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## Study Report 36

# Exploring the Opportunities for Professional Development of Primary School Teachers in Nepal


Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
Balkhu, Kathmandu, Nepal
2009

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## Acronyms and Abbreviations

| | |
|---|---|
| ADB | Asian Development Bank |
| CAS | Continuous Assessment Scheme |
| CERID | Centre for Educational Research Innovation and Development |
| CEHRD | Council for Educational Human resource Development |
| CPD | Continuous Professional Development |
| DEO | District Education Office |
| DOE | Department of Education |
| ECED | Early Childhood Education and Development |
| EFA | Education For All |
| ETC | Educational Training Centre |
| FOE | Faculty of Education |
| FRP | Formative Research Project |
| GON | Government of Nepal |
| HRD | Human Resource Development |
| HSEB | Higher Secondary Education Board |
| IM | Instructional Materials |
| IT | Information and Technology |
| L/RC | Lead Resource Centre |
| MOEC | Ministry of Education and Culture |
| MOE | Ministry of Education |
| NCED | National Centre of Educational Development |
| NESP | National Education System Plan |
| NNEPC | Nepal National Education Planning Commission |
| NBPTS | National Board for Professional Teaching Standards |
| PD | Professional Development |
| PPTTC | Private Primary Teacher Training Centre |
| RC | Resource Centre |
| RHEC | Royal Higher Education Commission |
| RP | Resource Person |
| TEP | Teacher Education Project |
| TPC | Teacher Preparation Course |
| TPD | Teacher Professional Development Handbook |
| TU | Tribhuvan University |
| TSM | Teacher Support Mechanism |
| TOT | Training for Trainers |

# Executive Summary

Government of Nepal, since the inception of planned efforts in shaping the national system of education has been giving an emphatic importance on preparing teachers with professional promise to ensure good quality school education. With the aim of producing professional teachers, Faculty of Education previously known as College of Education/ Institute of Education had been conducting pre-service primary level teacher education prggramme apart from its other levels of teacher education programmes, even since five decades back. Similarly, Ministry of Education had been conducting in-service teacher training programme for the primary level teachers who had already entered into teaching profession through various modes. Both of these programmes prepared and certified teachers as being eligible to work as primary level teachers.

Besides these pre-service and in-service programmes within the existing teacher education programme, other opportunities for further developing teachers' professionalism are either non-existent or very much limited. In this context, School Sector Reform Plan (SSRP), 2009 rightly pointed the absence or very limited opportunities for Continuous Professional Development (CPD) in the existing teacher development mechanism in the country. The Plan explicitly specified the aim of CPD as ensuring all teachers with knowledge/ skills to effectively contribute to enhanced student learning, thus leading to increased cost –efficiency and cost effectiveness of education delivery system Along with this, The Plan has shown an urgency of making provisions for CPD to enable teachers solve their context-specific problems and help grow professionally. Obviously, this call for the need of some strategic plans/programmes for MOE towards availing continuous learning opportunities for the teachers. With this background, a need of a study in the area of continuous teachers' professional development was felt and undertaken.

In general this micro study has made attempt to answer the following research question:

What kind of programmes and opportunities be spelt out for the Professional Development of in-service primary level teachers to keep them abreast of new knowledge, skills and attitude to facilitate student learning process and achievements as per the intents of SSRP?. Specifically, this micro-study has tried to answer following subsidiary questions:

1. How can primary level teachers be supported through various opportunities / activities directed to the context specific instructional problems?
2. In what ways primary level teachers' professional development opportunities can be ensured at institutional, organizational and individual levels?
3. What could be the options/strategies for transforming primary level teachers' professional skills in facilitating student learning process and the product as well?
4. What kind of challenges/ problems will have to be catered to make professional development of primary level teachers continuous and functional?
5. What should be the policies, strategies and the implementation mechanism for the professional development of primary level teachers in Nepal?

The study has been undertaken employing the qualitative methods and instruments with the aim of interacting openly and intensively with the concerned stakeholders.

Being a micro study and taking into consideration of available time, two districts representing the Hill and Terai were selected. Selection of sample districts was also guided by the need of including Primary Level Teacher Trainers and the Trainees of Educational Training Centres under National Centre of Educational Development. As such, Tanahu and Dhanusha were the sample districts for this study.

Six schools i, e, two from rural areas and four from urban areas of these two districts were the sample schools for the study. Head teachers, Teachers, SMC members and the students of these schools were the respondents of this study. Similarly, the Trainers and the Trainees of the ETCs of Tanahu and Dhanusha districts were also the key respondents of this study.

Literature/document review, FGD, Semi-structured interview, Workshops, Consultative Meetings and Opinionnaires were the instruments of this study. All these instruments were piloted at ETC and three schools of Kavre district before final administration.

The study revealed following findings as per the research questions:

Findings relating to supporting primary level teachers through various professional development opportunities:

Teachers were found facing with various challenges and problems in their profession, like, present qualifications being inadequate to have good command to teach, difficulty to teach English subject and teach in English medium, difficulty in teaching effectively to diverse nature of students in terms of multi-culture, multi-lingual background with varied economic strata, employing the training inputs in real classroom situation, teaching as per the new curricular intents / focus and specially having none to support them solve instructional problems.

SMCs and Head teachers showed their realization of not having any form of opportunities to help solve instruction related problems of teachers, which were either ignored or presumed to be solved by teachers themselves. The idea of availing other professional development opportunities for the teachers at the local level to grow professionally, besides basic training opportunity was the novice idea for the school managers.

Absence of systemic policies for continuous teachers' professional development besides the teachers' preparation part (qualification and basic training) has been seen. Thus a vacuum of professional development opportunities besides pre-service or in-service teacher education programmes to keep them abreast of new knowledge/skills and grow professionally was vividly revealed.

Conclusively, teacher education programme in the country seemed to be one shot activity, aiming towards only preparation of teachers for the job which can be considered as one dimension of professional development.

NCED seemed to be successful in preparing the teachers or fulfilling one dimension of professional development of teachers by imparting 10 months training opportunity for clearing the huge backlog of untrained teachers and certifying them through its extended network. However there remains the need of availing other dimensions of professional development opportunities to the teachers to develop professionally, at the local and national level.

Almost all the teachers, trainers and trainees of ETC were found expressing the need of availing various types of post –training professional development opportunities to

solve teachers'context specific instructional problems at the local level and also keep them updated with new knowledge and skills.

SMCs and Head teachers were found realizing the absence of any form of support programmes at the school level to solve teachers' instruction related difficulties. These instruction related problems were either ignored or seemed to be presumed to be tackled by teachers themselves. The idea of further professional development opportunities for the teachers was a novice concept for them, though they were realizing their problems of teachers not being able to teach English, use English as a medium of instruction, unable to use computers/IT, lack of confidence and enthusiasm, etc.

Based upon this background, the new concept of Continuous Professional Development (CPD) for teachers as propounded by SSRP, 2009 seemed very timely and relevant with the inevitable/ felt need of other dimensions of professional development of primary level teachers. Relevancy of this CPD is also rationalized on the ground that for the first time in the teacher education programme, SSRP has initiated a new focus on teachers' development part, the other dimension of professional development besides their preparation through basic training.

However, the presumption of availing post-training professional development opportunities for the teachers in every five years as per SSRP is still inadequate and not practical.

Regarding the nature of upcoming professional development opportunities, almost all the respondents have spelled out to be subject-specific and priority be given to core subjects and innovative ideas on primary education and be made more frequent, ideally to be twice a year.

Recommendations regarding supporting primary level teachers through various professional development activities are:

Undoubtedly, the teacher education programme of the country should now take another turn, i,e focusing on teacher development part through availing on the job professional development opportunities. These opportunities need to be need based and subject-specific so that it will support the teachers to solve their context-specific instructional problems and raise the confidence level of teachers. Professional development opportunities for developing teachers' subject-specific expertise, programmes at least on core subjects covering from grade 1-8 contextual problems have to be given top priority.

Exposure visits within district/country or neighboring countries for seeing and learning, workshops, demonstration classes inside the schools on difficult topics, consultative meetings between teachers, Resource persons, ETC Trainers, Educationists, SMC members, short/long courses on computer literacy/IT, English language classes, etc, are recommended to help teachers grow professionally.

Besides designing professional development opportunities based upon the felt need of the teachers, these also need to incorporate the innovative concepts and practices in primary education so that teachers can be kept abreast of new knowledge, skills and attitude.

These opportunities unlike the past be made local based. Meanwhile it should be partly RC based and partly school based. Unlike the past, these opportunities need to be more frequent and never should be conceived as one shot programme for a teacher in her/his professional life.

Head teachers and SMCs also be well oriented on the need of various teacher development opportunities to support them solve their instruction related problems at the school level. They even be kept abreast of ways of designing and conducting professional development activities of themselves and the teachers at the school or LRC/RC level. Furthermore, especially the Headteachers's professional exposures be broadened to make individualized/ effective instructional supervision for formative purposes.

Findings relating to ensuring professional development at institutional, organizational and individual levels:

SSRP has proposed three service layers to describe the functions of each institutional, organizational and individual level as the crosscutting factor. Those three layers are (a) service delivery, service management, and (c) service governance. Meanwhile, it has also mentioned the areas to be covered in each layer, which reveals that ensuring of the professional development programmes includes consecutive steps from policy formulation, framing of regulatory framework, establishing governance structures, setting performance standards to resource management and finally to service delivery functions i,e, teaching, supervision, curriculum, textbook, examination development.

International practices in this regard reveal that teaching profession is strengthened by standardizing teaching profession and continuously providing socio-psychological, administrative and technical support.

Responses of SMC members and Head teachers converge on making professional opportunities local based i,e, 50 %in LRC/RC and the remaining in schools. Moreover, teachers and trainees of ETCs were found giving stress to involve ETCs and competent Trainers of ETCs to take the lead role in overall package of mobilizing the RPs, making need assessments, designing and conducting need based programmes.

In order to ensure professional development opportunities at Institutional, Organizational and Individual levels, the recommendations are:

I. Institutional level: Form policy making Body and formulate detailed policies, rules, regulations, fixing governance bodies on CPD at central, district and school level, resource mobilization, incentive mechanisms, etc. For this task, a committee comprising the High Level Officials of MOE, DOE, NCED, CDC, selected Educationists, teacher trainers, teachers be formed. and bestowed upon to design the statutory frame.

II. Organizational level: Create a network of DEO, ETCs, representative schools, selected RPs ,NGOs, INGOs, local level educationists/teacher Educators, community people, and some competent schools for planning, management of resources, re-activating the existing LRC/RC. This network be first oriented on their roles and functions by the central level committee. It is highly recommended that district level organizations need to be well oriented, convinced and enabled.

III. Individual level: A pool of Human resource be created or existing trainers, RPs, competent teachers with upgrade qualifications, MOE officials be upgraded with enhanced knowledge/skill and attitude base for planning, designing, executing, supervising the professional development opportunities. These

personnel should be enabled to help solve context –specific problems of teachers and also help them grow professionally.

Findings relating to Options for transformation of Professional Development skills:

Very less transformation of knowledge/skills of the past pre-service and in-service teacher training opportunities in the actual classroom has been recorded. Thus, the need to make the upcoming professional development opportunities based upon teachers actual subject-specific and context specific problems (over crowded classes/ small size classes, bi-lingual/multi-lingual problems) was revealed for better transformation.

Similarly, a need to prepare professional teachers concentrating on enhancing their expertise on subject matter covering from grade 1 to 8 and simultaneously enabling them to transform in real situation was also revealed.

Recommendations for better transformation of CPD learning:

CPD packages should be a blend of theoretical knowledge and the practical tips to transform in real situation. So there is the need of making these opportunities school-based.

Learning experiences of CPD opportunities need to be satisfying, enriching with new skills, and a clear vision for better transformation in various contexts. Thus, CPD opportunities from the initial planning be designed to comply with local situations.

