

FINAL

**Implementation of Professional Degree Program for
Qualification Upgrading of Teachers Working in Schools of Nepal**

A Special Collaboration between NCED/ MOE and FOE/TU

Agreed DOCUMENT OF COLLABORATION

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Date: 2068-03-24

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Acronyms

B. Ed.	Bachelor of Education
CEHRD	Council for Educational Human Resource Development
DOE	Department of Education
FB	Faculty Board
FBSC	Faculty Board Standing Committee
F.M.	Full Marks
FOE	Faculty of Education
HSL	Higher Secondary Level
ICT	Information and Communication Technology
ICTE	Information and Communication Technology Education
I. Ed.	Intermediate of Education
JTC	Joint Technical Committee
M.Ed.	Master of Education
MOE	Ministry of Education
M. Phil.	Master of Philosophy
NCED	National Centre for Educational Development
PCL	Proficiency Certificate Level
Ph.D.	Doctor of Philosophy
P. B.Ed.	Professional Bachelor of Education
P. M.Ed.	Professional Master of Education
SC	Subject Committee
SSC	Subject Standing Committee
SSR	School Sector Reform
TC	Technical Committee
TPC	Teacher Preparation Course
TU	Tribhuvan University

1. The Background

Introduction

Present document is a result of responsible step in establishing credible arrangement for solving the existing problems with regard to qualification upgrading of working teachers and to collaborative venture in implementing the academic preparation program at TU. This document provides authentic guideline that combines rationale, objective, specification of activities, budget and spending provisions, and procedural considerations for implementing qualification-upgrading program targeting to working teachers of Nepal.

The need of qualification upgrading was induced by the provision of new qualification criteria made in School Sector Reform Plan (SSRP) 2009-2015. In addition, this document also provides detailed specifications for establishing special and formal mechanism to strengthen interactivity between Ministry of Education (MOE) and Faculty of Education (FOE)/Tribhuvan University (TU) system in producing human resource for the requirement of entire ministry system.

To be consistent with institutional mandates, establishing special collaboration between Faculty of Education (FOE)/ Tribhuvan University (TU) and NCED has been adopted as major strategy to address the need realized at present. This is meant to be a tool for translating Teacher Development Policy Guideline 2011 into actions. The guideline recently issued has been prepared to facilitate process of implementing the SSRP with regard to teacher development and capacity development components.

According to the formalities, this document named as "Agreed Document of Collaboration (ADC)" will be approved by the Council for Educational Human Resource Development (CEHRD), signed by NCED and FOE, and put into operation for the next five years period of time-2067/68-2071/72 (2011/12-2015/16). The ADC has been jointly prepared by technical experts of both the institutions in consultation with relevant stakeholders.

This, in deed, is a continuation of earlier collaboration entitled Improved Teacher preparation Program under FOE: A special collaboration between NCED/MOE and FOE/TU, which executed during three fiscal years-2064/65-2066/67. Thus, present effort is virtually deemed as second phase of the special collaboration.

The context

Recollection of organizational profile of both institutions-FOE and NCED, and achievement of the first phase collaboration do set broader context for moving further with new agenda.

Organizational profile

TU as a pioneering national university has been playing a multi-dimensional roles in providing higher education. There are four faculties (allied departments of education services) and five institutes (autonomous department of educational services) under this university. Among them, FOE is the largest faculty in terms of number of constituent and affiliated campuses and the number of students being served. The faculty has 15 subject committees and 16 departments. Likewise, there are 25 constituent campuses and 416 affiliated campuses scattered throughout the country to implement its program. FOE produces human resources for consumption of education sector in different fields that include teaching, training, school supervision, education management, curriculum design, examination, planning and policy formulation.

FOE offers different programs such as 1-year B. Ed., 3-year B. Ed., 2-year M. Ed., 1.5-year M. Phil. and 3-year Ph. D. programs. Its contribution has been proved mainly in producing primary, lower secondary, secondary, higher secondary school teachers and teacher educators. Along with this, the faculty prepares curriculum experts, researchers, educational planners, education managers, supervisors etc. for the requirement of entire MOE system.

NCED being a department under MOE has been serving as national authority in the field of human resource development for catering needs of entire ministry system. More specifically, this center takes ultimate responsibilities of professional development of total in-service teaching force and the force working in different echelons under the ministry-down from district level to the national level. In course of delivering core mandates over the past more than 17 years, NCED has successfully expanded its network throughout the country. The network lies at two levels. The first level comprises 29 Educational Training Centers (ETCs) being operated under its direct administrative control. The second level comprises 1053 Resource Centers (RCs) and 46 Lead Resource Centers (LRCs) with its professional relationship at the district and sub-district levels.

NCED has so far demonstrated high-level of accomplishments by completing a huge responsibility of providing professional course of 10-month certification teacher training for all (100%) working teachers (>170,000) in the school system (primary to

secondary level). Meantime, in-service management and leadership development courses run under this center has covered more than 70% of total personnel (>35000) including head teachers working under various units of the ministry. Such accomplishment in the professional domain has incredibly contributed to upgrade institutional profile of this center even within the short period of time.

Achievement of Phase-I collaboration

To summarize core mandates of both the institutions, FOE holds full responsibility of academic preparation of pre-service candidates largely for teaching force and of workforce for different managerial positions of the various units of the ministry. Whereas, NCED takes full responsibility of professional development of in-service teachers and other managerial personnel. Although there is clear demarcation in the scope of mandates and responsibilities between the NCED and FOE, there exists firm interdependence in achieving an impact of the services delivered. The impact is observed in performance of the teachers and managerial personnel educated by FOE and trained by NCED

Having realized the interdependence, an idea was conceived to create an avenue for meaningful dialogue between both the institutions contributive to develop responsive programs in the field of academic preparation and professional development of the human resource employed under the MOE system. The avenue was materialized in form of a three-year special collaboration between NCED and FOE for improved teacher preparation program to be implemented during FY 2064/65-2066/67. Achievement of the collaboration as presented in the box below has proved to be great value-addition to the production of qualified candidates for the ministry system. Moreover, the collaboration has opened up tremendous possibilities for further continuation and added relevance to the context of SSRP as well.

