamental concepts and techniques used in marketing research as decision-making tools. Problem formulation, research design, primary data collection, types of information and measurement scales, and evaluation and utilization of secondary data will be discussed in the mini-project assignment. Other topics that will be discussed include structured and unstructured interviews, focus groups, exploratory research, causal research, sampling, survey design, qualitative versus quantitative data analyses, and interpretation. Students will receive hands-on experience with the SPSS statistical package for analyzing data.
39	Thesis Research Project	The thesis research project is a super-sized form of a research project that serves as the final project before you complete your bachelor's degree. It is the most important evaluation before you be able to graduate. The research can be done through an internship at outside universities such as companies, NGOs, etc. or in universities.
40	English for specific purpose (ESP) I	This course examines current research, theories, practices, and instructional approaches to teaching English for Specific Purposes (ESP). This course focuses on business-and-engineering-specific vocabulary and skills (e.g., writing, speaking, listening), and prepares students for the international standardized exam (i.e., IELTS).
41	English for specific purpose (ESP) II	This course examines current research, theories, practices, and instructional approaches to teaching English for Specific Purposes (ESP). This course focuses on business-and-engineering-specific vocabulary and skills (e.g., writing, speaking, listening), and prepares students for the international standardized exam (i.e., IELTS).
42	Colloquium I	The Colloquium I attempt to help students become future leaders for sustainable engineering and business. This course is a series of

		discussion-based sessions on the topic related to sustainable engineering. Each week, the invited faculty speaker presents a topic to the class. Prior to class, students read the paper provided about the topic and come prepared to work collaboratively to discuss and critique it. In addition to participation in class discussions, the courses include small group presentation on a given topic at the end of the semester.
43	Colloquium II	The Colloquium II attempt to help students become future leaders for sustainable engineering and business. This course is a series of discussion-based sessions on the topic related to sustainable business. This course will also reflect on the leadership challenges that they may face in implementing transformative changes into business practice. Each week, the invited faculty speaker presents a topic to the class. Prior to class, students read the paper provided about the topic and come prepared to work collaboratively to discuss and critique it. In addition to participation in class discussions, the courses include reflective writing and/or analysis essay assignments on a given topic at the end of the semester.

ANNEXE 13. List of research projects are implementing in 2023-2024

➤ Number of research projects implementing in 2022-2023

The first 21 research projects are new projects, whereas other 59 projects are continuing from previous year.

No.	Name of PI	Sex	Title	Period	Budget
1	Dr. TAN Reasmey	F	Removal of diclofenac and caffeine from different water sources using activated carbons made from different wastes	2022-2023	EU/AFD
2	Dr. SROY Sengly	F	Assessment on nutritional profiles, storage stability and sensory evaluation of dried fish powder made by low-value small fish species	2022-2023	LBE-JICA
3	Ms. SIENG Sreyvich	F	Development of alternative salt process to manufacture refined table salt from coarse salt	2022-2023	AFD
4	Dr. MITH Hasika	M	Development of high nutritional value farmed fish and safe processed products (smoked and fermented fish) in Cambodia	2022-2027	ARES
5	Dr. VALY Dona	M	Plagiarism Detection System for Khmer Language	2022-2023	LBE JICA
6	Mr. CHHORN Sopheaktra	M	Controller system for smart greenhouse	2022-2023	HEIP + YG
7	Mr. CHHORN Sopheaktra	M	SOLAGEO's Internet of Energy	2022-2023	HEIP + Trade without Border
8	Ms. OUM Sotheara	F	Development of omnidirectional semi-autonomous mobile robots for robot competition	2022-2023	AI Farm
9	Mr. LY Leangchheng	M	Design a boat for SUV car	2022-2023	
10	Dr. NGET Rithea	M	Design and Implementation of Health Data Collection Communication Protocol Using Physical-Layer Network Coding	2022-2023	LBE JICA
11	Mr. CHIN Chan Daraly	M	The vehicle as an intelligent thing	2022-2025	
12	Dr. CHRIN Phok	M	Smart farming for qualified vegetable using mechatronics techniques	2022-2023	LBE JICA
13	Dr. Doung Piseth	M	Evaluation of Mechanical Behavior of Post-Installed Bundled Reinforcement Used for Concrete Connections	2022-2023	LBE/JICA