Importantly, other teacher support mechanism in the school like the availability of stationeries, optimum class size, moral support, regular individualized monitoring/ supervision on transformation of new learning, incentive schemes for the teachers are all to be the part and parcel for better transformation of CPD skills.

The trainers of CPD programmes be made responsible for making supervision of transformation of the new learning at the real situation and also provide support to teachers for better transfer for enhancing student learning achievement.

Headteachers be also made responsible for supervising teachers' performance in transformation of their new learning and also capacitated to perform this task. SMCs also be convinced to provide the needed physical, instructional and moral support to teachers in using their new CPD learning.

Findings relating to challenges/problems to make professional development opportunities continuous and functional:

Identification of the real felt needs of teachers in varied geographical and socio-economic context all over the country and designing CPD opportunities in compliance with these context –specific needs, selecting appropriate content/learning experiences, preparing/updating the Trainers and preparing TOT and training packages, management of resources, framing policies/ regulations in the present context of political instability, making these opportunities localized, etc, have been revealed as the challenge/problems to MOE.

Recommendations in this regard have been as following:

Apart from challenges, professional development of teachers is a need for enhanced student learning. The new thinking on this area needs to be operationalized in real terms.

As explicated by SSRP, 2009 the CPD programmes be detailed out with comprehensive master plan, work/activity plan, log frame, etc. All these detailed

conceptual plans /programmes need to be widely discussed, disseminated and improved.

MOE high level Officials be fully committed and prepared to initiate the CPD tasks, beside its challenges, to help teachers to grow professionally and facilitate student learning as intended by SSRP.

Findings relating to policies, strategies and implementation mechanism for professional development:

There is a lack of detailed policies on making Professional Development of primary school teachers operational. Similarly, the specific strategies and implementation mechanism of CPD opportunities are not yet delineated.

Recommendations regarding this are:

As envisaged by SSRP, policies are to be delineated for ensuring PD opportunities at institutional, organizational and individual levels

Policies should be revised in line with upcoming initiatives of MOE to reform total education system. Policies, rules and regulations be formulated to bring PD of teachers at local level: School classrooms, RCs and ETCs.

PD opportunities should be accessible to all teachers irrespective of appointment tenure, ethnicity, gender and locations.

Policies be framed to make induction training compulsory for the beginning teachers before they start their work. Similarly, mentors/trainers development policies be formulated in terms of their selection, preparation and delivery. Working veteran teachers, competent ETC Trainers, RPs and school supervisors can be prepared as mentors to conduct school-based and RC-based PD programmes.

PD of teachers cannot be accomplished in isolation limiting to training of various kinds and self learning. So it is highly recommended to cover total career-path from recruitment to retirement.

While developing programmes for PD, some relevant aspects of internationally recognized/used models can be taken into consideration

Finally, in order to prepare overall CPD strategies and mechanism, MOE should concentrate on: (a) developing their expertise on subject matter and ability to transform in real situations (b) enabling selection and organization of learning experiences to make learning meaningful and satisfying (c) adapting learning environment /instructional technology with due respect to diverse nature of learners (d) enhancing professional conduct/values, positive thinking towards job (e) enabling to recognize individual learning pace, mental capacities irrespective of their socio-economic background (f) using multiple methods of teaching including ICT (g) remaining scholarly for further learning(h) making learning enjoyable (i) preparing appropriate instructional materials and using them(j) developing willingness to work with students with tolerance, fairness, sincerity (k) enriching with various instructional planning and communication strategies, (k) utilizing local resources (l) encouraging positive social interaction through working collaboratively with school and community members (m) monitoring and assessing learning achievements of students for formative and summative purposes (n) preparing resource materials for teachers and students, (o) CPD opportunities also comprise latest developments in instructional technology, curriculum development at the localized levels, assessment techniques, identifying the learning needs of diverse groups of students.

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# CHAPTER I

# Introduction

## Context

As in most countries in the world, teacher development has been considered as one of the inevitable aspects of educational development in Nepal to meet the needs of quantitative expansion as well as qualitative advancement, even since fifty years back. Since the inception of planned efforts in shaping the national system of education, Government of Nepal (GON) has been putting a lot of efforts on ensuring competent, capable and committed teachers to initiate and implement good quality school education.

The historical and a good exemplary guiding document in shaping the education system of Nepal, was the recommendations of the Report of Nepal National Education Planning Commission (1956). The Report, in the area of teacher development had clearly spelled that, "the teachers are the keystones of education and education can be no better than the teacher makes it" (P 161).

Moreover regarding the need of teachers' professional development, it explicitly stated that,

"…there are certain qualities that one seeks in the selection of the teachers, some of which are inherent in individuals and lend themselves to further nurture, but there are others which may be developed through professional training. Selection of candidates with professional promise is essential, but proper training can contribute much to the development of truly effective teachers" (P161).

Since then, the policy and implementations of various project interventions on enhancing the professional capabilities of the teachers in the country have become one of the topmost priority of the following national development plans initiated at various times. The mission of all these interventions, were guided by the premise that development of teachers' capabilities will be instrumental in promoting access and quality of school education.

The following chapter, in this regard has tried to capture the conceptual understanding on teachers' professional development, various policies and models developed and applied at the national level and at the international level, as well.

In the history of teacher education endeavor in Nepal, Faculty of Education (FOE) had been the main initiator. Since its inception in 1956, it has been conducting teacher education programme for preparing school level teachers in both concurrent and consecutive models for the country. This Faculty was previously known as College of Education and once this college was amalgamated within Tribhuvan University (TU), then it was known as Institute of Education. Since the Faculty became one of the other faculties of TU, all the teacher education programmes of FOE has been pre-service degree awarding ones, like proficiency certificate in education, bachelor and Master's of Education. The faculty has been serving the country by preparing school level teachers, supervisors, teacher educators, education planners, managers, researchers, curriculum and evaluation experts.

Gradually, Ministry of Education in 1986 took the role of preparing in-service teachers for the primary level school education. Especially, after the restoration of

democracy in 1990 and as per the recommendation made by National Education Commission in 1992, MOE aimed for ensuring consolidated provision on policy formulation and implementation of teacher training activities. So, it merged Secondary Education Development Centre (SEDC), Distance Education Centre (DEC), Primary Teacher Training Centres (PTTCs), into one institution and was named as National Centre for Educational Development (NCED) in 2004. Since then, NCED being as an apex institution is engaged in the training of teachers for school sector, training professionals, and managers of different levels under MOE, conducting research studies on educational issues, etc.

To minimize the big gap of trained and untrained teachers in primary education level NCED had been conducting both 10 months pre-service and in –service teacher training programmes as alternative certification system through its Educational Training Centers (ETCs), selected FOE campuses and Higher Secondary Schools.

Along with these efforts, the GON/MOE to further enhance the professional roles of teachers and thereby promoting access to quality primary education, has introduced and implemented various interventions like Basic and Primary Education Programme (BPEP), Primary Education Development Project (PEDP), Education for All (EFA), and Teacher Education Project (TEP). Among the various components of the interventions of these programme, enhancing professional roles of teachers through 10 months training, short term trainings on the areas like instructional managements, inclusive education, curricular orientations and disseminations, distance learning, making Teacher's Guide, have been some of the modalities adapted so far.

NCED, apart from those earnest efforts has also been conducting various school-based training and demand based training programmes which are instrumental towards teachers' professional development in many ways.

Furthermore, with the intent of monitoring, supervising and providing technical support to the teachers at work, the Resource Centre System (RCs) and the supervision system are in place within MOE system. However, they had not yet been effective as per expectations.

The decision of GON/MOE on upgrading the basic qualification of primary level teachers from SLC to Grade 12 to comply with the changed educational structure, i, e, introduction of 1-8 as basic and 9-12 as secondary education can be taken as an another earnest effort on teacher preparation. In practice, this decision has forced teachers to raise their present qualification which has also been an immediate strong impetus for self learning and for professional growth in the future.

The shared vision of all these various interventions in primary education besides the quantitative targets at the process level was of transforming the teaching modalities from the traditional teacher-centered to child-centered and activity-based joyful learning, implementation of continuous assessments for feedback and reinforcement, individualized instruction irrespective of gender, caste, ethnicity, and geographical locations and economic status. On the other side at the product level, efficiency of education with increased retention level and improved learning achievements were the expected outputs of these interventions.

Amongst the aspects in which improvements observed, clearing the backlogs of untrained teachers can be taken as a very significant one. It has been reported that the number of teachers with training certificates has been dramatically increased. As

per the Project Performance Report (TEP, 28 December 2008 to 12 January 2009), with the implementation of Backlog Clearance Campaign only 2% of the 81310 total teachers working under approved positions are left out to enroll for various reasons. Hence, it is clear that the number of trained teaching force has increased dramatically (from 43% in 2002 to 98 % in 2009 (January). It is a good indicator that at least the country could clear the huge backlogs of untrained teaching force which can be taken as one of the ingredients of the growth of professionalism.

There has been other various earnest efforts made for quality improvement like curriculum & textbooks revisions, capacity development of the head teachers, officers of MOE/ DOE/DEO, development of CAS, etc.

Despite those efforts, research and evaluation reports conducted by CERID/ other institutes and also the experiences have shown that there are still challenges in improving at the process and product level. For example, at the process level, learning rather than teaching has still to be focused, transformation from teachers - centered to child- centered activity oriented modalities are yet to be learnt and practiced by the teachers. Similarly, conceptual clarity on continuous assessment and practicing in the classroom level with formative intents are yet to be well handled by the teachers. Enabling teachers to translate the intents of new curricula at the operational level are yet to be done. Making teachers enabled in teaching through the mother tongue of the students still has been the challenge.

The problems/challenges like these can be attributed to the past policy of MOE of providing training as one-shot activity. At the work level, when they face context-specific /subject –specific problems, there are no or very rear technical support available to them. Traditionally, teacher development programmes are limited at the training centres/campuses. For example, FOE prepares teachers and awards degree, but it has no mandate to oversee how the graduates of the faculty are doing on their job at the real classroom level. Similarly, NCED through its centres prepares teachers but these centres do not have the mandate to monitor/supervise their products at the work level. As such, traditionally, the teachers once they complete their degree or training courses and join at work, there exists very rare or no such mechanism to help them at their work level, due to absence of explicit policies and programmes in the country to update their professionalism.

Various reports commented that the services of Resource Persons (RPs) and school inspectors are very ineffective. Similarly, at the school level a culture of sharing between the peer teachers, teachers and head teachers for solving technical classroom level problems is also rarely practiced

Also, the other flaw is evident in teacher preparation curricula, which has been characterized by contents not adequately covering teaching at multi-lingual/ multi-culture context, identifying the special need children and providing various kinds of remedial supports. However, the teachers are expected to teach/work irrespective of their inadequate pedagogical knowledge, skill and wisdom.

## Rationale

Most of those teachers who are trained do not utilize their professional teaching skills properly, due, in part, to the lack of school-based support. If there is not a continuous reliable support system, irregular supervision may do "more harm than good" (Reiman & Thies-Sprinthall, 1998, p. 5). Instructor training is not also effective at the school level unless the instructor's difficulties are heard and continuous

support is provided to them. In Nepal's primary schools, teachers lack adequate support to help them to meet the changing demands of relating their curriculum to classroom delivery. Teacher empowerment cannot take place unless teachers engage in meaningful dialogue and reflection about their work (Kent, 1993). Another common problem of teachers is a lack of confidence in planning, organizing, and delivering instruction in the classroom. In the absence of local professional and personal support for the teachers, a high drop out of students, repetition and failure has occurred.

In this scenario of feeble teacher professional support opportunities at the work level, the School Sector Reform Plan (SSRP 2009-15) has rightly spelled out that one of the major issues at present in the teacher professional development has been the absence of or very limited opportunity for Continuous Professional Development (CPD).