Box-1
Summary of achievement of the collaboration
i. developed and started implementation of B.Ed. in ICT education program
ii. revised (upgraded/customized) existing B.Ed. and M. Ed. curriculum
iii. developed one-year Teacher Preparation Course for Basic and secondary level teachers
iv. developed 100-hour ICT literacy (awareness) course for school head teachers, school supervisors and teacher educators, and conducted in different campuses
v. trained 16 FOE teachers in 1-year faculty development training on ICT education
vi. total of 1927 faculty members trained in use of revised curriculum
vii. developed training manuals for TPC and TCTE course

- viii. distribution of books to different campuses
- ix. developed materials in some subjects

ANNEX-1 for details

2. Rationale for the Special Collaboration

The SSRP and recently amended Education Act (2028) and Education Regulation (2059) have added new dimension to the existing teacher preparation system. As provisioned, existing qualification criteria for both basic level and secondary level has been upgraded to the higher level, which is further elaborated in Teacher Development Policy Guideline 2011 and summarized in the box below.

Box-2
Policies on new teachers' qualification criteria
<i>Professional and academic qualification will be made mandatory for all candidates to enter into teaching force at both the basic and secondary levels.</i>
i. Intermediate in Education (I. Ed.), or higher secondary degree (+2) with education stream, or non-education intermediate level degree with one-year special Teacher Preparation Course (TPC) will be enforced as minimum qualification criteria for teaching in basic level.
ii. Teacher with B. Ed. degree will be eligible for the position of basic level head teach and with M.Ed. degree for secondary level.
iii. Masters in Education (M. Ed.), or non-education masters' degree with one-year special Teacher Preparation Course (TPC) will be enforced as minimum qualification criteria for teaching in secondary level.

In order for enforcing the policy of new qualification criteria, two basic measures need to be taken into consideration.

Firstly, new recruitment process should be modified in such a way that only the candidates who possess stipulated (new) qualification standard will be eligible for entry in the teaching force. This will make sure that both the permanent and temporary positions to be filled up under the present law (policy) will be staffed by the candidates having full qualifications-academic, professional and certification (licensing) as stipulated.

Secondly, the working permanent teachers need to be provided special opportunity/access of qualification upgrading program to obtain higher qualification to comply with the new criteria.

On contrary, the opportunity for qualification upgrading will not be relevant for the working temporary teachers as they are any way supposed to get through the teacher selection examination with stipulated qualifications for the permanent tenure. With regard to this, following box summarizes the policy actions.

Box-3
Policies on qualification upgrading
<i>Voluntary provision will be made for the permanent teachers having qualifications lower than the new qualification criteria to upgrade their qualification within the earliest possible timeframe.</i>
<ol style="list-style-type: none">i. Special <u>Grade-12 education program</u> will be continued under HSEB system for those working teachers who are having SLC+10-month certification training qualification.ii. Special provision will be made under the university system in collaboration with NCED to allow the teachers having B. Ed. or equivalent qualification studying existing M. Ed. program through alternative delivery arrangement (Professional Master Degree).iii. The qualification upgrading will be considered only as ethical obligation for the relevant categories of teachers. The teachers' failure to upgrade their qualification shall not, however, be used as ground for his or her dismissal or demotion.iv. Those teachers who are not able to upgrade their qualification within the given timeframe (by 2015) will be confined to teach initial grades of each level (e.g. up to grade-5 of basic and up to grade-10 of the secondary level).

To follow spirit of the policies, there will be two separate programs targeted for upgrading qualifications of teachers of both the categories-basic level and secondary levels.

The qualification-upgrading course for the basic level teachers has already been in place under the Higher Secondary Education Board (HSEB). For this, all we need to focus on is continuation of the implementation with improvement in critical aspects such as provision of learning materials, management of examination, process of certification etc.

To analyze magnitude of the need, 54% of total teachers working at the basic level (combining existing primary and lower secondary) are under-qualified or having qualification lower than the intermediate certification. Likewise, 70% of all working teachers at the secondary level (only 9-10) are still under-qualified as against the new qualification criteria (M. Ed. or equivalent). It is assumed that the teachers currently working in higher secondary schools (11-12) have already possessed the defined qualifications. At the same time, it has also been assumed that new entry in the teaching

force will strictly be made only from among the qualified and trained candidates. Thus, the actual need is constituted by the presently working population under this category after deducting the projected number of attrition (@2% annually) within the next five years. Following table is prepared to present summary of the figures.

Table-1

Summary of Need for Qualification Upgrading by Level

S. N.	Description	Basic	Secondary	Total
1	*Total working teachers	127880	19616	147496
2	% of teachers having lower qualification against the SSRP criteria	54	70	
2	Total need for qualification upgrading	69055	13731	82786
3	Absolute figure of attrition for the next five years (@2%/annual)	6906	1373	8279
4	Actual need for qualification upgrading after annual attrition (2%)	62150	12358	74508
	<i>* no. of existing primary teachers added by number of lower secondary teachers.</i>			

As already mentioned, HSEB has been implementing qualification upgrading program (special +2 education) targeting to the calculated number of 62,150 basic level teachers since 2008 under special collaboration with NCED.

With regard to secondary level, the need as spelt out in the table shows that total of 12358 teachers currently working for teaching grade 9 and 10 should upgrade their existing qualification (B. Ed. or equivalent) in order to comply with the new criteria (M. Ed. or equivalent).

Besides, there are some 59000 teachers working in the teaching force with I. Ed. or equivalent degree. This population, in a due course of time, will definitely aspire for studying higher degree that is B. Ed. for upgrading their professional competencies. Thus, this scenario also adds another dimension to the need of qualification upgrading.

According to the present policies, qualification upgrading for any types of working teachers is voluntary provision that depends upon initiation and investment of interested individuals. Similarly, policies have clear indication about provisioning special degree course that keep them away as minimum as possible from the work (regular teaching in schools). Specifically speaking, teachers should privately pay for and pursue the courses in their own initiative by following virtually on-the-job approach.