14	Dr. Seang Sirisokha	F	Geological, Geochemical Characteristics and Genesis of Gold Mineralization, Gemstone and Rare Earth Element in Ratanakiri, Kampot, and Pailin province, Cambodia	2022-2023	LBE/JICA
15	Dr. Yos Phanny	M	Physical Properties and Mineralogy of Ancient Brick from Temples at Sambor Prei Kuk area, Kampong Thom, Cambodia	2022-2023	LBE/JICA
16	Dr. Kan Kuchvichea	M	Designing and Implementing a Pilot to Promote Waste Circularity in Phnom Penh	2022-2023	UNDP
17	Dr. BUN Saret	M	Occurrence and Distribution Analysis of Microplastics in Different Environmental Mediums of Cambodia	2022-2023	EU/AFD
18	Dr. HEU Rina	F	Investigation of the Effects of Algal Bloom in TSL Source Water on Water Supply Treatment Efficiency	2022-2023	EU/AFD
19	Dr. THENG Voulay	F	Preventing zoonotic diseases emergence	2022-2027	AFD-RD
20	Ms. DOEURN Seyha	F	Antimicrobial Resistance Circulation along the Mekong and its Delta (ARCIMED)	2022-2023	FSPI (French Government)
21	Dr. PEN Sytharith	M	Ecosystem-base Adaptations for Sustainable Groundwater Resources Management in the Transboundary Cambodia-Vietnam Mekong Delta Aquifer, Lower Mekong Region (GEBA)	2022-2023	Stockholm Environment Institute (SEI)
22	Dr. Or Chanmoly	M	Applied geophysics for investigating hydrocarbon potential and depositional environment of sediments at onshore prospect, southern Cambodia	2021-2023	HEIP
23	Dr. Vai Vannak	M	Development of a Virtual Cambodian Power System-Towards an Innovation Micro-Grid in Cambodia	2020-2024	HEIP
24	Dr. Kret Kakda	M	Integration of Landsat-8, ASTER, and Sentinel-2 for mapping of mineral prospective, hydrothermal alteration and geological structures for porphyry copper and epithermal gold deposits in the north Cambodia.	2021-2023	JICA-LBE
25	Dr. Kret Kakda	M	Investigation the production potential of the Cambodian offshore reservoir considering effects of phase behavior and rock-fluid interaction	2021-2023	HEIP

26	Dr. Vai Vannak	M	Planning and Operation of Active Distribution Systems	2021-2023	JICA-LBE
27	Dr. Eng Chandoeun	M	Quality Assurance of Concrete Pile Integrity Soil Properties Investigation in Phnom Penh City using Seismic and Electrical Resistivity Tomography Approaches	2021-2023	HEIP
28	Dr. Vongchanh Kinnaeth	F	Study on impact of heat stress to human productivity and economic in Cambodia	2020-2023	CCCA3
29	Mr. Chhlonh Chhith	M	Optimal Fault Location, Isolation, and Restoration Procedure for LV Microgrids	2021-2024	BGF
30	Dr. SUONG Malyna	F	Biotechnology for Integrated Pest Management towards pesticide reduction in Cambodia	2019-2023	HEIP
31	Dr. IN Sokneang	F	Valorization of high-value dry food products (agricultural products including herbal and spices) and other by-products in Cambodia	2019-2023	HEIP
32	Dr. MITH Hasika	M	Improvement and development of rice-based products toward the growth of SMEs/Industries in Cambodia	2019-2023	HEIP
33	Dr. TAN Reasmey	F	Development of Cambodian Soy Sauce by Fermentation Method	2019-2023	HEIP
34	M. KONG Sela	M	Development of Cooking Oil Processes for Commercialization	2021-2023	HEIP
35	Dr. PENG Chanthol	F	Improvement and development of fish and meat products for better preservation using innovative technology	2021-2023	HEIP
36	Dr. HOUNG Peany	F	Valorization of agricultural by-products in Cambodia through extractions and formulations of essential oils and bioactive compounds	2021-2023	HEIP
37	Dr. SUONG Malyna	F	Sustainable Rice Production within an Agroecology Framework (HEALTHYRICE)	2019-2022	IRD
38	Dr. PO Kimtho	M	FOODI (MSc course in Food Processing and Innovation)	2019-2022	Erasmus+ KA2