The Plan states that the present teacher development is basically limited to compensating the gap created through the entry of untrained teachers in the system .This heavy engagement in long term certification training programme has prevented other opportunities of teacher professional development. In order to update teachers and provide them opportunities for professional growth, there is an urgent need of engaging teachers in activities directed to the context –specific instructional problems.

This statement of SSRP can be considered as a very good start of MOE towards making teachers professional development endeavor as a continuous process rather than as a one-shot activity. In this project, a departure from the past policies on teacher development has been vividly seen where training and refresher training has been planned with a provision of 500 non-teaching hours for teachers that can be used in professional development activities.

More importantly, in this regard the Plan has specified the aim of Teacher Professional Development by stating as,

> "… to ensuring all teachers have the knowledge and skills required to effectively facilitate student learning process and finally to contribute towards enhanced student learning. The long term objective is to contribute to enhanced student learning, which will lead to desired increases in the cost efficiency and cost effectiveness of education delivery system" Page 65.

Obviously, this aim calls for the need of the teachers who hold strong professional competencies or remain scholarly through continuous learning opportunities to keeping abreast of latest information in the profession and seeking to work with students for their enhanced learning achievement. In order to achieve this objective, MOE needs some strategic plans/ programmes explicating on kind of opportunities to be provided.

Based upon this background, a need of a study in the area of teachers' professional development was felt and undertaken. Thus, this micro study has been rationalized and undertaken with the following research objectives.

## Objective

Objectives of this Study are:

1. Explore the opportunities for professional development for primary school teachers in Nepal; and Propose some ideas to develop primary school teachers within the framework of SSRP.

## Research Questions

In general, this micro study has made attempt to answer the following question: What kind of programmes and opportunities be spelt out for the Professional Development of in-service primary level teachers to keep them abreast of new knowledge, skills and attitude to facilitate student learning process and achievements as per the intents of SSRP. For further investigation following subsidiary questions are formulated:

- How can primary level teachers be supported through various opportunities directed to the context specific instructional problems?
- In what ways primary level teachers' professional development activities can be ensured at institutional, organizational and individual levels?
- What could be the options/strategies for transforming primary level teachers' professional skills in facilitating student learning process and the product as well?
- What kind of challenges/problems will have to be catered to make professional development of primary level teachers continuous and functional?
- What should be the policies, strategies and the implementation mechanism for the professional development of primary teachers of Nepal?

## Structure of the Report

The context, rationale and research questions are discussed in Chapter 1.Chapter 2 presents review of literature. The study framework and methodology adapted for the research has been set out in chapter 3. The detailed discussions and analysis of field study information are presented in chapter 4. Chapter 5 draws out the findings of the study and chapter 6 deals with conclusions and recommendations.

# CHAPTER II

## Review of Literature

This chapter provides a review and synthesis of the literature and documents relating to the professional development of teachers. The major focuses are on the overview and evolution of teacher education, and recommendations made by various education reform commissions, research scholars, and official documents and reports. This chapter also presents the goals and issues, and standardization of teacher education in global perspectives, institutional policy perspectives, implementation perspectives, teacher's personal perspectives and emerging opportunities in professional development of teachers at present.

All these perspectives are reflected within the main research question: What kind of programmes and opportunities be spelt out for the professional development of in-service primary level teachers to keep them abreast of new knowledge/skills to facilitate student learning process and achievements as per the intents of SSRP? and the five subsidiary questions mentioned in the previous chapter.

The 1956 report of the NNEPC highlighted the importance and role of teacher education for the educational development of Nepal. The following major recommendations were made by the commission:

> "Teacher training should be based on sound principle of education and democratic procedures. . . The objective of teacher education should include (a) professional competency, (b) a broad general education, (c) competency in teaching [a] vocational craft, and (d) personal competency as an individual and a leader in [the] community".
>
> A system of teachers' certification should be inaugurated which would ensure that only qualified teachers are permitted to teach. A salary scale based on training and experience, and provisions to leave, retirement, and amenities should be established immediately (MOE, 1956, p.176).

It is obvious that more than five decades back the country had a vision on ingredients of a professional teacher, some glimpses on entry of qualified teachers, retaining them and also making arrangements while retiring.

The National Education System Plan from 1971 to 1976 outlined a long range plan for teacher education. Some of the guidelines and principles given by the plan are: (a) All schools should recruit trained teachers, (b) all untrained in-service teachers should be trained, (c) an intensive training should be provided to vocational teachers to upgrade vocational skills, (d) the curriculum of the teacher education should be revised to meet the current needs, and (e) research should be conducted to examine the relevancy of the curriculum, effectiveness of teaching methodology, and evaluation system (MOEC, 1974).

During the five years of operation of the NESP, level-wise objectives of education were formulated, the overall education system was restructured, curricula were revised, textbooks were written in national perspectives, government grants were provided to the schools, supervisory service was provided to the schools, and the national service condition of teachers was formulated (MOEC, 1974). The damaging decision in this period was centralization of educational management, which created several unmanageable problems until today (HLNEC, 1998; MOE, 1992). Sharma (1998) commented: "In a centralized bureaucratic management system, curricular,

financial, and personnel decisions are controlled. As a result, local institutions are not able to respond quickly to the training needs of the local community" (p. 81). Before 1971, all schools were established and managed by the local communities with their local initiatives and resources although they had limited resources and expertise. All teachers were selected, appointed, and retired by the local bodies.

The Royal Higher Education Commission (MOE, 1986) made strong recommendations on the training of teachers in order to raise the quality of education in the schools of Nepal. The commission also suggested that an in-depth study be done on (a) level-wise objectives of education; (b) curriculum, textbook, and teaching materials; (c) standards of teaching; (d) teaching methodology and evaluation system; (e) service condition of teachers; (f) equitable expansion of education; (g) emphasis on vocational education; (i) trade schools and self terminating skill training programs; and (j) educational management, finance and peoples' participation.

The National Education Commission (MOE, 1992) and the High Level National Education Commission (1998) both recommended the adoption of the following points as national policy on teacher training: (a) Make teacher training obligatory for teaching professionals at the school level, (b) provide training for in-service teachers, (c) increase the salaries of trained teachers, (d) give preference to women teachers, and (e) revise training programs.

NCED, MOE prepared a well articulated comprehensive and responsive teacher training policy following the directives of the 10th Plan of Nepal (NCED, 2063). This policy was approved by the Council for Educational Human resource Development (CEHRD). Presently, HRD activities are run following this policy. However, teacher development policies, strategies, and implementation mechanism are to be revised again incorporating all dimensions of teaching profession.

## Description of Policies and Programs

With continued effort of the government new avenues and opportunities are emerging to support teachers in their profession. Pre-service teacher education is offered by various institutions such as FOE, TU and other Universities, HSEB, PPTTCs. NCED has formulated the policy and programs to provide support to FOE, TU for the development of training curricula and materials for the pre-service training program known as Teacher Preparation Course (TPC). This provision is made for primary level teachers who will be teaching from grade 1 to 8 in new structure. FOE reported that the curricula for TPC has been drafted. The structure of curricula proposed by FOE consists of (a) Foundation of Education, (b) Curriculum and Evaluation, (c) Educational Psychology, (d) Specialization I (one subject), (e) Elective and teaching practice. Each subject carries 100 full mark comprising the full weightage of 500 marks. This course has been planned to make equivalent to the first year of three years Bachelor in Education.

Moreover, SSRP 2009 to 2015 has emphasized on the professional development of teachers and provision for making a professionally competent head teacher and teachers. This SSRP has stated that teachers must go through training in every five year.

Teacher development policies are crucial determinants of the quality of teachers in an education system. Those policies affect the initial attractiveness of the teaching profession. Those policies also determine who should get into the profession, how

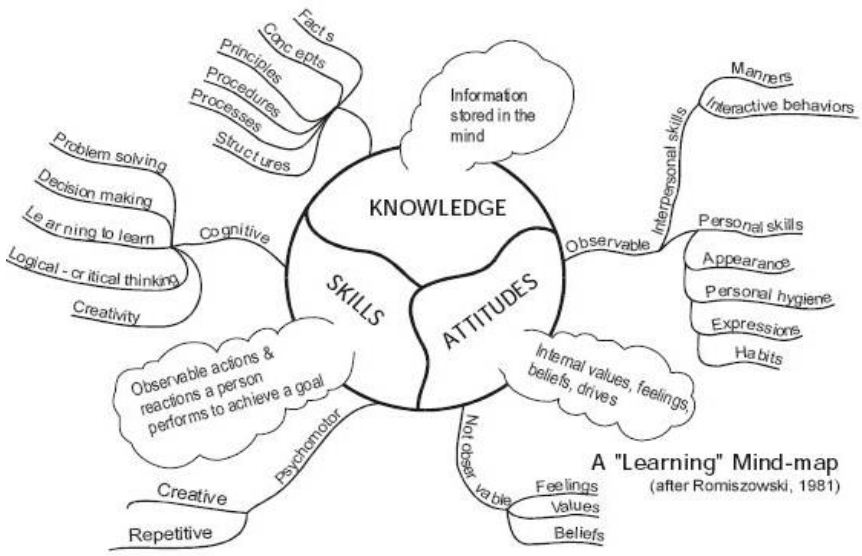
they should be prepared, recruited, developed, promoted, benefited and retired. The policies developed by the major institutions (MOE, DOE, NCED) also determine the motivation of teachers to remain in the profession and how skills, knowledge and attitude of teachers affect students' learning in the classroom. At this point of time, attitude of the teacher has become the prime concern of professional development of teachers that affects the learning domains of both teacher and students.

Knowledge is considered as information stored in mind gained through the learning of facts, principles, process, procedures, concept and structure. This supposed to have learnt during pre-service course and continuous personal learning throughout the life.

Skills are observable actions and reactions of a person which is performed to achieve a goal. Skills are acquired through cognitive and psychomotor learning. Under cognitive learning problem solving, decision making, learning to learn, logical-critical thinking, and creativity skills are acquired by the learner or performer.

The third most important domain of learning of the teacher and student of present Nepal is attitude that is known as internal values, feelings, beliefs and drives for positive learning, performing and enhancing professionalism. Such attitudes are exhibited in two ways: Observable interpersonal skills like manners, interactive behaviors, personal hygiene, expressions, appearance, habits, and personal skills; and as invisible values, feelings and beliefs. The following mind map helps understand the domains at a glance where improvements are needed for professionalism:

**Figure 1. Mind- Map of Learning Domains**




Source: MLD, DOLIDAR 2009.

MOE, NCED formulated teacher development policies in 2005 that covered (a) training requirement at the entry level, (b) teacher development program, (c) training quality and standard, (d) licensure system, and (e) equity consideration for teaching

profession. Regarding human resource development (HRD) in the education system NCED further developed policies on (a) management training, (b) training professional development, and (c) institutional arrangement for carrying on all HRD activities in order to bring instructional improvement. NCED extends its activities through 9 Educational Training Centers (A), 20 Educational Training Centers (B), 5 Educational sub-centers, Private Primary Teacher Training Centers, 79 Alternative Providers as Extension Training Network.Presently NCED has completed (alternative) in-service teacher certification with 10 months training package. This has facilitated to certify teachers for licensing and to meet minimum certification requirement.

Moreover, NCED has developed RC-based Intensive Teacher Support Mechanism (TSM) Handbook in 2008 that clarifies the working procedures of teacher, headteacher, resource person, Educational Training Centers, District Education Office, school supervisors, Regional Directorate of Education, NCED, and DOE. Those working procedures are focused to teaching improvement plan (TIP). This TMS is being piloted in Jhapa, Kavre, Rupandehi, Surkhet and Kailali. The main focus of this handbook is on continuous teacher development program, program implementation process, implementation assurance, training management including per head cost for training.

