

Teacher Education in Nepal

Prof. Dr. Leela Pradhan

Professor, Central Department of Education
Tribhuvan University, Kirtipur, Nepal

Abstract The system of training for Secondary teachers was initiated in Nepal in 1957 when the government established College of Education with functional and technical assistance of the government of USA. The College of Education offered a two year I.Ed. program for the 10-year high school graduates to train lower secondary teachers. The College also offered a one-year B.Ed. course for those who holds Bachelor's degree in other subjects other than education. The Institute of Education was offered the responsibility to conduct all the in-service and pre-service training. The Ministry of Education started getting directly involved in the in-service teachers training program during the early years of 1980's when the government executed Science Education Project. In-service training has a special connotation in Nepal. As the training is mandatory for all teachers, the government has made a special arrangement to provide 10-months training to the serving untrained teachers. School clustering and professional support to the cluster schools by Resource Persons have become part of the national educational training system in Nepal. Demand driven trainings help develop skill and attitude to solve specific pedagogic problem to teachers directly related to the solution of day to day problem through which the teachers gain knowledge and skill to solve the specific teaching problem.

Keywords: Pre-service training, In-service training, School based, Training center based, Resource center

Introduction

Nepal is a country in South Asia with a population of about 28 million populations. It is surrounded by two great neighbours the People's Republic of China in the north and India in the south, east and west. The country has three distinct geographical characteristics: plain, hill and mountain. Most of the people live in the hill and plain. Government of Nepal is committed to the right of every child to quality basic education. Jomtien Conference and Dakar Framework of Action highlight the commitment of government to provide basic education of good quality to all children by 2015.

Schooling in Nepal began about 152 years ago. The political changes in 1951 brought fundamental changes in the educational scenario, beginning the expansion of schooling facilities in the country



Source: <http://www.theodora.com/wfb>

Education Structure

Nepal's school education system comprises five years of primary (grades 1-5), lower secondary (grades 6-8) and secondary (grades 9-10). Now according to restructuring of school education the primary grades will be from grades 1-8. A national level of School Leaving Certificate (SLC) examination is carried out at the end of grade ten. Higher Secondary level of grades 11 and 12 are extension of Secondary education system of higher education.

The system of higher education consists of Bachelors' degree of three to four years' duration depending upon the subject and two years of Masters' degree. Some universities also offer Postgraduate Diploma and master of Philosophy (M.Phil) courses. PhD (Doctorate of Philosophy) is regarded as the highest degree offered. Presently, the intermediate level, equivalent to higher secondary level is also being offered under the system of university education. However, the government intends to merge this intermediate level into the higher secondary system.

A separate line of Sanskrit education also exists in the country that runs from the school level to higher education. At the school level, Sanskrit school curriculum is compatible with the curriculum of general school.

Similarly, a technical stream of education has also been developed in order to produce low and middle level human resource necessary to carry out the task of national development.

School Curriculum

Nepal has a system of using national school curriculum that is being used in all the schools of the country. Curriculum Development Centre under the Ministry of Education and Sports (MOES) is a legally authorized body to develop and implement school curriculum up to grade 10. Higher Secondary Education Board, an autonomous body under the MOES prepares curriculum for higher secondary schools and conduct external examination at the end of grade 11 and grade 12. This body is also authorized to issue the certificate of completion.

Teacher Development

The system of training for secondary teachers was initiated in Nepal in 1957 when the government established College of Education with functional and technical assistance of the government of USA. The College of Education offered a two year I.ED program for the 10-year high school graduates to produce trained lower secondary teachers. In addition, the college also, offered a one-year B.Ed course for those who hold Bachelor's degree in subjects other than education. In 1973, the College of Education was converted into the Institute of Education as one of the ten institutes of Tribhuvan University. The Institute of Education was offered the responsibility to conduct all the in-service and pre-service training. As a part of Tribhuvan University, the Institute of Education had several campuses in different parts of the country. The Ministry of Education started getting directly involved in the in-service teachers training program during the early years of 1980's when the government executed Science Education Project with the financial assistance of Asian Development Bank.

The Institute of Education conducted various types of teacher training programmes during 70's and 80's. These programmes were: Women Teacher Training Programme, Remote Area Teacher Training Programme, A-level Programme, Campus Based B-level Programme, On-the-Spot Teacher Training Programme, Primary teacher Training through Distance Learning and Radio Education Teacher Training Programme

Academic and Training Requirement for Teachers

Successful completion of 12 year schooling is the academic requirement for lower secondary school teachers. A bachelor degree is the academic requirement for secondary school teachers. A ten-month training is a mandatory requirement for any person to be qualified for permanent tenure for the teachers of primary, lower secondary and secondary teachers. However, there is a system to recognize the training requirement if the candidate had offered education as his or her major subject. Two systems are in operation:

System 1: Students of higher secondary schools or university first year and second year can major in "Education". Such students are recognized as persons having completed 10 months training and qualified as trained primary and lower secondary teachers.

System 11: A one-year B.Ed. course offered to Bachelor degree holders is regarded as complete training for secondary teacher.