39	Dr. IN Sokneang	F	Training a new generation of entrepreneurs in sustainable agriculture and food engineering (FoodSTEM)	2019-2022	Erasmus+
40	Dr. HOUNG Peany	F	Agroecology and Safe Food System Transitions (ASSET)	2020-2025	EU/AFD and GRET
41	Dr. PENG Chanthol	F	Reducing Foodborne Pathogen Contamination of Vegetables in Cambodia: Innovative Research, Targeted Interventions, and Impactful, Cambodian-Led Engagement	2020-2024	USAID
42	Dr. TAN Reasmey	F	Development of Cambodian Fermented Cucumbers by using Freeze-Dried Lactic Acid Bacteria with their Potential Use as Aromatic and Bacteriocin-producing Starters	2021-2023	LBE-JICA
43	Dr. YOEUN Sereyvath	M	ASEAN Network for Green Entrepreneurship and Leadership/ ANGEL	2021-2024	Erasmus+
44	Ms. CHIN Lyda	F	Impact of initial composition and processing techniques on aromatic quality of mango	2021-2024	BGF & MoEYS, Tonle sap project
45	Dr. SRANG Sarot	M	Development of Nanosatellite for Demo	2021-2024	MoEYS
46	Dr. THOURN Kosorl	M	Initiative Towards Electrical and Electronic Product Testing and Certification by EMC Laboratory	2019-2023	HEIP
47	Dr. VALY Dona	M	Ancient Manuscript Digitization and Indexation	2020-2023	HEIP
48	M. KEO Chivorn	M	Flight controller and structural design for fixed-wing unmanned aerial vehicle (UAV)	2022-2024	AOARD
49	Dr. KIM Bunthern	M	Applied Control and Automation for Agriculture in Cambodia (ACAAC)	2019-2023	HEIP
50	M. HEL Chanthan	M	Toward Production Innovation via FabLab-ITC	2019-2023	HEIP
51	Mr. KUY Movsun	M	Investigation of configuration issues related to SDN/NFV deployments	2020-2024	ARES
52	Mr. PICH Reatrey	M	DNS Tunneling Detection Based on DNS over HTTPS Data Analysis	2021-2025	ARES

53	M. BAN Sam	M	Developing Countries' Transportation Enhancement through the Application of Physical Internet Paradigms	2019-2022	Government of Cambodia + ARES-CCD
54	AUN Srean	F	Air Pollution Monitoring in Phnom Penh	2019-2023	LBE-JICA
55	BUN Polyka	F	Development and optimization of ceramic tile using Cambodian clays incorporating with industrial wastes	2020-2023	LBE-JICA
56	KETH Kannary	F	Managing the interdisciplinary collaboration in construction 4.0: ITC's workshop case	2021-2024	IRD
57	YOS Phanny	M	Cambodian natural rubber/different minerals composites for floor mat shock absorbing application	2020-2023	Kanazawa University
58	YOS Phanny	M	Polyethylene (PE) Waste Recycling for Asphalt Concrete Pavement Application	2021-2022	HEIP
59	DOUNG Piseth	M	Initiative on the development of wind load for design of building structures in Cambodia	2020-2023	HEIP
60	DOUNG Piseth	M	Energy-based design for buildings and Steel ring damper for seismic application	2020-2024	HEIP
61	HIN Raveth	M	Chemical Strengthening of Large-scale glass Pieces for Construction and Other Engineering Applications	2020-2024	HEIP
62	TAING Kimnenh	F	Green BIM - Analysis of BIM approach for designing a bioclimatic building	2020-2024	HEIP
63	LONG Makara	M	Sustainable building designs integrated life-cycle assessment (LCA), for best strategies to design the green residential building in Phnom Penh, Cambodia	2021-2025	HEIP
64	Dr. OR Chanmoly	M	SATREPS: Establishment of Risk Management Platform for Air Pollution in Cambodia	2022-2027	ITC and BGF
65	Dr. BUN Saret	M	Addressing Water Scarcity in a Rural Community of Cambodia through Groundwater Use	2020-2022	ITC and BGF
66	Dr. CHAN Rathborey	M	Influence of Locally Made Effective Microorganism (EM on the Treatment of	2021-2022	ITC and BGF