NCED seems prepared for carrying on Teachers' Professional Development (TPD) under SSRP by developing and implementing a TPD Handbook. This handbook is developed based on the capacity development plan of SSRP. SSRP has set performance objectives of capacity development at three levels: Institutional level, organizational level, and individual level. Institutional level creates rules regulations, standards and procedures. Organizational level creates network of institutions and organizations with clear functions, authorities, and performance objectives while individual level creates human resource base with appropriate skills, knowledge and attitude required for school sector reform.

Similarly, three service layers are proposed to describe the functions of each institutional, organizational and individual level as the crosscutting factor. Those three layers are service delivery, service management, and service governance. Service delivery includes functions related to teaching, teaching skill development, teaching supervision, curriculum and textbook development and student evaluation. Service management includes planning, resource management, teacher management, organizational and individual performance monitoring, information system and assurance of compliance. Finally, service governance includes policy formulation, rules regulation formulation, resource mobilization, sector performance monitoring, setting performance standard and establishing governance structures.

According to capacity development actions the indicators related to teaching and learning are as follows:

(a) Teacher credentials, performance and accountability match requirements; (b) Improved learning at school using CDC curriculum; (c) More outputs and outcomes at school level at lower cost; (d) Improved learning at classroom; and (e) Training for SMC members and headteachers in governance and management skills so that there will be cost efficiency of outputs leading to better learning at lower unit cost.

## Review of Related Studies

Teaching is a very complex profession. It is a science because instructors need to know the subject content as technical competencies. It is an art as well because instructors must transfer their technical competencies through an artistic process of teaching methodology. Strong professional competencies and abilities are essential to becoming a good instructor. According to Travers and Rebore (1990), "superior intelligence, compassion, humor, respect for children [learner], and patience are necessary ingredients for good teachers" (p. 1). In order to remain an effective instructor throughout life two things are important: First, the instructor must remain scholarly by continuous learning or reading and keeping abreast of the latest information in the profession; and second, the instructor must seek opportunities to work with trainees and the community. Willingness to work with communities, school clubs, professionals, and related peers can develop interpersonal competencies and genuine desire to become a teacher (Travers & Rebore, 1990; Tyner, 1996).

While reviewing the global literature, Austin (1986) listed four goals of professional development for beginning teachers: (a) improve teaching performance of beginning teachers, (b) increase retention of promising teachers, (c) promote professional and personal growth of teachers, and (d) satisfy the certification requirements. Hatcher (1995) advocated that the work ethic is more important to be successful in the job. Hatcher stated that "more people fail at or lose their jobs because of personal qualities or inappropriate attitudes than insufficient knowledge or skills" (Hatcher, 1995, p. 1). Cole (1991) emphasized two psychological aspects of the professional development of teachers. The first aspect is that teachers can learn or develop better when they work together as equals, support each other by sharing ideas, and support each other better by giving and receiving feedback. The second psychological aspect is socialization of teachers. In order to make an affinity with the school community, teachers must be able to socialize with students, fellow instructors, parents, administrators, support staff, senior teachers, and professional associations. These aspects are important when entering into a new profession of teaching.

Basically, the content, teaching methodologies, and facilities are the main three elements of the teaching profession (Wright & Custer, 1998). The problem begins when teachers start feeling weak and inadequate, and lack confidence in all or one of these teaching elements. Engvall (1997) looked at teachers' problems from a socio-economic point of view. He mentioned that teachers are among persons of little importance, low paid, and having a tradition of group dignity. Bernier and McCelland (1989) looked at the teaching profession from an administrative and legal process of professional standards. They mentioned that three legal processes, (a) accreditation of preparatory programs, (b) licensure of professional personnel, and (c) standards of practice are essential to become a professional. In the case of Nepal all these processes are in the immature stage.

From global perspective teachers need to have commitment, expertise, and continuous learning to be a good professional teacher. S/he must have strong commitment, trust in the profession, personal readiness and willingness. The National Board for Professional Teaching Standards (NBPTS, 1999) emphasized five propositions for professional personal standards of the general education teachers: Proposition 1, mentioned that teachers are committed to the learning of students. Skilled teachers (a) can give individual attention to each and every student; (b) can read the interest, abilities, and prior knowledge of the student; (c) can listen to the

students, observe performance, and behavior of the students. The teacher's overall mission is to develop the students' self concept, character, aspirations, and civic virtue. Proposition 2, as defined by NBPTS emphasized teachers' expertise on subject matter, factual information, and applicability of subject on various situations. Professional teachers, therefore, keep abreast of the latest development of curriculum, and literature of the subjects they teach.

Under proposition 3, Certified teachers are responsible for managing and monitoring their students' learning. Professional teachers should be able to use time, multiple-methods, and multiple-media effectively and efficiently to meet their teaching goals. In the mean while, trained professional teachers consider students' individual learning style, learning pace, and mental abilities. Learning can be painful. Learning can be a fun. What makes a difference is the knowledge, art, and the teaching ability of the teacher.

Proposition 4 mentioned that accomplished teachers think systematically and learn from experience. Professional teachers are models of educated people and have virtues like curiosity, honesty, tolerance, fairness, creativity, risk-taking, and problem solving. They are engaged in life-long learning which they want to inculcate in their students as well. Professionally alert teachers always strive for deep knowledge, sharp judgment, new findings and theories.

Proposition 5 considered teachers as members of the learning communities. Professional teachers like to work collaboratively with other professionals on instructional policy, curriculum development and staff development. They appropriately utilize school and community resources for the benefit of their future generation. Such teachers find ways to work collaboratively, and creatively with parents and local communities. These five propositions are main ingredients to become a good professional teacher.

## Review of Previous FRP Studies in the Area and Linkages

CERID (1997) study found that the contribution of resource Person (RP) is very minimal and ineffective. This report commented that RPs are often met in DEO offices.

FRP Report 17 mentioned the requirements for classroom transformation. Those requirements were:(a) shared vision, knowledge and understanding through training;

a. use every opportunity to understand skills and build upon the learned skills;

b. give emphasis on the use of curriculum;

c. refresher training, motoring and technical support be provided to teachers for classroom transformation.

Regarding stakeholder's involvement in classroom transformation, FRP17 suggested school, home and community are three facets of child learning. Parental and community awareness is useful to shared vision and understanding. Formation of various committees [Subjects, Sports…] are useful for monitoring students' progress and observe classroom activities. Similarly, orientation to local stakeholders is useful for classroom teaching/learning process and parents' support to children. The report further suggested forming a consortium of government institutions and organizations for:

(a) drawing lessons and identifying best practices;

(b) establishing relationship among collaborating organization;

(c) piloting child-centered teaching learning in larger sample.

CERID (1997) explored that (a) freshly recruited supervisors lacked experience in teaching, school administration, and supervisory skills, (b) supervisors did not get any logistic support, and (c) supervisors also did not get adequate training on supervision techniques and subject teaching. Supervisors commented that teachers are not regular in classrooms and are indulged in politics. Teachers commented on supervisors that they are more interested in administrative matters than technical and pedagogical matters. Supervisors hardly understand the problems of teachers.

The report further suggested, (a) professional development be linked to the curriculum of schools, (b) professional development be linked to the school's instructional vision, (c) some miner monitory and non-monitory incentive system be introduced at school level, (d) accreditation of professional development program be reinforced, (e) provisions be made to collect additional funds at schools for professional development, (f) courses and training be provided to update knowledge on subject matter, (g) courses be provided on Information and communication Technology (ICT), (h) courses be provided to teach diverse group of students, (i) courses be provided on multiple intelligences, (j) training be provided on how to make use of homework during classes, and (k) courses be provided on how to support student learning individually.

## Reflections of Professional Development Models

Finally, regarding to the strategies and the implementation mechanism of PD of teachers some models can be explored or existing models developed at international level can be adapted in Nepalese school context with needed adjustments.

However, models need to encompass and incorporate all the essential elements of a particular domain. A dynamic representative of reality can demonstrate a significant possible change inside or outside the system. But models should not be regarded as complete and accurate descriptive tools and capture all the crucial elements of a particular situation. Models once established in the system of the teaching profession may take a lifetime to implement effectively; some of the models depicted in this study were developed and have been practicing for many decades.

Amongst the various models propounded and used internationally for professional development of teachers, five models have been mentioned in this chapter which seemed to be relevant with the intent of exploring the possible models/mechanism and strategies for PD of primary level teachers in the country. They are:

### *Staff Development Model*

The Staff Development Model is based on materials presented in staff development titles written by Anderson (1987), Robbins and Wolfe (1987), and Weibel (1996). This model emphasizes research on student achievement, whole school improvement, and instructors' development through series of meetings and training. In some ways this model has been practiced in Nepal in bits and pieces. Ann Liberman, Linda Darling-Hammond, Milbrey McLaughlin and Madeline Hunter are among the leading school reformers who introduced staff development throughout the United

States as a major tool of professional development of teachers. Main characteristics of the model are:

(1) researched on students' achievement score every year; (2) aimed at whole school improvement including teachers development and classroom improvement; (3) believed that if teachers teach effectively, learners will learn effectively; (4) Principal and senior teacher take care of student learning and discuss issues in self review session with whole staff; (5) started with modest goals focusing on student learning; (6) meetings, reviews, and evaluation process are the integral part of the staff development; (7) creates opportunities for teachers to work together, to try out new ideas, and promote sense of belongingness and accountability; and (8) gives and receives feedback regularly. For more than 100 years Swiss teachers have been benefited from their program of professional growth during summer vacation. More than 3000 teachers attend professional development retreats for three weeks every year. Teachers claimed that their program was more rewarding than the staff development program organized by the state.

In Nepal, staff development models was used by Tribhuwan University and NCED. In 1970s and 1980s One year B Ed and Two year B. Ed were provided for in-service teachers. From time to time MOES/NCED organized training programs for teachers and education officers as staff development programs.

*Mentoring Model*

Mentoring model has its origins in a mentor guide for professional development of beginning teachers (Heath-Camp and Camp, 1992b). It also includes materials from a mentor instructor Skill Card developed by Collum (1997). The mentoring approach supports junior and new instructors by a highly experienced, senior, competent instructor. In Nepal, culturally, mentoring is used by teachers, headteachers, school supervisors, SMCs and parents in schools without using the word "mentor". If such practices are inherited in Nepali culture, this model also seems viable with some modifications.

Mentoring, an old concept has been revitalized as a modern theory and practice for human resource development. A mentor, in teacher development program, is an experienced, competent, excellent senior teacher who supports coaches, nurtures, and guides, inexperienced new teachers for their professional growth. A mentor helps novices by being a friend; by helping solve problems; and by providing creative ideas for professional growth and excellence. A mentor needs special skills like instructional skills, counseling skills, observation skills, listening skills, patience and sense of humor to maintain a good interpersonal relationship. A special relationship is required between the mentor and the mentee or protege'. So, a. mentor needs to be close at hand to assist the new teacher in daily instructional activities for the initial months. After the completion of training the contact hours can be reduced.

*Clinical Supervision Model*

Clinical Supervision Model reflects the work of Collum (1998a & 1998b) focused on technical instructor supervision; of Hopkins and Moore (1993) focused on its application to student teacher supervision. This model emphasizes providing support, feedback, to instructors, based on valid data of instructional supervision

and using wide-lens and narrow lens observation techniques. These practices are done during practice teaching of student-teacher in classroom observations. However, it is done only for examination sake. Characteristics of Clinical Supervision Model are:

Moris Cogan is generally recognized for the introduction of Clinical Supervision in the 1950's at Harvard University. The main characteristics of this model are: (1) the collection of valid objective data upon which improvements can be made; (2) techniques are used to collect specific behaviors of the instructor; (3) wide-lens and narrow-lens strategies are used to observe the teaching learning process in the class room; (4) supervision is focused on direct face to face interaction between supervisor and novice instructor to improve instruction during conferencing; (5) feed backs are provided on the basis of pre-observation conference data, class/lab/field observation data and post-observation conference data; (6) Flander's interaction analysis model can be used for collection and analysis of data during class room observation to improve instructor performance (Kafle, 20001).