Present scenario, thus, desperately create needs for developing new system for upgrading qualification for those teachers working in Nepalese school system who are having I.Ed or equivalent and B. Ed. or equivalent (Bachelor + 10-month certification training) qualifications. In addition, relevant policy has almost defined nature of the qualification-upgrading program as "professional degree" (see box-4) by adopting multiple considerations.

Box-4

Policies on specification of the professional degree course

- i. For the alternative delivery process, the "professional M. Ed. course" will be made flexible in terms of delivery period and instructional methods that combine self-study, on-the-job research works, participation in face-to-face lectures and publications.

In order for reasonably addressing need of the core clients (working teachers), professional degree courses more customized to the needs than that of the conventional-academic degree- courses are found to be highly relevant. The needs are fulfilled when the proposed courses are designed by comprising unique features such as comparable with similar degree in terms of professional and academic strength, financially affordable, part time provision of duration (FOUR years), practical instructional processes to be compliable by doing job, creditable for career development/promotion.

In addition to this, the proposition has also taken into consideration of universal features of "professional degree courses" as summarized in a box below. The features virtually clearly draw definitions of professional degree and academic degree programs. Therefore, provision of programs entitled "Professional Bachelor of Education (Professional. B.Ed." and "Professional Master of Education (P. M.Ed)" will serve the purpose of upgrading qualification of teachers having I. Ed. or equivalent and B. Ed. or equivalent degree qualifications respectively.

Box-5

Universal features of professional degree courses

1. research-based rather than tuition inputs
2. useful for complying with professional requirements
3. equips with content, pedagogy and practice for professional career
4. more vocational focus to best suit to the students' field of professional
5. takes generally double of fulltime course period (e.g. 2 years for full time and 4 years for part time)
6. for education degree, targets for definite population clients such as teachers serving in government schools, teacher educators, and principals of schools,

officers of the ministry system and international students who request for admission

7. taking a case for instance, 18 months' course completes in FIVE years period
8. attracts those professionals who would like to pursue the degree program without the need to leave their job since the courses are run during weekends and school holidays (for teachers/educators)
9. focuses more on practical application

(Drawn from experience of Australia, Sri Lanka, Thailand and Vietnam: see Annex-4 for details)

Qualification-oriented nature concerns more with FOE in terms of design and its implementation. Meantime, this is equally concerned with NCED because this program is meant for complying with professional requirement of the teaching force. Keeping in view professional and academic nature, establishing collaborative venture, as envisioned in the policy guideline, between NCED and university system is the most viable approach to implementation of the qualification-upgrading program. In relation to selection of appropriate university for this collaboration, TU has remained to be the single and best choice for several reasons.

Firstly, TU is the national university of the country. Secondly, this institution has competent faculty in education program, named FOE, having nation wide networks of some 450 education campuses all around the country. Thirdly, the network together with NCED networks (ETCs) that already have long experience of jointly delivering professional courses (training) in the past can only have sufficient facilities for covering potential population to complete the courses within the given timeframe, by the year 2015.

To recall other side of discourse in the field of teacher education, there has almost been nonexistence of institutional mechanism for systematic collaboration between the university system- production sector- and MOE system-the employment (consumption) sector. Unlike in other better-off nations of the world, we lack meaningful interactivity between demand and supply of human resource required for teaching force in the country. Impact of this has apparently seen in performance of especially community schoolteachers qualified by the university that has resulted in student achievement throughout the school system. Under such circumstances, phase-I collaboration between two institutions remained to be an encouraging beginning with respect to covering up the gaps experienced although it was more target oriented rather than holistic in engagement. In consistent with an indication of the policy guideline, thus, establishing a long-term and formal mechanism for professional dialogue has become imperative to lead the whole machinery towards high customization in preparing candidates for entire teaching force.

Nevertheless, MOE has been planning for preparing NCED for higher-level professional delivery. According to a plan, NCED will shortly be transformed to an institute legally mandated for running professional programs targeting to in-service teachers, teacher educators and education personnel working under MOE system. Meantime, NCED has been working to support the government for establishing an arrangement of study by progressively upgrading existing open schooling system for the secondary level.

Therefore, the reasons for establishing second phase of special collaboration between NCED and FOE/TU include creating solution to the need of upgrading qualification of two categories of working teachers having I.Ed. or equivalent and B.Ed. or equivalent; and creating useful and sustainable mechanism for strengthening interactivity between the production sector and (FOE) and employment sector (MOE).

3. Objective of the collaboration

1. To create an institutional arrangement for design and implementation of qualification upgrading program targeting to currently working secondary teachers.
2. To continue the formal professional dialogue between MOE and the TU/FOE system for high-customization of teacher preparation program
3. To operationalize special support system for enhancing professional capabilities in the relevant institutions designated under the collaboration.

4. Detailed Activities of the collaboration

In consistent with the objectives, professional degree programs for the requirement of upgrading qualification and official mechanism allowing official interactivity between two systems constitute core part of the activities. While formulating the activities, among others, experience, lessons and recommendations drawn from the phase-I collaboration (see ANNEX-2) were taken into due consideration.

A. Qualification upgrading program

Broadly, four activities are designed to cover expected outcome under the collaboration. Activities such as curriculum design, preparation of course implementation

guideline, capacity building, provision of learning materials and management of operations form scope of the program for upgrading qualification of teachers.

In consistent with the policy guideline and the rationale established in this document, the qualification-upgrading programs required for the purpose comprises Professional B.Ed. degree and Professional M.Ed. The professional B.Ed. program will be targeted to the teachers having I.Ed. or equivalent qualification. Similarly, the professional M.Ed. degree will be targeted to the teachers having B.Ed. Nevertheless, teachers having Bachelor degree with 10-month certification training will also be eligible for the study of professional M.Ed. program when concerned authority of the TU provides approval to it.

i. *Development of curriculum guideline:*

With regard to scope of content, the professional degree programs (P. B.Ed. and P.M.Ed.) will adopt same or similar to the existing academic degree curriculum (B. Ed. and M. Ed.) of the FOE/TU. Nevertheless, the *principle of high customization* will be followed while formulating the curriculum. The curriculum will be developed by FOE in collaboration with NCED in order to optimally utilize expertise of both the academic and professional fields.