			Domestic Wastewater using the Conventional Septic Tank		
67	Dr. DOUNG Ratha	M	Water Evolution and Vulnerability Under Global Changes in Coastal Catchments of Cambodia	2019-2022	French Embassy
68	Ms. AUN Srean	F	Air pollution in Phnom Penh/East Asia-Nanoparticle monitoring network (EA-Nanonet)	2011-Present	LBE-JICA
69	Dr. HANG Leakhena	F	Development of a bio-filter system model to control air pollution toward industrial application	2021-2023	LBE-JICA
70	Dr. HEU Rina	F	Improving Sustainable Water Supply and Sanitation in Cambodia: Case of Tonle Sap Lake's Floating Villages	2021-2023	HEIP
71	Dr. KET Pinnara	F	Integrated approach of precise irrigation and sustainable soil management to improve crop water productivity in Cambodia through ITC soil laboratory development: the focus on rice farming	2021-2023	HEIP
72	Dr. BUN Saret	M	Development of Eco-Friendly and Low-Cost Wastewater Treatment System as an On-Site Product	2021-2023	JICA-LBE
73	Dr. SONG Layheang	M	Development of Climate Data Information System for Cambodia	2021-2023	HEIP
74	Dr. OEURNG Chantha	M	Strengthening Flood and Drought Risk Management and Early Warning System in Lower Mekong Basin of Cambodia	2021-2023	JICA-LBE
75	Ms. MOUN Ratha	F	Termite bioturbation in Cambodia-From Characterization to Application (PhD project)	2019-2022	HEIP
76	Dr. SONG Layheang	M	Impact of Land Use Change and Climate Change on Surface Runoff and Suspended Sediment in the Mekong Basin (PhD project)	2019-2022	CCCA3
77	Dr. SOK Ty	M	Dynamic Transport of the Sediment and Nutrient in the Mekong River Basin and the Role of the Tonle Sap: Assessment Coupling Data and Modelling Approaches (PhD project).	2019-2022	BGF

78	Dr. PENG Chanthol	F	Aquaculture in Cambodia: Sustainability and Risk Prevention (AquaCam)	2020-2022	HEIP
79	Dr. CHAN Rathborey	M	Development of Electrocoagulation Reactor Integrated Sedimentation for Turbidity and Color Removal from Industrial Wastewater	2021-2023	HEIP
80	Dr. KET Pinnara	F	Prototype of Low-cost and Smart In-vessel Composter for converting Spent Mushroom Substrates to Bio-Organic Fertilizer	2021-2022	HEIP