*Coaching Model*

This model was derived from the writings of Brandt (1987) on peer coaching, of Garmstone (1987) on administrative support of peer coaching, and of Showers and Joyce (1996) on the evolution of peer coaching. This model emphasizes one-on-one coaching through accomplished transfer of knowledge, increased collegiality, and refined teaching process.

Bruce Joyce and Beverly Showers were among the first to start "coaching" as collegial teacher training activity. Coaching is one to one or small group activity similar to athletic instruction and intellectual simulation in a collaborative environment which leads to a very high level competence. The main characteristics of the coaching model are: (1) accomplished transfer of knowledge, (2) established common vocabulary, (3) increased collegiality and professional dialogue, (4) refined teaching practices, (5) stimulated self initiating, autonomous teacher thought, (6) improved school culture, (7) developed solutions to instructional problems, (8) promoted instructional activities to other teachers, (9) formulated career and long habits of self-initiated reflection, (10) provided feedback in non-threatening and supportive climate.

*Eclectic Model*

These ideas were based on a publication by Heath-Camp, Camp, and Adams (1992) which focuses on an implementation system for professional development of beginning vocational teachers. The review has shown that this model seems to be one of the appropriate models for professional development of teacher in the context of Nepal. The characteristics of this model are:

- Suggests a productive and effective way to assist beginning teachers.
- Develops tools, guides, and materials based on the research findings.
- Focuses on following major components: (1) Professional Development Center (in our case Resource Centers), (2) Local Professional Development Coordinator (in our case lead teacher), (3) Detailed orientation, (4) Structured Mentoring Program, (5) Beginning Teacher Handbook, (6) Beginning teacher peer support group, (7) Systematic administrator support, (8) Series of on- going in-service training workshops, (9) Certification courses, and alternative certification

system, (10) Coaching in reflective practice, and (11) Professional development plan. Develop guides for Resource Center, Administrator and Mentor/Supervisors/RPs.

- Develop handbook for beginning teachers.
- All those five models concentrate on classroom activities those are strongly supported by present president of America. President Obama said that challenges of a new century demand more time in the classroom, if South Koreans can do it in their classrooms why Americans cannot do it (CNN News August 16, 2009). And same principle can be applied in Nepal too. However, logistic support, released time for teachers and trainers, training resources, trained headteacher, trained supervisor, trained RP are the pre-conditions for the application or implementation of any type of model at school or local level.

# CHAPTER III

# Study Design

## Study Framework

This study is a micro study based on qualitative methods and instruments. The rationale behind using the qualitative methods are to interact openly and more intensively with the concerned stakeholders like students, teachers, head teachers, teacher trainers, in-service teacher trainees, SMC Chairpersons/ members and MOE Officials at the district and central levels. Meanwhile, to seek answer of the above mentioned research questions, the following sample districts were selected, investigation methods were applied, and qualitative research instruments were used.

## Sample

Being a micro study and taking into consideration of available time and resources, only two districts representing the Hill and Terai were selected. Selection of the two sample districts was also guided by the need of including Primary level Teacher Trainers and the trainees working and undertaking training at the Educational Training Centres (ETCs) under National Centre for Educational Development (NCED). Those districts having ETCs were selected for workshops, Focus Group Discussions and in-depth interviews with stakeholders. It is to be noted that there are 9 A level ETCs in 9 districts across Nepal for professional development of teachers. Hence, Tanahu represents Western Development Regions and hill areas and Dhanusha represents Eastern part and the Terai belt for this micro study.

Thus, ETC of Dhanusha and Tanahu districts were the sample ETCs for the purpose of this study. Seemingly, the Primary Level Teacher Trainers and the Trainees who were under training for third package 2.5 months duration of these two ETCs were also the respondents for this study. Similarly, a total of six schools two from rural areas and four from urban area of those districts were selected as representative schools. Head Teachers, Teachers, SMC members and the students were the key participants for FGD, interviews, and workshops.

## Study tools

Literature and document review was done in context of global perspectives, national institutional policy perspectives, implementation mechanism and teacher's individual perspective. To capture the realities and portray them from multiple sources, various instruments were prepared, piloted and used to probe information from different respondents as sought by the research objectives and questions. These tools have been as described below:

### *FGD guidelines for ETC Trainers*

This instrument was developed to collect information in group for probing into availability of post-training support activities, the need and possible opportunities for professional development of primary school teachers, nature of various professional support activities to those in-service teachers, the possible stakeholders for conducting these support activities, the policies, strategies, challenges and actions for implementation in the context of SSRP's capacity development program for teachers.

Meanwhile, attempts were also directed to generate their views regarding possible options for motivating teachers intrinsically to transform their new professional skills in facilitating student learning process and the product as well.

A total of 11 trainers 5 in Dhanusha and 6 in Tanahu had participated in FGD to express their views and opinions.

*FGD Guidelines for SMC Members*

Especially, this guideline was used to probe the opinions of SMC Chairpersons and members on the need of opportunities for the professional development of primary level teachers to keep them abreast of new knowledge, skills, and attitude to contribute towards enhanced learning of the students. Furthermore, they were asked to opine upon the ways of managing and ensuring the sustenance of these up-coming programmes at the central as well as local and school levels.

A total of 28 SMC members including the chairpersons 7 in Dhanusha and 21 in Tanahu participated in the FGD.

*FGD Guidelines for the Students*

Initially some starter questions were prepared on the aspects like, their school experiences, their interest or difficulties to learn various subjects and the ways of making them more comfortable with the difficult subjects. As in other qualitative research, the questions did not follow a standard or fixed pattern. So, considering the level of students, and flow of discussion, further probing questions were posed on qualities of a professionally good teacher, the ways of making their teachers professionally better, creation of child-friendly learning environment by school management, the qualities of a good teacher, the reasons why they like some teachers, the subjects they like most and the subjects they like least. There were in total 63 students 38 in Dhanusha and 25 in Tanahu who participated in FGD.

*Semi-Structured Interview Questions for the Head Teachers*

This instrument focused upon the need and type of activities geared towards professional development of primary school teachers, including their career development mechanisms: promotions, incentives, and self-motivation. Along with this, they were asked to provide their views on actions for management and implementation of the teachers' professional development opportunities at the local and school levels.

*Semi-Structured Interview Questions for Deos*

This instrument tried to focus upon the existing policies and strategies of MOE regarding teacher development in terms of their strengths and flaws. Furthermore, they were asked in detail on ways of managing and institutionalizing up-coming PD opportunities to the teachers at the local and school levels.

*Workshop with Teachers and In-Service-Teacher Trainees*

With the intent of probing on ways of supporting primary level teachers through various opportunities and activities directed towards solving context-specific instructional problems, challenges and the possible implementation mechanism, separate workshops were conducted with teachers working at 6 sample schools and

the primary teacher trainees at concerning 2 ETCs. The participating teachers in the workshop were the ones who were teaching from grade 1 to 8. The group comprised of male and female teachers. In each group there were 8 to 12 teachers. In total 59 teachers, 32 in Dhanusha and 27 in Tanahu, participated in the workshop.

Similarly, a total of 33 trainees, 14 in Dhanusha and 19 in Tanahu, participated in the workshop.

*General Opinionnaire*

To dig into the opinions on strategic policies, funding modalities, accreditation and type of PD opportunities as per the SSRP guidelines, some of the concerning MOE Officials were requested to provide their views through the opinionnaire. Before administering this instrument, informal meetings and telephone conversations were also conducted to clarify the purpose/objectives and work procedure of the study.

For the research instruments see Annex 2 (A).

## Procedures: Data Generation, Analysis and Interpretation

In order to gather information from targeted respondents various processes like consultative meetings, piloting of instruments, field study, administration of instrument and study, analysis of information within some limitations were accomplished.

*Consultative Meetings*

Two consultative meetings with MOE high level Officials, CERID personnel, Head Teachers and Teachers were conducted to discuss on the research questions, the methods to be employed, scope of work, etc. These meetings gave directions and clarity to the researchers to go ahead. As per the suggestions and inputs of the MOE Officials and other participants in the meeting, the proposal of this study was revisited and was finalized. Along with this, the meetings decided the TOR for the study.

Second meeting on 14 June, 2009 was held with MOE Key Officials, Executive Director of CERID and the staff and Dean of Faculty of Education to share the preliminary findings of the study. This meeting provided directions to prepare the draft report in terms of its focus and coverage.

*Piloting of the Instruments*

With the purpose of checking the appropriateness of the inquiry techniques, specificity, clarity and relevance of the questions included in the instruments, all the instruments were piloted at ETC and three schools of Kavre. The respondents who participated in this piloting endeavor are in Annex 2 (C).

Based upon the empirical experiences of this endeavor, some adjustments were made on the methods to be adopted in the field study and in the aspects of focus of various instruments. For example, the need of conducting workshop was realized with the respondents like teachers and teacher trainees to discuss in depth and collect their individual as well as group views on the key issues of this study. Furthermore, this exercise helped to revise the instruments in terms of adding clarity, relevance and focus in the questions spelt out. With these revisions, all the instruments were made ready for final administration.

*Field Study*

Taking into consideration of time and resources, the researchers were divided into two separate groups and these groups conducted field work: one group in one sample district. In each group, there were two persons, eg one researcher and one research assistant. Before, going to the assigned district, both the groups had discussion meetings for ensuring uniformity in the aspects to be covered in the administration of the instruments with various levels of respondents. Moreover, discussion meetings were also conducted with CERID Executive Director and other concerning personnel before going to the field regarding the technicalities and cautions to be adopted in the process of field work.

*Administration of Instruments*

To keep the respondents at ease and capture the realities from their minds, the approach taken was to start from informal chats to formal investigation questions. So, it did not follow a strict/fixed pattern, though the researchers had the guiding instruments prepared beforehand. Probing questions were to be evolved as the discussions reach nearer to converge on the research questions depending upon the level and type of respondents. Meanwhile, attempts were made to get a deeper understanding of the phenomena studied through building rapport, posing questions in different manner and making them confident of using information for the right cause. Notes were taken while discussions and keeping interviewees in dialogue comfortably.

Persons Met/Contacted in The Field Study are Given in Annex 2 (B).

*Analysis of Information*

As mentioned earlier, this study has based upon collecting and recording the information from multiple sources rather than single realities, attempts were made to develop a holistic understanding from the assimilation of information from various sources like researchers' own observations of facial expressions, tones and voices of the respondents, their individual and group responses collected through field study.

Meanwhile, analysis of information was done as per each research question (5), cross- validating the information collected through literature review and field studies.

*Scope and Delimitation of the Study*

This study has been limited to two districts. This study primarily focuses on teacher development after recruitment means in-service professional development. Recruitment, preparation or pre-service teacher education and training, service conditions and teacher management are also the part of the profession, but these are not covered by this study. It deals only with the development part of primary level teachers from grade 1-8 after entering in this profession.

# CHAPTER IV

## Data Presentation, Discussion and Analysis

### Field Study

This chapter presents the data and information derived from both field study and literature review. Information were collected from field study using various tools and techniques such as Focused Group Discussion, Semi-structured Interview, and Workshops with teachers, students, SMC members, headteachers, ETC trainers and ETC trainees in the selected districts Tanahu and Dhanusha. Similarly ideas and opinions were taken from MOE officials, University Professors and teacher training providers and users through series of consultative meetings. All those information are presented in this chapter.