In relation to process of delivery, institutional processes will be made significantly open and flexible for the proposed course. The process potentially includes creditable segments such as self-study, on-the-job research works, supervised teaching practice, practical assignments, publications, and face-to-face lectures etc. Distance method of learning and delivering instructional inputs will be utilized. Considering the difficulties of theory domination and less recognition of formative evaluation in the present system, semester system is likely to be introduced for making the programs effective by increasing reliability and validity in the evaluation practice.

For the case of evaluation, process will be made significantly flexible but robust in nature. Every 'instructional segment' will be counted towards certification. Besides, semester wise written test will be applied. The degree certificate will be recognized for compliance with the new qualification criteria and with promotion criteria applicable for the case of all working teachers in the respective levels.

With regard to the duration, the professional Bachelor course will run for the period of FIVE years and the professional master course will run for FOUR years on a part time basis. However, none of the courses will allow fulltime study.

Thus, the first activity is to prepare detailed course execution guideline by combining the comprehensive curriculum and proposed course implementation modalities for use of both the degree courses.

ii. *Preparation of supplementary learning materials:*

As the proposed courses are largely characterized to be self study-based in nature, there need sets of subject-wise learning materials customized exclusively for demands and requirements of the target students. Subjects of the materials will be selected in accordance with provision of compulsory and optional subjects taught at the respective levels of schooling.

Having acknowledged the proven professional expertise, FOE and NCED shall jointly take responsibility of material preparation, updating and continuous follow up of the application.

Thus, the second activity is to prepare supplementary learning materials designed to needs of the students for an objective of facilitating them to obtain higher learning achievement.

iii. *Faculty Development:*

As a domain of running professional degree courses is new for the FOE, demands special expertise to integrate extensive processes into methodologically correct and professionally credible certification. Keeping this in mind, there will be urgent needs of intensive capacity building inputs to the respective faculty members. The inputs might include customized training, internship and study program to be organized within and outside the country. For the purpose of implementation, FOE will utilize NCED/ETC resources available at the central and regional centers to the optimum level.

Thus, the third activity is to develop and deliver intensive capacity building schemes (training, internship and study course) for those who are working in FOE/TU, campuses, NCED and ETCs.

iv. *Implementation of the degree courses:*

As the proposed program will be the new and additional obligation for the FOE, there should be a provision of some fund to cover the cost for implementation. Estimated costable activities will include a) mobilization of administrative services and facilities; b) management of teaching materials and equipments; c) review of performance and effectiveness of the program; and d) monitoring of and on-site technical backstopping to campuses and ETCs. FOE campuses will hold primary responsibility by assuring defined

level of quality. In addition to this, the FOE will utilize both the technical and physical resources and facilities available with *regional ETCs*

Thus, the fourth activity is to effectively implement the courses by managing total operations at organizations-Dean's office, campuses, and ETCs.

Finally, it is noted that ultimate responsibility of and accountability for the result of all four activities will lie with FOE/TU.

B. Interactive mechanism for regular professional dialogue between MOE and TU/FOE system

Referred to the policy actions in the policy guideline, joint working desk need to be established in NCED for regular assessment of plans, programs and outcomes under both the systems. As a result, efforts will be utilized for seeking feedback, sharing experiences, and reorienting teacher preparation programs to higher responsiveness and customization to the teaching force.

Thus, an activity should be to operationalize a Joint Desk in NCED. The desk will be composed of the following membership and mandated for the following TOR.

Joint Desk Formation

The joint desk will be chaired by of the Dean's office and represented by MOE and relevant departments that are as follow. It is assumed that the membership ensures combination of all concerned agencies such as policy making body (MOE), coordinating authority (DOE), curriculum designing agency (CDC), professional training authority (NCED) and teacher preparation/academic education institute (TU/FOE). Member secretary position is given to the agency where the desk is stationed and the chair position is allocated to the agency responsible for implementing outcome of the desk service.

- | | |
|--|---------------|
| 1. Faculty of Education /TU , Dean | <i>Chair</i> |
| 2. Faculty of Education/TU, Professor nominated by the Dean | <i>Member</i> |
| 3. Ministry of Education ,
Joint Secretary nominated by the Secretary | <i>Member</i> |
| 4. Department of Education, Director nominated by
the Director General | <i>Member</i> |
| 5. Representative of Teachers' Union of Nepal/
Teachers' Professional Organizations | <i>Member</i> |
| 6. Curriculum Development Center, Executive Director | <i>Member</i> |

7. National Center for Educational Development, Executive Director	<i>Member</i>
8. National Center for Educational Development, Director, Nominated by the Executive Director	<i>Member</i>
9. National Center for Educational Development, Head, Program and Monitoring Section	<i>Member Secretary</i>
Total	9 persons

The Joint desk will be effective upon signing of this document. NCED will take responsibility of processing for nomination of the members as envisioned in the desk. If need arises, the desk body will be authorized to utilize technical/expert support by employing technical taskforces and committees to perform assignments on diverse subjects.

Administratively, NCED will be delegated to create a unit with appropriate types of full time staff, furniture and other logistical facilities in order for hosting secretariat of the desk. Furthermore, the representing agencies shall be mandated to modify job description (Job memorandum) of the nominated officials to authorize them to work for the desks. For all members, the desk work may form 40-50% of original assignment allotted to them by the organization. Precisely, the desk work is considered to be a part time job for each of the members. The desk activities will be funded under the proposed collaboration. Successful operation of the desk is joint obligation of both the FOE and NCED.

Nevertheless, NCED will solely be responsible and accountable for result of the desk undertaking. Idea is that after completion of the proposed collaboration, the desk activities will be transferred to the NCED's regular program for its sustainability.

Following **Terms of Reference (TOR)** will be broader scope of tasks for the joint desk.