➤ **Number of Projects/Proposals submitted 2022-2023**

No.	Title of Project	Speciality	Partner	Funding agency (Erasmus KA1, Erasmus KA1, AUN- SEED/Net, AUF, AFD, ADB, WB etc.,)	Funding Amount (USD)
1	Improving fresh-water fish powder production for versatile use in Cambodian diets	FTN	DCF Danish Care Foods Co., Ltd	UNIDO-Capfish	30,000 USD
2	Shelf life improvement and development of fish Jerky products	FTN	Unica enterprise	UNIDO-Capfish	30,000 USD
3	Improvement of Dried Fish Quality through Drying Technology Development	FTN	- Harvest The Sun Co., Ltd - Samnang Sothea Handicraft	UNIDO-Capfish	29,940 USD
4	Development of Instant Fish Soups for Commercialization	FTN	Heng Channy Angkor Meas	UNIDO-Capfish	30,000 USD
5	Development of Cambodian Traditional Fish Based-Product: Fish Amok and Khmer Fish Noodle Soup	FTN	- Embassy Restaurant Enterprise - CT FOODS	UNIDO-Capfish	29,561 USD
6	Development of nutrient-dense waffle rolls for children by incorporating Cambodian freshwater fish powder	FTN	DCF Danish Care Foods Co., Ltd.	UNIDO-Capfish	28,000 USD
7	Stability of dried fish quality by using green synthesis of metallic nanoparticles as a preservative	FTN	- Narith Sokleng Dried Fish Handicraft - NISTI	UNIDO-Capfish	29,985 USD
8	Development of monitoring and controlling of IoT-based aquaponics system using	MIT & WAE	Tokyo Polytechnic University, Oita	LBE JICA	15,000 USD

	green energy Acronym: Smart Aquaponic Project		University, Kagawa University, University of Fukui, Tokyo Institute of Technology		
9	Integrated Decision Support System for Non-Communicable Ocular Diseases using Machine IntelligenceMachine Intelligence	MIT (as member)	Universiti Kebangsaan Malaysia, Institute of Technology Bandung, Indonesia	ASEAN IVO	22,016 USD
10	Concrete made of 100% recycled materials	MSS	Lmdc	BGF-ITC	8,100 USD
11	Effect of The Addition of Natural Fibers on Shrinkage, Cracking Risk and Healing Capacity of Cementitious Materials	MSS	INSA Rennes	BGF-ITC	N/A
12	Development of Starch-Based Film for Biodegradable Packaging Using Cambodian Cassava as Starch Source	MSS	N/A	Takahashi	4,961 USD
13	Characterization and Fabrication of Ceramic Brick for Sambor Prei Kuk Temple Rehabilitation	MSS	Chulalongkorn University and Nagaoka University of Technology	LBE/JICA	14,800 USD