Pre-service Training System

The system 11 stated above is the pre-service training for secondary teachers. The Universities also offer a 3-year B.Ed program to produce trained graduates for secondary teaching. Pre-service training of lower secondary teachers and secondary teachers has remained the responsibility of academic institutions. Tribhuvan University is the only major institution to provide pre-service training for secondary teachers. It runs Intermediate, Bachelor's, Master's, M.Phil. and Ph.D. Programme in teacher education. Purbanchal University has started B.Ed Programme. Kathmandu University is conducting M.Ed, M.Phil. and Ph.D. Programme.

In-service Training System

The long term 10 months training is regarded as in-service training when the training is offered to the serving teachers. There are thousands of permanent untrained teachers. As training is mandatory for all teachers, the government has made a special arrangement to provide the 10-month training to the serving untrained teachers. Recently; the Ministry of Education has devised a special package of long-term training. The package consists of three modules. Module 1 cover 330 hours out of which 132 hours are offered on the training center and 198 hours are offered in their own schools (school-based). Module 11 consists of 660 hours, which is offered through "Distance Mode". Module 111 also covers 330 hours out of which 132 hours are offered in the training center and 198 hours are offered in the schools (school based).

The main characteristics of different modules are:

Module 1

A) Training Center Based (1 month-132 hours)

- Face to face (direct participation)
- Subject teaching (Pedagogy)
- Knowledge and skill oriented subject matter

B) School Based (1.5 month-198 hours)

- Experiment centered
- Related school teaching.
- Use of knowledge, skill, attitude learning in training center during the training

Module 11 (5 months-660 hours)

- Based on distance learning
- Knowledge based
- Emphasis on related subjects
- Use of self learning materials, audio-visual aids
- Use of self learning materials, audio-visual aids
- Use of modern technologies like computer, e-mail, internet etc. (based on availability)
- Workshop
- Correspondence

Module 111**A) Training Center Based (1 month-132 hours)**

- Face to face (direct participation)
- Inclusion of professional development related subject matter
- Professional knowledge and skill oriented

B) School Based(1.5 month-198 hours)

- Experiment centered
- Teaching in related school
- Use of knowledge, skill, attitude in classroom learnt in training center
- More emphasis on doing the activities of skill oriented subject matter to be done as activities of trainee during the training period

These three modules are related to each other and the teachers themselves decide from which modules they are going to take their training.

Short Term In-service Training for Teachers

Short term training for teachers was first initiated by Education for Rural Development Project (Seti Project) in 1981. This project has introduced the concept of school cluster. A group of 10-15 schools were grouped into one cluster with a Resource Centre to constantly provide professional support to the cluster schools. A hall (One) Resource Centre was built in a centrally located secondary school and the head teacher was appointed to operate the Resource Center professionally. A single head teacher could not perform the tasks without the assistance of the teachers of the school. So, the head teacher distributed tasks among the other teachers and distributed the remuneration among the teachers. There was no Resource Person as such during the Seti Project.

The primary Education Project, during the years of 1990's, institutionalized the school cluster system with a Resource Person for each school cluster. The successive education projects further reinforced the cluster concept and the short term training through the Resource Persons.

Science Education Project

MOES direct involvement in major in-service training began with the Science Education Project to produce science teachers for the lower secondary and secondary teachers. The Secondary Education Project (1993) was established to conduct 10 month short term in-service training of Science, Mathematics and English teachers. This Project developed Science Education Development Centers.

School clustering and professional support to the cluster schools by Resource Persons have become part of the National Educational Training System in Nepal. The Resource Person operates through a Resource Centre and there are about 1100 Resource Centers in the country. Only few of the 1100 Resource Centers have a training hall and work place for the Resource Persons. Resource Persons are attached to one of the Secondary Schools of the Cluster.

Secondary Education Support Project

Secondary Education Support Project has envisaged 200 Lead Resource Centers with stronger capacity to provide continuous professional support to the teachers through other less equipped Resource Centers. However, MOES has decided to establish only 46 Lead Resource Centres on an experiment basis. Some districts have ETC (Education Training Centre) A, some have ETC B or C. National Education Development Centre (NCED) is an apex body for short term training at the central level.

Demand Driven Training

A Demand driven training is training organized for the teachers on the basis of need of training identified by the teachers and head teachers. This training should originate from the school level. The need of such training is identified by the head of the department and the head teacher in consultation with the teacher. The Training Unit in the District Education Office should appoint a Short Term Teacher Training Committee headed by the head of the training Unit. This committee study the training needs identified by the schools and conduct the training.

UNICEF, Plan International, Save The Children. And JICA also run short-term trainings to the teachers in specific areas of their choice. For example, some agencies organize training on Peace Education for few schools of some districts. Other agencies provide training for improving mother tongue education. NCED provides professional support to the organizers of these training in the areas of training curriculum development and TOT (Training of Trainers).

Demand driven trainings help develop skill and attitude to solve specific pedagogic solution of day to day problem. This training is an instructional process through which the teachers gain knowledge and skill to solve the specific teaching problem.

Conclusion

Teacher training should be regarded as a continuous process. Appropriate and adequate content exposure is needed to the prospective and in-service teachers with due exposure to pedagogical areas. A balance between content areas and pedagogy only can take the new perspectives of teacher education in teacher's profession. Strategies for providing refresher training to all the trained teachers should be applied. Educational technology could improve the quality of teacher education. Due to lack of attractive salary and other incentives teachers take the teaching job only as platform. To motivate the capable and qualified people towards teaching adequate financial incentives should be worked out.

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