- i. conduct rapid assessment of linkage between teachers preparation program for both the basic and secondary level and actual performance of the teachers (relationship between degree and actual delivery)
- ii. formulate and officially forward feedback to FOE for high customization of academic and professional degree programs (B.Ed., M.Ed., P. BED, P.MED, TPCs)
- iii. generate and forward technical inputs for human resource development policies to the ministry and universities

- iv. conduct seminars/workshops/research targeting to relevant stakeholders for disseminating status, achievement key issues with regard to linkage between academic/professional degree and requirement of applied fields/especially teaching force
- v. prepare annual report of entire TOR and officially submit to the MOE and FOE through NCED.

5. Budgeting and Funding arrangement

There are certain principles adopted while budgeting for the activities.

Firstly, approved expenditure norms, which is prevalent at the FOE was considered as bases for costing the items.

Secondly, cost-able activities were identified on the basis of program execution process and practice commonly applied under the TU system.

Thirdly, the budget has been estimated for the key activities, which are critical during the establishment stage.

Summary of the Budget and Spending Plan

Nrs. 000/-

S. N.	Activities	Base Cost	Over Head	Total Cost	Spending plan by FY				
					067/68	068/69	069/70	070/71	071/72
A	Qualification upgrading program (for P. B.Ed and P. M.Ed degree courses)								
1	Development of curriculum and implementation guideline	800	80	880	220	660	0	0	0
2	Preparation of learning materials	7000	700	7700	0	5775	1925	0	0
3	Faculty development	8000	800	8800	0	4400	3520	440	440
4	Management of operations	7200	720	7920	0	1980	1980	1980	1980
5	Coordination, monitoring and follow up support	3000	300	3300	0	825	825	825	825

6	Refurbishment of office for the special collaboration at the Dean's Office	1250	125	1375	500	413	138	138	137.5
A	Total	27250	2725	29975	720	14053	8388	3383	3383
	FOE/TU Share (5%)	1363	136	1499	36	703	419	169	169
	Amount of grant assistance to FOE by NCED/MOE (95%)	25888	2589	28476	684	13350	7968	3213	3213

Funding arrangement

For the practical purpose, execution of the collaboration has been spread over the next five years' period of time that accordingly corresponds to the spending plan. Ongoing education reform program-SSRP will be the major source of funding budgeted activities. 95% of the total estimated budget for activities under component "A" will be released to FOE by NCED under "grant assistance" category of budget line for the period of the collaboration. Likewise, 5% of total estimated budget under the same category will be born by the FOE.

Similarly, NCED will manage to release lump-sum of annual allocation to the FOE at the beginning of each fiscal year.

Payment Schedule tied up with the reporting and work progress.

- maximum of 20% upon signing of the collaboration document
- payment upon the submission of progress and expenditure details/bills and receipts

The spending plan as presented in the table above will be maintained with regard to releasing the fund to FOE/TU by NCED. FOE will bear full responsibility of furnishing NCED with detailed audited report of expenditure upon completion of work at the end of each fiscal year.

According to defined nature of the activities, total estimated budget for the activities under component "B" will be directly spent by NCED based on programs developed by the joint desk on an annual basis.

Summary of the Budget and Spending Plan

		Total budget	Spending plan by Fiscal Year				
			067/68	068/69	069/70	070/71	071/72
B	Management of Joint Desk at NCED						
1	Establishment of office facilities	750	75	187.5	187.5	187.5	112.5
2	Conduction of rapid assessment of linkage	900	90	225	225	225	135
3	Formulation of technical recommendation for high responsiveness and customization	900	90	225	225	225	135
4	Formulation of technical inputs for policy decisions on HRD	900	90	225	225	225	135
5	Management of workshops/seminars and survey studies	1000	100	250	250	250	150
6	Preparation of annual reports	500	50	125	125	125	75
B	Total	4950	495	1238	1238	1238	743

Total budget estimated for activities under the "component-B" as presented in the table above will be spent by NCED for managing cost of operating joint desk. Role of accounting and auditing will be carried out by NCED itself by adhering to prevailing financial rules, regulation and norms.

Therefore, calculating the estimation for both the categories of activities (A+B), grand total budget for managing the entire collaboration for the next five years is amounted NRS. 32,200,000-/.

6. Implementation Mechanism

Practical Technicalities

FOE/TU will be mandated to be the responsible agency for implementation of the collaboration program. However, NCED will remain with facilitation role for the case of activities under component "A".

In the same way, NCED will hold sole obligation of conducting the activities under component "B" of the collaboration.

In addition, NCED will perform set of tasks such as complying with formalities within the ministry system, coordinating resources of its allied bodies (ETCs), releasing budgeting, maintaining accounts/audits and reporting to the higher authority.

This agreement hereby continues the NCED-FOE collaboration for effective implementation of qualification upgrading programs as well as all forms of teacher preparation programs. The execution will adopt flexibility along the process by making adjustment (s), if required due to potential changes in relevant government policies and programs in the days to come. Therefore, the content of the collaboration will remain the same but scope of the undertaking might be amendable during the course of execution.

Coordination and Monitoring

For the purpose of coordination, following technical committee will be formed and mandated to work together largely to perform mainly three tasks (TOR).

Firstly, the team will jointly develop or verify and finalize framework of every activity proposed under this.

Secondly, the team will review and provide feedback to halfway finished output of each of the activities proposed under this.

Thirdly, the team will supply final comments on and validate all outputs as against the activities proposed under this collaboration.

Finally, the team is formally mandated to produce and submit report of accomplishment of each of the three tasks to NCED and FOE upon the completion.

In relation to procedural matters, the team can schedule meetings, field observations, and on-site technical backstopping visits in course of performing the tasks. It is assumed that effective fulfillment of the team's assignment will make sure that the collaboration activities will be implemented in a coordinated manner with adequate monitoring (information collection, tracking and correction) and follow up support. Expenditure potentially incurred for managing logistics such as stationeries, materials, field visits, and report production in course of performing the tasks.