ANNEXE 14. Calendrier universitaire 2023-2024

AOÛT		SEPTEMBRE		OCTOBRE		NOVEMBRE		DECEMBRE		JANVIER		FEBVIER		MARS		AVRIL		MAI		JUIN		JUILLET		AOÛT		SEPTEMBRE		OCTOBRE	
Ma 1	Session d'examen de fin semestre	Ve 1		Di 1		Me 1	14	Ve 1	8	Lu 1	Nouvel an international	Je 1	17	Ve 1		Lu 1	13	Me 1	Journée internationale de l'Environnement	Sa 1		Lu 1	Session d'examen de fin semestre	Je 1		Di 1		Ma 1	Fête des morts
Me 2	1	Sa 2		Lu 2		Je 2	4	Sa 2	8	Ma 2	Inscription de Réserve de 11	Ve 2	17	Sa 2		Ma 2	13	Je 2	9	Di 2		Ma 2	7	Ve 2		Lu 2	Semaine de rattrapage "tout public" d'inscription de concours en 13	Me 2	
Je 3		Di 3		Ma 3		Ve 3	4	Di 3		Me 3	13	Sa 3		Di 3		Me 3	Pré-CEVU	Ve 3	9	Lu 3		Me 3	18	Sa 3		Ma 3		Je 3	
Ve 4		Lu 4	Semaine de rattrapage "tout public" d'inscription de concours en 10	Ma 4	10	Sa 4		Lu 4	Rentré scolaire de 12	Je 4	13	Di 4		Lu 4		Je 4	7	Sa 4		Ma 4	3	Je 4	18	Di 4		Me 4	16	Ve 4	
Sa 5		Ma 5		Je 5		Di 5		Ma 5		Ve 5	Reunion de Pré-rentrée de 11 et T1	Lu 5	Section d'examen de fin semestre	Ma 5	9	Ve 5		Di 5		Me 5	14	Ve 5		Lu 5	Inscription de concours en 13	Je 5	Concours en 13	Sa 5	
Di 6		Me 6	6	Ve 6		Lu 6	Examen de Bac	Me 6	9	Sa 6		Ma 6	5	Me 6	3	Sa 6		Lu 6		Je 6	14	Sa 6		Ma 6	12	Ve 6		Di 6	
Lu 7	Session de soutenance de mémoire fin d'études	Je 7	Concours en 13	Sa 7		Ma 7		Je 7		Di 7	Victoire sur genocide	Me 7	18	Je 7	3	Di 7		Ma 7	16	Ve 7		Di 7		Me 7		Sa 7	Fin d'année de 11 et T1	Lu 7	Rentré scolaire
Ma 8	Inscription de concours en 13	Ve 8		Di 8		Me 8	15	Ve 8		Lu 8	Reunion scolaire de 11 et T1	Je 8	18	Ve 8	3	Lu 8		Me 8	10	Sa 8		Lu 8	Session de soutenance de mémoire fin d'études	Je 8		Di 8		Ma 8	
Me 9	2	Sa 9		Lu 9	Rentré scolaire	Je 9	15	Sa 9		Ma 9	1	Ve 9		Sa 9		Ma 9		Je 9	Journée Scientifique	Di 9		Ma 9	8	Ve 9		Lu 9	Reunion de 2ème semestre pour 11 et T1	Me 9	1
Je 10		Di 10		Ma 10		Ve 10		Di 10		Me 10	14	Sa 10		Di 10		Me 10		Ve 10		Lu 10		Ma 10	19	Sa 10		Ma 10		Je 10	
Ve 11		Lu 11		Me 11	11	Sa 11		Lu 11		Je 11	14	Di 11		Lu 11		Je 11		Sa 11	Fin de semestre 1 pour 11 et T1	Ma 11	4	Je 11	19	Di 11		Me 11	Jury de septembre	Ve 11	
Sa 12		Ma 12		Je 12		Di 12		Ma 12		Ve 12		Lu 12	Correction et relevé de notes	Me 12	10	Ve 12		Di 12		Me 12	15	Ve 12		Lu 12		Je 12		Sa 12	
Di 13		Me 13	7	Je 13	Fête des morts	Ve 13		Di 13	10	Sa 13		Ma 13	6	Me 13	4	Sa 13		Lu 13		Je 13	15	Sa 13		Ma 13	13	Ve 13		Di 13	
Lu 14		Je 14		Sa 14		Ma 14		Je 14	10	Di 14		Me 14		Je 14	4	Di 14	NOUVEL AN KHMER	Ma 14	Anniversaire du Roi N.Sihanouk	Ve 14		Di 14		Me 14		Sa 14		Lu 14	
Ma 15		Ve 15		Di 15	Journée de prière	Me 15	16	Ve 15		Lu 15		Je 15		Ve 15		Lu 15		Me 15	Session d'inscription de concours en 11 et T1	Sa 15		Lu 15		Je 15		Di 15		Ma 15	Concours en 13