An in-depth literature study was also done regarding existing professional development of primary education teachers at large. This in-depth study covered both national initiatives and international practices from theoretical as well as practical perspectives. Basically, both aspects of the study were geared to (a) exploring opportunities of professional development of primary teachers, and (b) propose some ideas on PD of primary school teachers within the framework and objectives of SSRP.

As per the research questions, the information derived from field study of this research have been analyzed and are presented below.

### Supporting Primary Level Teachers Through Various Opportunities Directed to the Context Specific Problems

Before directly going to what kind of PD opportunities are available and how can they be supported through these opportunities, the respondents of the study were asked on their problems and challenges in their profession. Annex 1 presents the outcomes of the workshops on professional development challenges and opportunities of primary school teachers in Nepal. Moreover it presents the views, experiences, opinions, and feelings of teachers, SMC members, students, headteachers on problems and challenges, supports needed for professional development and opportunities to grow professionally.

*The summary of their general problems and challenges in their profession were as following:*

(a) old qualifications do not meet the present academic requirements; (b) difficult to teach in English medium; (c) teachers are not respected, they are rather neglected; (d) teaching profession of public/community school is at risk because of the flow of children to private English schools; (e) growing socio-psychological gap between students and teachers in schools and classrooms; Poor affinity, ownership and belongingness of teachers to their students; (f) poor community cannot bring faster changes in schools because of resource constraints, isolation and helplessness. Because all children from well to do family go to English private schools. Although government is trying to help them, society is isolating by sending their children to private schools.

Teachers were found facing following problems inside the classrooms:

(b) most of the teachers do not have command in subject matters they teach; (b) only few students follow their lesson in lecturing method that is mostly practiced in the classroom; (c) difficulty in multi-lingual teaching; (d) seating arrangement is not appropriate for group work and employing activity-based teaching learning methods because of bulky fixed iron-wood furniture; (e) if teachers do not know anything in the lesson nobody is there to help them; (f) if there are some changes in the curricula /textbooks or face any form of contextual problems, nobody is there in the school to help them; (g) even if RPs sometimes visit school they become busy in filling up the forms rather than providing them the needed technical support; (h) the previous training alone could not help solve their context –specific problems and have no other opportunity of any form to grow professionally;(i) a dearth of instructional materials; (i) no induction programme in the school (j) no instructional feedback, no discussion on how pedagogical aspects are going on inside the classroom besides the number of students passed or failed in the exam ; (j) no concern on PD of teachers (Headteachers/ SMC apart from 10 months training); (k) most of the students do not have note-book, pencil and books; (h) if teachers try to teach in English medium to compete with private schools, students cannot buy textbooks. English textbooks are expensive, also; (i) none have the opportunity to go through curriculum dissemination programme which made them unaware of intents and focus of new curriculum and also created various problems, etc.

Finally it was clearly revealed that apart form other general problems, their main problem regarding their PD was that the school management either ignored or show no concern upon its need apart from 10 months training opportunity. So at the local level there did not exist the system of availing any form instructional support to the teachers.

In order to become professionally competent, technically (subject-wise) sound, and create opportunities to grow, teachers responded that they need to have: (a) good command in teaching subjects, specially to be able to teach up to grade 8 (b) ability to provide individualized teaching; (c) good discipline and friendly behaviors; (d) can use computer and can learn and teach from internet; (e) encourage students with alternative/innovative learning ways; (f) follow teachers code of conduct; (g) learn from other teachers; (h) an inevitable need of continued technical support at the school level to solve their specific problems regarding teaching new and difficult topics as per the expected learning outcomes ; (i) update learning through self-study and attending training, seminars and professional meetings and many more as shown in annex 1.

Regarding to the opportunities of professional development of teachers, SMCs had the opinion that first and foremost, the teachers need to have security of their jobs and SMCs can play a vital role in developing teachers and supporting career paths for teachers from recruitment to retirement. SMC members claimed: with continued financial, moral and legal support of government SMCs can provide following support to schools and school teachers for their professional growth and development: (a) SMCs can guarantee the fair recruitment, development, promotion, salary distribution in time, pension and other benefits for teachers as per school's need and ability and performance of teacher; (b) in order to meet the demand of the society and quality assurance some schools have started to teach English subject from grade one—they can even start teaching in English medium by enabling

teachers to teach in English and recruiting novices who are good in English; (c) to combat with hurdles at school, impose school reform initiative of the government, and motivate teachers to their profession and retain promising teachers in job for longer duration SMCs must be empowered through trusted legal support, exposure and training to SMC members.

Besides these, SMCs were of the opinion that first of all they themselves need to be made aware of the need of further PD opportunities to the teachers to support to solve their problems, because up to this time they were only concerned on regularity of classes or absence and presence of students.

Another key group of respondents were the students. Students were asked with some simple and indirect starter questions to derive their views on the research question.

Students were asked three key questions: 1. Who is a good teacher? 2. What makes a good teacher? 3. How can you learn better? In response to question 1 and 2 they told: (a) who teaches fairly loving all students; (b) who knows all the students: Their names, learning conditions and families; (c) who teaches in different ways until student knows the lesson; (d) who has good voice, clear voice; (e) takes care of the weak student first; (f) encourages fast learner for further; lesson/task; (g) teaches according to the learning ability of the student; (h) behaves positively with disabled, mentally retarded students; (i) who manages time effectively; (j) gives opportunities to answer the questions by the students; (k) knows singing dancing, music, arts and crafts; (l) who can teach in English medium; (m) treats boys and girls equally; (n) teacher comes in time in the classroom; (o) teacher knows computer skills ; (p) updates oneself with new knowledge through self-learning or other means (q) speak fluently in English

In response to how can you learn better in classroom, students after a long brainstorming in the workshop recorded: (a) teachers themselves need to possesses new skills on teaching and learning processes and implement in the class; (b) teachers need PD opportunities to grow themselves, so that they can make teaching effective; (c) teachers should use variety of IMs including videos/audios ; (d) there needs to be some source of support when teachers face technical problems ( as we have seen teachers becoming helpless in the class and nobody is in the school to help him/her) ; (e) teachers should make teaching-learning as enjoyable experiences

(e) listen attentively our problems because we cannot speak Nepali language; (f) be disciplined; and (g) teacher should use relevant TV programmes for which they themselves need to be well-oriented; (h) we need computer to learn; (i) we should be able to speak English and read English Books; (i) do homework regularly and provide feedbacks for improvement; (m) go for field study/trip; (n) work in science lab and provide us more opportunities outside the classroom.

Evidently, the responses of students reveal the dire need of PD opportunities to re-orient teachers and also some indicative answers of the major research question on kind of PD opportunities to be spelt out to facilitate student learning as intended by SSRP.

Headteacher is a key leader as well as a manager of the school who can influence his/her teachers to act more professionally with timely changes and improvements in school.

Interviews with Head teachers revealed that firstly they have never been able to provide technical support to the teachers at the school level, secondly though there is the need of PD opportunities and support at the school or RC level they have been ignoring it due to various other acute problems. It is also evident that headteacher is not free from problems and challenges to govern the school in a prevailing social diversification and competitive edge of private schools. The challenges being faced by the headteacher as responded by them are: (a) limited resources for English textbooks, reference books, instructional materials and computers; (b) teacher management problem: same level of headteacher cannot do performance evaluation of this teacher; (c) motivating teachers is difficult; (d) inadequate time to visit classrooms and support teachers; (e) introducing English medium in school is difficult; (f) motivating hungry students to their lessons is difficult; (g) teachers cannot be released from the classrooms for professional development without the reliable provision of substitute teachers ; (h) a serious lacking of ideas on what kind of and what form of PD opportunities needed and be made available at the school level, etc.

In response to how headteachers should be supported, headteachers proposed: (a) strict recruitment policy be applied to select headteacher that ensures leadership and management abilities and skill; (b) headteacher training should be designed in new changed context that meets the aspiration of local students and parents; and (c) headteacher needs training in leadership, principalship, management, classroom management, project works, internet, computer, community mobilization, subject content training, resource generation and mobilization ; (d) more importantly the kind/content of PD supports that can be managed for the teachers at the school level .

*Responses of ETC Trainees on Existing PD Opportunities and their Opinions for future PD Activities*

The trainees and trainers of ETC were the prime actors to clear the backlog of thousands of untrained teachers in last couple of years through TEP. NCED reported that 98% teachers were trained to meet the minimum requirement of qualification to enter in teaching profession holding license and meeting certification requirement determined by the government. Two separate workshops were held with ETC Trainees and Trainers. Table 1 shows the responses of ETC trainees. Twelve basic questions on strengths and weaknesses of ETC training, problems inside the classroom and in teaching profession, roles of ETC and SMC in PD of teachers, and new opportunities and professional development of teachers at local level were answered by the ETC trainees as outcomes of the workshops held in Tanahu and Dhanusha. ETC trainees mentioned the strengths of ETC training as they received some basic ideas on teaching techniques, developed self-confidence in teaching, got theoretical ideas on child psychology, got ideas on better use of text book and curriculum in teaching and refresher training on pedagogy. The weaknesses of ETC training as mentioned by the trainees were: inadequate reference materials, inadequate practical skills and less emphasis on modern ITs.

It seemed that ETCs have made good impressions upon the trainees and prepared them with some basic professional skills.

Like other teachers of primary school, ETC Trainees also faced similar problems in their schools and classrooms. Those problems were: no programme to help teachers

to solve their pedagogy related problems, no opportunity for PD after completing 10 months training, insufficient instructional materials to apply their skills, no regular instructional supervision, no monitoring, no reward and punishment for any performance, poor classroom management, difficult in managing multi-grade teaching, difficulty in dealing students individually, poor skills in child-centered teaching and inadequate knowledge in teaching subjects, indifference of school managers on PD opportunities for them at the local, national or international level apart from 10 months training, etc.

### Ensuring PD Opportunities at the Institutional, Organizational and Individual Level

ETCs seemed to have made good impressions on ensuring PD opportunities at some point, though it is obvious that this opportunity has been the only one opportunity available to all the teachers in the country, which also can be considered as one dimension of PD opportunities to prepare teachers to start their profession. It is also clear that other dimensions of PD opportunities which are very rare or non-existent at the present context. SSRP has rightly pointed out to incorporate it in its total programme. In this regard, ensuring of those PD activities at the institutional, organizational and individual levels is also inevitable. To this point the statements of ETC trainees and the Trainers, as responded by them were: (a) let ETC take lead role in upcoming professional development opportunities of teachers at the district level; (b) trainers of ETCs be updated with further qualifications and training so that they be subject-specific trainers for primary level in the changed context; (c) activate and strengthen RC putting selected and competent RPs with adequate financial and material resources and Subject –specific trainers of the ETCs take the lead role to guide RPs; (d) ETC trainers make needs assessment for availing the PD opportunities at the local level; (d) provide subject-wise technical training or further capacitate RPs so that they become subject –specific RPs of primary education; and (e) also make them responsible to evaluate and support RC –based and school-based PD activities of teachers.

Regarding to capacitating teachers at individual level , the suggestions of ETC trainees were: (a) focus on individualizing teaching to help weak students and marginalized ones; (b) stress on peer student learning among the multi-lingual students; (c) Prepare teachers for subject specific ones specifically for upper primary grades; (d) give emphasis in practical skills to implement various modes of classroom management, student assessment techniques; (e) enable them to use computers/ITs in teaching; and (f) provide innovative /new ideas to keep abreast of new knowledge in overall primary education development generated at the national and international levels.

Head teachers and SMC members were of the opinion that to ensure the institutionalization of the upcoming PD opportunities as per the intentions of SSRP, RCs need to be strengthened both physically and technically. RPs be capacitated to provide Subject-wise complementary training support through RCs and the schools. Subject-wise RPs be made responsible for orientation training, induction programmes to new teacher, refresher training and follow-ups of new curricular changes, etc. To guide /assist the RPs, the selected qualified /capable trainers of ETCs be involved. In order to make school a place for learning and institutionalize the PD activities at the school level, 50% training be conducted at RCs and 50% at the schools.