Formation of Technical Team

1. Mr. Laxmi Ram Paudel *Executive Director, NCED*
2. Mr. Gyani Yadav *Head, HRD Division, NCED*
3. Mr. Baikuntha Kafley *Head, Planning Division, NCED*
4. Mr. Tek Narayan Panday *Head, DEOL Division, NCED*
5. Mr. Krishna Prasad Kapri *Head, Teacher Training Section, NCED*
6. Mr. Shibakumar Sapkota *Head, Planning & Monitoring Section*
7. Mr. Rudra Koirala *Head, Financial Management Section, NCED*
8. Prof. Kul Narasingh Shrestha *Professor, FOE*
9. Prof. Dr. Shyam Maharjan *FOE Coordinator for the special collaboration*
10. Dr. Chitananda Pandit *Associate Professor, FOE*
11. Dr. Vushnu Singh Rai *Associate Professor, FOE*
12. Mr. Damodar Thapa *Head, Account Section, FOE*

The End

शिक्षा शास्त्र/त्रिवि-शैजविकेबीच विशेष सहकार्य

२०६४-२०६७

कार्यसम्पन्न प्रतिवेदन

१. परिचय

शिक्षा मन्त्रालय शैक्षिक जनशक्ति विकास केन्द्रद्वारा कार्यान्वयन गरिएको माध्यमिक शिक्षा सहयोग कार्यक्रम (SESP) २००३-२००९ अर्न्तगत व्यवस्था भएको नीति/कार्यक्रम कार्यान्वयन प्रयोजनका लागि सुधारिएको शिक्षक तयारी कार्यक्रम कार्यान्वयन गर्न शैक्षिक जनशक्ति विकास परिषद्को मिति २०६५/०९/०८ को निर्णयअनुसार शिक्षा शास्त्र र शैक्षिक जनशक्ति विकास केन्द्र बीच ३ आर्थिक वर्ष (२०६४/०६५-२०६६/०६७) का लागि विशेष सहकार्य सम्भौता भई कार्य सम्पन्न भई सकेको छ । सहकार्य कार्यान्वयनका दौरान अनुभव गरिएका जरुरी कार्यक्रमहरुसमेतलाई ध्यानमा राखी सहकार्यको तेस्रो वर्षको कार्यक्रम परिमार्जित रुपमा सञ्चालन व्यवस्था मिलाइयो । तीन वर्षे सहकार्यको लागि जम्मा रु २,५६,८८,०००/- बजेट अनुमान गरिएकोमा रु. २,०९,६६,७७२/- रकम खर्च गरी लक्षित कार्यक्रमहरु सम्पन्न गरियो । सहकार्यको सम्भौता दस्तावेज, परिषद्को निर्णय, निर्णय कार्यान्वयन गर्ने आदेश-पत्र यसैसाथ (अनुसूची-१) सङ्गलन राखिएको छ ।

२. पृष्ठभूमी

नेपालमा तत्कालिन अवस्थामा शिक्षक तयारी अथवा शिक्षक-शिक्षा का क्षेत्रमा देहायका gaps/सिमिता (problems) हरु अनुभव गरिएका थिए ।

- ✚ शिक्षा शास्त्र बाहेकका विषयहरुमा प्रविणता प्रमाणपत्र उत्तीर्ण उम्मेदवारहरुका लागि शिक्षण पेसामा प्रवेश गर्न तोकिएको शिक्षक तयारी डिग्री (१ वर्षे) कार्यक्रम कुनै पनि अध्ययन संस्थाहरुमा उपलब्ध नभएको ।
- ✚ विद्यालय पाठ्यक्रममा कम्प्युटर शिक्षा को व्यवस्था कार्यान्वयन जारी भएको धेरै वर्ष भएतापनि आम विद्यालयहरुका लागि कम्प्युटर शिक्षा विषयका लागि शिक्षक तयारी कार्यक्रम (ICT specialisation course) कुनै पनि अध्ययन संस्थानहरुमा उपलब्ध नरहेको ।
- ✚ मौजुदा शिक्षक तयारी कार्यक्रमहरु -१ वर्षे वीएड, ३ वर्षे वीएड र २ वर्षे एमएड कार्यक्रमहरु प्राज्ञिक र पेसागत उत्कृष्टताका दृष्टीले शिक्षण पेसाका लागि पर्याप्त नभएको र त्यसका कारण समग्र शिक्षकको गुणस्तर कमजोर रहेको आम आलोचना सामना गर्नु परेको ।
- ✚ देशका शहरी क्षेत्र बाहेक अन्यत्र सुचना प्रविधिसम्बन्धी आधारभूत शिक्षासमेत प्राप्त गर्ने संस्थागत व्यवस्था नहुँदा शिक्षा मन्त्रालय अर्न्तगत कार्यरत क्षेत्र, जिल्ला र विद्यालय तहका सम्पूर्ण जनशक्ति आजको परिवेशमा अत्यावश्यक भएको सीप हासिल गर्ने अवसरबाट वञ्चित हुनु परेको ।

३. उद्देश्य शारांस

उल्लेखित gaps जन्य मुद्दाहरूलाई निवारण गर्न देहाय अनुसारका उद्देश्य सहित प्रस्तुत विशेष सहकार्य प्रारम्भ भयो ।

- ✚ शिक्षा शास्त्र सङ्काय अर्न्तगत साविकमा सञ्चालित वीएड र एमएडका पाठ्यक्रमहरू सामयिक र शिक्षण पेसासँग high constomization सुनिश्चित गर्ने गरी अद्यावधिक गर्ने ।
- ✚ शिक्षक तयारी सम्बन्धी पेसागत डिग्रीका रूपमा गैर शिक्षा विषयका प्रमाणपत्रतह योग्यता धारी उम्मेदवारहरूका लागि १ वर्षे TPC र माध्यमिक तहका लागि ३ वर्षे सूचना प्रविधि शिक्षा विषयमा स्नातह डिग्री कार्यक्रम कार्यान्वयन गर्ने ।
- ✚ आधारभूत सूचना प्रविधि/कम्प्युटर शिक्षा कार्यक्रम विकास गरी कार्यान्वयन गर्ने ।
- ✚ जनशक्ति विकास, सामग्री सहायता तथा कार्यान्वयन व्यवस्था सञ्चालन गर्ने ।