Me 16	Jury de passage et jury d'attribution de diplômes	Sa 16		Lu 16		Je 16	16	Sa 16	Date limite d'inscription aux concours	Ma 16	2	Ve 16		Sa 16		Ma 16		Je 16		Di 16		Ma 16	Pré-jury de passage par département	Ve 16		Lu 16		Me 16	2
Je 17		Di 17		Ma 17		Ve 17		Di 17		Me 17	15	Sa 17		Di 17		Me 17		Ve 17		Lu 17	Session d'examen de langue	Ma 17	9	Sa 17		Ma 17		Je 17	
Ve 18		Lu 18		Me 18	12	Sa 18	Fin d'année de 11 et T1	Lu 18		Je 18	15	Di 18		Lu 18		Je 18		Sa 18		Ma 18	Anniversaire de la fondation de la République	Je 18		Di 18		Me 18	Jury de passage pour 11 et T1	Ve 18	
Sa 19		Ma 19		Je 19	2	Di 19		Ma 19	Concours d'entrée	Ve 19		Lu 19	Reunion de 2ème semestre (stage de fin des études)	Ma 19	11	Ve 19		Di 19		Me 19	5	Ve 19		Lu 19		Je 19		Sa 19	
Di 20		Me 20	8	Ve 20		Lu 20	Examen de 2ème semestre pour 11	Me 20	11	Sa 20		Ma 20	7	Me 20	Journée mondiale de la Francophonie	Sa 20		Lu 20	Reunion de 2ème semestre pour 11 et T1	Je 20	16	Sa 20		Ma 20	14	Ve 20		Di 20	
Lu 21		Je 21		Sa 21		Ma 21		Je 21	11	Di 21		Ma 21	Pré-conseil de classe	Je 21	5	Di 21		Ma 21	1	Ve 21		Di 21		Me 21		Sa 21		Lu 21	
Ma 22		Ve 22		Di 22		Me 22	Pré-CEVU	Ve 22	Résultat de Concours	Lu 22	Session d'examen de langue	Je 22	1	Ve 22		Lu 22		Me 22	Prix de l'Environnement	Sa 22		Di 22	Fin semestre	Lu 22		Je 22		Ma 22	
Me 23	4	Sa 23		Lu 23		Je 23	7	Sa 23	Orienté de 11	Ma 23	3	Ve 23		Sa 23		Ma 23	14	Je 23	12	Di 23		Ma 23	10	Ve 23		Lu 23		Me 23	3
Je 24		Di 24	Journée de la constitution	Ma 24		Ve 24	Jury de passage pour 11 et T1	Me 24		Di 24	16	Sa 24		Di 24		Me 24	CEVU	Ve 24		Lu 24	Pré-examen de fin semestre	Ma 24		Sa 24		Ma 24	Journée de la constitution	Je 24	
Ve 25		Lu 25		Me 25	13	Sa 25		Lu 25	Inscription de 11	Je 25	16	Di 25		Lu 25		Je 25		Sa 25	Fin de stage	Ma 25	6	Je 25		Di 25		Me 25		Ve 25	
Sa 26		Ma 26		Je 26	3	Di 26	Fête des eaux	Me 26		Ve 26		Lu 26		Ma 26	12	Ve 26		Di 26	SILLON SACRE	Me 26	17	Ve 26		Lu 26		Je 26		Sa 26	
Di 27		Me 27	9	Ve 27		Lu 27		Me 27	12	Sa 27	Fin semestre	Ma 27	8	Me 27	Journée d'engagement	Sa 27		Lu 27		Je 27	17	Sa 27		Ma 27	15	Ve 27		Di 27	
Lu 28		Je 28		Sa 28		Ma 28	Résultat de Bac	Je 28		Di 28		Ma 28	Comité de classe	Je 28	6	Di 28		Ma 28	2	Ve 28		Di 28		Me 28		Sa 28		Lu 28	
Ma 29		Ve 29		Di 29	Couronnement du Roi N.Sihanouk	Me 29		Ve 29		Lu 29	Pré-examen de fin semestre	Je 29	2	Ve 29		Lu 29		Me 29	13	Sa 29		Lu 29		Je 29		Di 29		Ma 29	Couronnement du Roi N.Sihanouk
Me 30	5	Sa 30		Lu 30		Je 30	Inscription de T1	Sa 30		Ma 30	4			Sa 30		Ma 30	15	Je 30		Di 30		Ma 30	11	Ve 30		Lu 30		Me 30	4
Je 31				Ma 31		Di 31		Me 31				Di 31						Ve 31					Me 31					Je 31	