To institutionalize these PD activities at the local level apart from Government support, NGOs/INGOS be involved to support RCs and the schools. There was the convergence of suggestions/ideas on making PD activities RC-based/ School-based among the respondent groups.

## Options/Strategies for Transforming PD Skills

At the present context, regarding the transformation of ETC training skills in the actual practice, the teachers and the trainees pointed some aspects, which were: Use of local instructional materials, use of play way methods/ games to some extent, providing feedback to students, planning seating arrangement ignoring caste system, lesson plan preparation, construction of test items (with less difficulty), activate students using question-answer methods and preparation of yearly plans. But transfer of training could not happen on aspects like, as ETC Trainees reported: Individual attention to students, providing remedial instructions, teaching slow learners and making more students learn even at minimum level, using IMs as per the need of lesson, employing continuous assessment, etc.

ETC trainers also responded that transfer of training inputs in the classroom was minimal due to various reasons. Some of those reasons as responded by them were, (a) ETC training being much more pedagogy focused; (b) Use of cascade model (passing the message from NCED to classroom is very difficult); (c) indifference of the school management on transfer of training inputs in the class; (d) none to help at the school level to solve their pedagogy related problems and no support mechanism in the school to implement the training skills.

For better transfer of upcoming PD inputs, ETC trainees an d the trainers responded ; (a) training inputs need to be based upon teachers' felt problems ;(b) training modality be local –based; (c) a group of mobile teams be formed and capacitated to conduct local -based PD programmes ; (d) those trainers also be made responsible to supervise the teachers performances, etc.

Headteachers and SMC members responded; (a) for better transfer of training skills existing supervision system need to be changed; (b) Headteachers be capacitated to supervise and help for better transfer; (c) all upcoming PD opportunities be local based so that there will be no problem of substitute teachers.

## Challenges/Problems to Make PD Opportunities Continuous and Functional

Almost all groups of respondents SMCs, Headteachers, Teachers, Trainees responded; (a) lack of resources in terms of physical infrastructure, finance, resource materials and capable trainers at the local level;(b) lack of commitment/ seriousness amongst the stakeholders ;(c) political upheavals, etc. Among others, it revealed that they were found suspicious of utility, relevance and continuity of the upcoming PD programmes.

## Policies, Strategies and Implementation Mechanism for PD Of Primary School Teachers

### Table: 1: Responses of ETC Trainees on Professional Development of Teachers

| What are the strengths of ETC Training program | What are the weaknesses of ETC Training |
|---|---|
| Ideas on teaching techniques<br>Developed self-confidence<br>Interactive training<br>Ideas to use curriculum and textbooks<br>Child psychology<br>Personality development of teacher<br>Helpful for professional development<br>It has become a refresher training | Inadequate reference materials<br>Inadequate allowance for trainees<br>Training materials not available in time<br>Training package could not be available in time<br>Poor library<br>Weak management<br>Irregularity of trainees<br>Poor practical training |
| **What Problems are you facing inside the classroom** | **What problems do you see in teaching profession** |
| No instructional materials according to the subject<br>No regular instructional supervision<br>No dialogue among teachers about teaching<br>No internal and external monitoring<br>No reward and no punishment for any performance<br>Poor classroom management<br>No reference materials available<br>No appropriate and adequate furniture<br>No good blackboard<br>Difficult in managing multi-grade teaching in absence of instructional materials<br>Student absenteeism<br>Hungry students leave school early<br>Well performing students go to private school<br>Poor school management<br>Difficulties teaching in mother tongue<br>Teachers not prepared for mother tongue<br>Small dark classrooms<br>Inappropriate furniture and seating arrangement<br>Difficulties in coping with individual learning<br>Most of the students do not have books, note-books, pencils<br>Difficulties in managing handicapped and students having learning difficulties<br>Preparation of instructional materials<br>Use of new teaching methods<br>Limited skills on Child-centered teaching | Most of the teachers are involved in politics<br>Local teachers give priority in their domestic work rather than teaching<br>Poor attention to school work<br>Fear of job-security<br>Poor evaluation by DEO<br>Poor status of public schools<br>Some teachers are temporary for more than 20 years<br>Poor image of teachers in society<br>Poor support of education projects reach to schools in trickle down approach<br>Politicians use teachers for their party<br>Political interference in recruitment and posting<br>Most teachers are frustrated<br>Poor knowledge of teachers in their teaching subjects<br>Teacher service Commission does not recruit in time<br>Political interference in Teacher Service Commission<br>Inadequate teacher positions in schools<br>No scholarships for promising teachers<br>No foreign exposure to renowned veteran teachers |
| **What should be the role of ETCs** | **How can you make community schools' teaching as good as or even better than private schools?** |
| Take lead role in ETC<br>Activate RC as per its intents<br>Technical support be provided through capable PPTTCs<br>Policy formulation by NCED in this regard and implement in close consultation with local –based offices<br>ETC to implement the activities<br>Programmes be conducted to those who are willing to join (fees be taken from them )<br>LRC/RC be reactivated<br>Evaluation of teachers performances<br>Conduction of short-term trainings by ETCs<br>ETCs through RCS provide subject-wise technical support<br>RPs be made as subject specialists and work for the schools within their catchments areas<br>Support be made at the community<br>RCs need resources like Financial, human and technical to make them really work<br>ETCs be made responsible to evaluate RC –based activities | All civil servants, teachers, police, army, politicians and business people should send their children in public schools or public school's qualities be improved to attract those customers<br>Revise curriculum and textbooks, make them in English<br>Make attractive textbooks in English<br>Strictly follow code-of conduct of teachers<br>Make headteacher powerful to manage teachers<br>Give English language training to all teachers<br>Replace unable and unwilling teachers to change with some early retirement motivation<br>Change educational policies wherever needed<br>Teach in English medium<br>Recruit qualified new teacher who can teach in English medium<br>Provide governmental support to all types of schools to bring competition between pvt and public schools<br>Encourage teachers morale making fair recruitment, timely recruitment, training, promotion and benefits<br>Give emphasis in sports and co-curricular activities<br>Transfer all schools to community management |
| **How can you be capacitated through upcoming PD opportunities?** | **What sort of support do you expect from your SMC in your profession?** |
| Conduct individualized teaching to weak students<br>Teachers should get subject wise training | Provide more training rather school-based training<br>Empower headteacher in school management |

| | |
|---|---|
| Encourage peer student learning<br>Apply student to student learning approach<br>Encourage students to work in group<br>Get/prepare adequate learning materials<br>Use/store learning materials effectively<br>Follow learning theories of psychology<br>Encourage students learning activities<br>Organize Tiffin at school if possible<br>Prepare teachers for all subjects up to grade five<br>Give emphasis in practical activities<br>Get help from family members<br>Get help from learned experienced teachers<br>Use computers in teaching<br>Get adequate instructional materials<br>Be committed in teaching<br>Be a good friend of weak student<br>Be loyal to the profession<br>Learn to learn, Be ready for lifelong learning<br>Create friendly environment in classrooms | While recruiting new teachers , recruit most competent ones with English proficiency<br>Provide induction training to new entrants<br>Bring improvements in pre-teacher training programs<br>Give emphasis in in-service training<br>Provide subject-wise training<br>Provide support in classroom delivery<br>Provide performance based incentives/benefits<br>Make salary formula as per cost of living for remote areas and expensive cities<br>Train teachers in making, getting and using instructional materials<br>Bring ETC activities to schools<br>Focus to School-based and RC-based teacher training<br>Organize seminar, workshops and subjectwise refresher training to teachers and headteachers<br>Encourage teachers for self-development and self-learning |
| **Aspects in which Transfer of training could happen** | **Aspects in which transfer of training could not happen** |
| Use of local instructional materials<br>Use of play way methods/ games<br>Providing feedback to teachers<br>Seating arrangement ignoring caste system<br>Lesson plan preparation<br>Motivating students to learn<br>Working as per LOs of new curriculum<br>Trying to use child –centered methods<br>Construction of test items ( with less difficulty )<br>Preparation of yearly plans<br>Post training support activities<br>Subject-wise support through RCs and in classroom teaching<br>Complementary training to teach in grade 1 -8<br>Training to become English teacher up to grade 8<br>Compulsory teacher retirement package for those who have crossed 50 years<br>NGOs/INGOS involved to support teachers<br>RCs updated refresher trainings<br>Study leave for teachers for professional Growth<br>Provision of substitute teacher by SMC or by teacher individually who went for last package of training organized by ETC | Less use of skills due to lack of instructional materials and environment, time<br>High number of students<br>Size of classrooms being small as per the Number of students<br>Exposure visits to students<br>individual attention to students, no remedial instructions<br>Reasons<br>Lack of classrooms, drinking water, lack of teachers<br>Used to traditional methods<br>Politicization in the school<br>Teaching 6/7 periods a day<br>Lack of teachers as per students number<br>Poor building and classroom condition<br>Financial crisis in the school<br>Non- availability of curriculum and textbooks<br>Lack of reward and punishment<br>Big group of students, and language problem<br>Teachers not treated cordially<br>Lack of Science practical materials |
| **The ways to solve problems** | **What should be done to become professionally more competent** |
| Temporary teachers be made permanent<br>Promotions be on timely and well justified ( fairly)<br>5 teachers in one Pr. School be provided<br>Additional package to enable to teach up to grade 8<br>Uniform and khaja for students<br>Teachers facilities be made equivalent of Govt. kamachari<br>Pr. Teachers be respected as in foreign countries<br>Training be need-based<br>Swat permanent<br>Permanent posts be cereated<br>Reward magmt<br>Teachers be made free from politics<br>Programmes be conducted on vacations<br>Trainings be conducted through RCs<br>STR as per the rules be maintained<br>Tbs be provided before the session<br>Equal Facilities to teachers ( as nijamati ones)<br>Training be more practical- oriented<br>Evaluation of performances be made justifiable | Subject-wise RPs at RCs<br>Orientation / induction programmes to new teacher<br>Refresher training and follow-ups of new curricular changes<br>School-based trainings on three months basis<br>Observation of model classes of resource teacher<br>50% training at Rc and 50% at classrooms<br>Availability of subject –wise trainers<br>Conducive environment<br>Sharing with other teachers<br>Organize training in close distance<br>Organize training at school to keep teachers<br>Make provision of substitute time for training/teacher<br>Trainers need to be from ETCs (almost all the respondents have emphasized on this aspect)<br>Teachers service commission be made responsible for promotion of teachers<br>Competent Resource Persons be appointed to support teachers |

*Responses of ETC Trainers on Transfer of Training Skills*

ETC Trainers claimed that in order to transfer training skills they created mobile training groups to support trainees, trainees performance evaluation was done to support instructional improvement, and visited classes on selected districts. According to ETC trainers skills could not be transferred were speaking skills in Teari, community relations, learning environment in classrooms and commitment in teaching profession.