४. प्रगति विवरण

क्र.सं	सहकार्यका लक्षित कार्यक्रम	प्रगति अवस्था
१.	साविकको १-वर्षे र ३-वर्षे वीएडका पाठ्यक्रम तथा २-वर्षे एमएडका पाठ्यक्रम परिमार्जन	जम्मा ३ ओटै तहका २५९ ओटा कोर्सहरूको परिमार्जन गरी सो अनुसार सबै शिक्षा शास्त्र क्याम्पसहरूमा कार्यक्रम सुचारु ।
२.	गैर शिक्षा विषयमा प्रविणता प्रमाणपत्र डिग्री प्राप्त उम्मेदवारका लागि १ वर्षे विशेष शिक्षक तयारी कोर्स (TPC) विकास र कार्यान्वयन	जम्मा १६ ओटा कोर्सहरू विकास एवम् त्यसका लागि ५ ओटा शिक्षण मोड्युल र सबै शिक्षकहरूलाई आधारभूत अभिमुखीकरण सहित गोरखा क्याम्पस र महेन्द्ररत्न बहुमुखी क्याम्पस ताहाचलमा परीक्षण कार्यान्वयन जारी ।
३.	माध्यमिक शिक्षक तयारी स्वरूप सूचना प्रविधि शिक्षा विषयमा वीएड कार्यक्रम विकास तथा कार्यान्वयन	जम्मा ६ विषयको ६०० पूर्णाङ्कको BEd in ICTE पाठ्यक्रम विकास गरी ६ ओटै विषयमा शिक्षण मोड्युल र १६ जना शिक्षकलाई १० महिने तालिम सहित ५ ओटा क्षेत्रीय क्याम्पस (सिराहा, सानोठिमी, बुटवल, सुर्खेत र डडेल्धुरा) मा कार्यक्रम चालु ।
४.	ICT साक्षरता कोर्स विकास र कार्यान्वयन	१०० घण्टाको कोर्स विकास गरी ५ ओटा क्षेत्रीय क्याम्पसमा सञ्चालनका लागि जनशक्ति, उपकरण र कार्यक्रम सहित तयारी अवस्था ।
५.	कार्यरत माध्यमिक शिक्षकहरूका लागि योग्यता अभिवृद्धि स्वरूप पेसागत वीएड र एमएड कोर्स ढाँचा र कार्यान्वयन गाइडलाइन तयारी	मस्यौदा कोर्स ढाँचा र गाइडलाइन तयारी सम्पन्न ।

क्र.सं	सहकार्यका लक्षित कार्यक्रम	प्रगति अवस्था
६.	विद्यमान ३ वर्षे विण्ड कार्यक्रममा प्राज्ञिक र पेसागत उत्कृष्टता बढाउन ४ वर्षे विण्ड कोर्स ढाँचा तयारी	परीक्षणका लागि ४ वर्षे कोर्स ढाँचा मस्यौदा तयारी सम्पन्न
७.	BEEd-ICTE कोर्सका लागि २० जना सम्बन्धित शिक्षकहरुद्वारा १० महिने तालिमको ३ महिना अवधि सम्पन्न	- शिक्षक मनोनयन सम्पन्न । - ६० जनालाई २ हप्ते पुनर्ताजगी तालिम सम्पन्न ।
८.	शिक्षक तयारी कोर्सहरु र विण्ड तथा एमएड कोर्सहरुको प्राविधिक अडिट अध्ययन सम्पन्न	अध्ययन ढाँचा प्राज्ञिक परिषद्बाट स्वीकृत ।
९.	आंगिक क्याम्पसहरुका लागि परिमार्जित पाठ्यक्रम तथा नयाँ पाठ्यक्रमहरु कार्यान्वयनका लागि सामग्री व्यवस्था	मुख्य गरी पाँचओटा ICT-Lab को रूपमा सञ्चालित माथि उल्लिखित क्षेत्रीय क्याम्पसहरुलाई सम्पूर्ण Manuals सहितका सन्दर्भ सामग्रीहरु उपलब्ध गराइएको ।

५. विस्तृत कार्य प्रगति

सहकार्यमा लक्षित कार्यक्रम कार्यान्वयनका दौरान विकास गरिएका पाठ्यक्रमहरु, म्यानवलहरु, आवश्यकता पहिचान प्रतिवेदनहरु शिक्षा शास्त्र सङ्कायद्वारा यस केन्द्रमा पेश गरिसकेको छ । साथै शिक्षा शास्त्र सङ्काय द्वारा यस केन्द्रमा पेस गरिएका तीनै वर्षका कार्य प्रगति प्रतिवेदनहरु विस्तृत जानकारीका लागि अनुसूची-२ मा सङ्लग्न गरिएको छ ।

समाप्तः

FOE Recommendation for Future Collaboration

On the basis of the experience gained during the three years life of the project, demand of the teachers, school and the successful stories of the project, following activities are recommended to be conducted under the bilateral agreement between FoE and NCED/MOE.

1. Qualification upgrading program for the working teachers

The school education structure has been changed. For instance, basic education consists of 1-8 and secondary level consists of 9-12 grades. In this regard, secondary schools requires the teachers with Master Degree. But in the present context, most school teachers are only the Bachelor's degree holders. Schools cannot provide grants for teachers to enroll themselves at the M. Ed. level on the other hand the secondary teachers may not desire enrolling in M.Ed. level without any grant or in-service program. As a result the quality and sustainability of the secondary schools will be in questioned and the program will not materialized. By means of managing distance mode or extension program M.Ed. program can be launched targeting to the secondary school teachers.

2. Piloting semester-based four-year B.Ed. program

Three-year Bachelor's degree in education has been felt insufficient in comparison to other disciplines like humanities, management and science and global context. In the Faculty of Education enough professional, pedagogical and specialization subjects, ICT and practical subjects are needed to be taught for aspiring teachers in order to develop competence and professionalism. In three-year B.Ed. sufficient subjects cannot be added. Four-year B. Ed. is necessary to incorporate modern technologies of teaching, research based teaching, students friendly teaching method, seminars, workshop, interaction, life skill based teaching and so on. Likewise, the government as mentioned in the SSRP, is planning to implement two specialization subject in the secondary level. In addition, many developing as well as developed countries have planned and implemented four-year B.Ed. program. It is also necessary for international recognition since 18 years of education is required for enrolling Ph.D. program in renowned universities of overseas countries.

For the purpose of quality control in education effective entrance test, enrolling appropriate number of students, continuous evaluation, internal assessment continuous feedbacks are needed. But it is difficult to apply in present education system. In fact, four-year semester based B. Ed. is appropriate to implement such activities. It also provides opportunity to include two subject specialization or major and minor subjects as per the need of schools. Moreover, semester based four-year B. Ed. provides enough room for

including intensive courses on several professional and pedagogical disciplines and practical subjects including teaching practice, project work, ICT, and developing audiovisual aids. Furthermore, It establishes a highly regarded four-year professional degree program.

3. Need of technical audit of the revised curriculum

One-year B.Ed., three-year B.Ed. and M.Ed. curriculum of FOE, TU were modified two years back. Curriculum development and revision is a continuous and dynamic process. There are still weaknesses in the courses, for instance, there are overlapping, repetitions and gaps between vertical and horizontal linkage. A curriculum should be based on the learners needs and interest, should reflect the national aspirations, should focus on innovative and reflective methods and follow modern technology of teaching. It should be, therefore thoroughly revised and periodically updated.

4. Demand of ICTE program

Nowadays most of the schools implemented computer subject but this subject has not been offered in the B.Ed. program. FOE has started ICTE as a specialization subject in five campuses but this is inadequate. ICTE needs to be implemented as a specialization subject in B.Ed. level in all FOE campuses throughout the country.

5. Demand of computer literacy program

The students of today cannot be taught effectively by using ritual type of teaching methods. The teacher should use effective modern technology of teaching to change knowledge, attitude and skills of students. Now a day computer based teaching is one of the best effective means of teaching. Likewise, websites are great sources for achieving information, new knowledge, modern technology and many more. Computer is the best audiovisual aid to teach any subject to any kinds of students. Therefore, the working teacher educators should be provided with ICT training.

6. Need of monitoring and supervision of ICTE program

An effective program needs not only a good curriculum but a good monitoring and supervision system. By means of continuous monitoring and supervision, strong and weak aspects are identified and necessary correction and improvement are made in order to

quality control. ICTE program is new and therefore, it needs more monitoring and supervision. If it is strongly established in its initial phase of introduction, then it will grow smoothly in future.

7. Refreshers' training

Changes and innovations appear in the international and the national level. The teacher educators should update their knowledge and skills as per the global changes and demands of students and society in order to adjust such changes. Generally, senior teacher educators have no opportunities to update their knowledge and be aware of the recent innovations and challenges. Therefore, they are in need of refresher training for their professional growth.

8. Exposure visits

Many changes in technology and pedagogy have been occurred continuously in the educational sectors. It is appropriate to "think globally and work locally." Teacher educators, who are unable to modify and update their knowledge, attitude and skills, may not be able to walk along with time. Hence, they should be provided with the opportunities to update their professional competence such as technology of teaching, ICTE, new theories and practices in educational planning, management, research and evaluation, 4-year B. Ed. program, Distance mode of teaching, E learning, etc. by visiting the concerned institutes of the developed countries.



9. Joint research

Improvement in the education of the country is the responsibility of both NCED and FOE. Both NCED and FOE have been conducting training for the teachers' development. In this regard, FOE and NCED should plan and conduct joint research on different areas (use of technology in teaching, special education, multilingual education, etc.) which will be helpful for the improvement of school education.



The end

Brief profile of professional degree courses available around the globe


1. The Australian National University

-  *Professional Doctorates:* A Professional Doctorate may be either a research degree (where 2/3 or more of the program requirements are research requirements), or a coursework and research degree (where less than 2/3 of the program requirements are research requirements).
-  *Master of Professional Accounting:* A three-semester course-work conversion degree program, which gives non-accounting graduates, is an opportunity to develop core skills in accounting and to meet the education entry requirements of the Australian accounting professional bodies. The program assumes little or no existing knowledge of accounting.


2. Curtin University of Technology (Australia)

-  *Master of Professional Accounting:* A specialized advanced professional accounting course, which aims to provide non-degree graduates, with knowledge and analytical skills in accounting and related financial management and legal aspects.
-  *Graduate Diploma in Professional Accounting:* This course provides students with a comprehensive understanding of, and competencies in, Australia and international accounting and auditing concepts, methods and practices, and thereby equips them for a professional accounting career.

3. Monash University (Australia)

-  *Professional Masters Program:* A range of programs have been developed allowing for direct entry after a three-year Bachelors degree or equivalent. These programs are generally more vocationally oriented than traditional master of coursework programs and well suited to students who have some professional experience in the relevant fields.

4. Swinburn University of Technology (Australia)

-  *Professional Doctorate of Psychology:* This is a higher degree by research, incorporating coursework and professional placement components, completed over FOUR years of full time and EIGHT years part time study. The course gives candidates an opportunity to develop professional and research skills in counseling psychology.

Normally the thesis is 40,000-60,000 words in length, not including appendices and references.

5. National Institute of Education (Sri Lanka)

🇱🇰 *The Master of Education Degree Course:* The course was specifically meant for those candidates who had successfully completed the PGDE or the B.Ed. , but who had little or no opportunity to enroll themselves on the Master of Education course conventionally offered in different universities of the country. The course was expected to be accomplished by developing professional competencies of the candidates by exposing them to current issues in education, and by providing them with opportunities for research and reflection. Target clients are teachers serving in government schools, teacher educators, and principals of schools, officers of the ministry system and international students who request for admission. The course is 18 months' part time to be completed within FIVE years from registration conducted during weekends and school holidays.

6. Asian Institute of Technology (Thailand)

🇹🇭 *Professional Masters Program:* In order for satisfying a wide range of specific needs and interests of its prospective students, AIT offers, among others, Professional Master program. The program focuses more on practical applications. The professional degree program is designed specially for professionals who would like to pursue an international master program without the need to leave their job. The courses are conducted in the evenings and weekends. Students will complete the program in VIETNAM in two semesters and join an internship in AIT or fieldtrips in the regional countries. Total duration of the course is ONE year.

The end