**Table 2: Responses of ETC Trainers on Transfer of Training Skills**

| Post training PD support for transferring training skills | Aspects in which skills could not being transferred: Reasons |
|---|---|
| Creation of mobile training groups and provide support on the spot on quarterly basis<br>Responsibility of teacher performance evaluation done by ETCs instructional improvement<br>Programmes of teachers support designed based upon their needs/difficulties being faced<br>Close observation provided<br>Conduction of need-based training at RC level<br>Assessment of good performing teachers for reward<br>Make frequent classroom observations to provide feedback to teachers | Speaking skills<br>Community relations<br>Dance and music<br>Job chart , house rules<br>Preparation of IMs and use as per the intent of lesson<br>IMs not being managed by the school<br>No feed back<br>Unfair evaluation of teacher performances<br>No compulsory supervision and monitoring<br>Lack of school- community relations<br>Responsibility not being taken<br>Weak SMC management<br>Lack of motivation to teachers<br>Lack of educational environment in the school<br>Lack of commitment in teaching profession, frustrations |
| Further Comments by the ETC Trainers: ETC training is mostly pedagogy focused Teachers should be prepared for all subjects rather multi-subjects Training package and curricular objectives do not matchThere should be at least oneart/craft/dance/singing teacher in one schoolPost-training support be provided to teachers in classroomsParents and headteachers be oriented on what teachers were trainedAnother 10 months package would be required for subject training Roster trainers be prepared around the school for post-training supportSchool-based training be provided to all teachers in schools Major subjects be taught in English medium in all public schools (English, Science, Maths) In Cascading Model passing the message of training is very difficult from NCED to classrooms | Existing NCED Training Model/ Package: ETC Training is conducted in three phases: 1st Phase 2.5 months at ETC2nd Phase 5 months at school as self-learning package, distance mode, with 18 times. 18 contact hours with ETC3rd Phase 2.5 months at ETC 24 days teaching techniques application; 15 lessons demonstration Existing NCED Training Model is a Cascading Model. In cascading model very little message is passed from top to the bottom: NCED> ETC> RC> Classroom> StudentsTT model should be changed into subject –matter specific and pedagogy incorporated training.Remuneration be increased as per inflation rates.Competent professional trainers should be kept in ETCS, RCs and at schools when required.Adequate training materials be provided at training places. Curriculum Guides, Teachers Guides and Student Hand Books be available at training places and schools. Competency based training should be provided to teachers. Heavy subject content should be given in pre-service teacher education courses. |

*Responses of Teachers about Transfer of Training Skills*

Interactions between teachers and students were the key factors in learning. Therefore, transfer of training skills in real teaching is important for quality improvement. About transfer of skills teachers reported use of instructional materials, teaching methods, group work, motivating students through various methods, involving students in extra-curricular activities and more involvement in music and games were the main achievements of the training Table 3.

**Table 3: Responses of Teachers about Transfer of Training Skills**

| Aspects in which training skills were transformed | Aspects in which training skills could not be transformed |
|---|---|
| Use of instructional materials<br>Teaching methods using activity –based ones<br>Group works<br>Identification of instructional problems Use of discussion and question answer method<br>Teaching more actively in classroom<br>Motivating students through various methods<br>Use of local materials Making school environment conducive (Cleanliness of classes, Cueing emphasis upon involving students extracurricular activities, etc).<br>Use of lesson plans<br>More practice on difficult words<br>Home work<br>Teaching more objective- oriented lessons<br>More involvement of students in music, games, group works | High STR<br>Lack of physical infrastructure<br>Lack of supervision<br>Language problem for mother tongue<br>Lack of classrooms, IMs, cassettes for English , Game materials<br>Small size classes, not conducive environment<br>Sections could not be created due to lack of classrooms<br>NO supervision<br>Lack of teachers<br>Poverty of the students<br>Not- conducive family environment, guardians not caring<br>Irregularity of the students<br>Financial crisis, no support for raw materials to teachers for developing IMS<br>Not being able to provide individualized teaching<br>Teachers do not have separate rooms to work |

## Document and Literature Study

Second important part of the study was document and literature study in national and international perspective. At national level, facts on historical background, policies and government's initiatives regarding professional development of teachers are recorded. At international level, the facts on theories, practices, standards, and models of teacher development are thoroughly reviewed and recorded.

### *Professional Development of Teachers from National Perspective*

Historically, since 1956 government of Nepal initiated teacher development process with following objectives such as professional competency, broad general education, competency in teaching and leadership. National Education System Plan 1971-76 formulated following policies like recruit trained teachers, conduct in-service teacher training, and conduct vocational teacher training. RHEC 1986 and NEC 1992 made following recommendations on teacher development: set standards of teaching, clarify service condition of teachers, pay higher to trained teachers, give preference to women teachers and revise teacher training curriculum. Based on all those recommendations, NCED developed policies for in-service teachers and conducted 10 months training on modular basis: 2.5 months ETC based training, 5 months self learning and again 2.5 months ETC based training.

For pre-service teacher education Universities, HSEB, and affiliated private and public colleges are responsible. The structure of curricula jointly proposed by FOE, TU and GON are (a) Foundation of Education, (b) Curriculum and evaluation, (c) Educational Psychology, (d) Specialization I (One subject), and Elective and Teaching Practice. This is a first year of three year program that equals to NCED's 10 months training package. Second year and third year curriculum will be as determined by the University. Now, pre-service education has been the responsibility of regular institutions like Universities, affiliated colleges and HSEB. Regarding pre-service teacher education, a high demand is on consecutive model (Learning subjects matters like Maths, English, Science, at least 50% time of total course). Teachers also demanded teacher education should be in English medium. Teachers argued emphasis

should be given on concurrent model that allows education course or training after certification/ graduation in arts, science, management and so on.

Teacher development policies for in-service training as developed by NCED are: (a) Training requirement at entry level, (b) teacher development program, (c) TT quality and standard, (d) equity in teaching profession, and (e) licensure system.

In order to support SSRP schemes of teacher development NCED has developed RC based Intensive Teacher Support Mechanism Handbook and Teachers' Professional Development Handbook. Moreover, SSRP has proposed three service levels at institutional, organizational and individual level that creates rules regulations, standards and procedures respectively. In addition, three layers of services: Service delivery, service management and service governance are proposed with clear role and functions of institution, organization and individual.

The indicators related to teacher development under capacity development of SSRP are:

- Teacher credentials, performance and accountability match requirements
- Improved learning at schools using CDC curriculum
- Improved learning at classrooms and
- Training for SMC and headteachers on school governance

*Professional Development of Teachers from International Perspectives*

Teaching has become one of the largest professions in the world. Virtually all countries have set their benchmark to standardize teaching profession. The facts of teaching profession can be viewed from various angles such as socio-psychological view point, administrative view point, and technical view point.

From socio-psychological view point following points facts are needed to become a professional teacher: superior intelligence, compassion, humor, respect for children irrespective of their socio-economic status, patience and democratic behaviors. In addition a professional teacher must remain schorlarly by continuous learning, willingness to work with students, parents, community, school clubs, and professionals. S/he should be ready to develop interpersonal competencies and genuine desire to become a teacher. To start teaching profession in a positive way beginning teachers must be taken care in improving teaching profession, retaining promising teachers in profession, promoting personal growth and satisfying the certification requirements set by the institutions.

From administrative view point teachers need to have following three legal process completed: (a) accreditation of preparatory programs; (b) licensure of professional personnel; and (c) standards of practice.

In order to meet the set standards teachers must have gained technical as well as professional competencies. Those technical competencies are listed as below:

**Table: 4. Standard Characteristics of a Professional Teacher**

| | |
|---|---|
| 1. Committed and skilled to the learning of the students | Can give individual attention to each and every student<br>Can read the interest, abilities, and prior knowledge of the student<br>Can listen to the students, observe performance, and behavior of the student<br>Develop the students' self-concept, character, aspiration, and civic virtues |
| 2. Teacher's expertise on subject matter, factual information, and applicability of subject on various situation | Keep abreast of the latest development of curriculum and text<br>Literature of the subjects they teach<br>Ability to transfer learning and apply to different situation |
| 3. Certified and license holder teachers are responsible for managing and monitoring the learning of students | Is able to manage time<br>Is able to use multiple methods<br>Is able to use multi-media<br>Considers student's individual learning styles, learning pace and mental abilities<br>Makes learning a fun, not a pain with her/his artistic abilities |
| 4. Accomplished teachers think systematically and learn from experiences | Professional teachers have virtues like curiosity, honesty, tolerance, fairness, creativity, risk-taking, managing conflicts, and problem solving<br>Professional teachers are engaged in life-long learning<br>Strives in deep knowledge, sharp judgment, new findings and theories |
| 5. Professional teacher considers all teachers as members of the learning communities | Works collaboratively with other members and professionals<br>Is involved in policy formulation, curriculum development, and staff development<br>Utilizes school and community resources for the benefit of future generation |

# CHAPTER V

## Findings of the Study

This chapter deals with the results of the study that covers existing avenues for teacher training; opportunities for professional development; transformation of training skills in the classroom; identification of training needs; and preparation of training content and trainers. In addition, management of resources; policies and implementation mechanism; orientation programs; follow ups and in-school supervision; exposure visits and classroom support are also reflected in this chapter.

### Supporting Primary Level Teachers through Various Opportunities

Several efforts are being made by the government to provide support to primary school teachers by means of various projects and as regular activities.

*Existing Avenues for Primary Teacher Preparation*

In Nepal, there are two avenues of preparing teachers who possess the required qualifications for being eligible to teach in primary schools. These two avenues have been pre-service education and in-service training. The Proficiency Certificate Level of FOE, which comprises two years duration course, has been the pre-service programme and degree awarding one.

Similarly, the ten months primary teacher training programme conducted by NCED under MOE to achieve the goal of providing basic training inputs to the teachers who have already entered in teaching job holding required qualification, known as in-service training programme has been another avenue. Especially, with the execution of Teacher Education Project (TEP) in 2002 under the loan assistance of ADB, NCED with the intent of improving the quality and coverage of primary teacher training extended its institutional linkages with selected FOE campuses, Higher Secondary Schools and Private Primary Teacher Training Centres. This extended linkage encompassed pre-service, in-service and recurrent trainings.

Interview with the Coordinator of the project and Official of NCED has revealed that the extended institutional arrangements and other associated inputs of the project were contributory to reducing the very large backlog of untrained primary level teachers in the country. As per his version, NCED has recorded its success in providing ten months training to 98% for working teachers and also has provided some basic survival skills to work as teachers. Also as cited by him, presently the ten months primary teacher training programmes have reached at the end of the programme cycle.

Besides these formal avenues for preparing teachers to work, primary level teachers hardly get some other opportunities to further develop their professionalism once they are in the job. As revealed by FGD with teachers working in the schools, very few of them had opportunities to attend 2-4 days orientation programmes or refresher training courses organized by DEOs and some NGOs. So almost all the teachers and the trainees of the ETCs had expressed that they face various problems relating to intents, focus, assessment strategies in various subjects, but there are none to help them in the schools. Furthermore,

The expressions of these majorities of working teachers faced various kinds of instruction related problems like dealing with diverse nature of students in terms of

intellectual abilities, multi-culture and multi-lingual background and teaching in a big class size sometimes exceeding 70/80, but there are none to support them to solve those problems.

Another group of teachers also expressed the lack of technical backup programmes once in the schools. Their problems were new text books but no curriculum, without the knowledge of intents and focus of new curricula they have to teach in the classroom.

On further probing, it was also found that none of these teachers contacted had received the curriculum dissemination training and other technical supports in the school. The brief guidelines given in the textbooks were the only available inputs to them..

Discussions and informal talks revealed various types of instruction related problems but and were ignored. Probing with them about reasons of facing these kinds of difficulties, almost all of them had cited that there were none of the programmes in the schools to investigate the context –specific problems and provide some technical support to them. For example none of the teachers had received any form of induction programmes while they started to work and similarly none of them had received any technical support or any form of professional development courses for the whole duration of their work ranging from 5 years to 15 years at school.

In this regard, SMCs and Head teachers also cited that they did have no programmes in the schools to provide technical support to the teachers so that teaching and learning could be made more effective and meaningful. On the other hand, as expressed by them once the teachers get trained, need of other professional development opportunities are not even thought of or felt by themselves.

They also said that the existing RPs, though they had been expected to provide some context –specific technical support to teachers, it could not have been happened. These RPs rarely visit the schools and even if they visit the schools, they become busy with data/information collection required for filling the flash reports and other administrative jobs.

FGD with ETC trainers has also revealed that the country lacks policy and programmes on post training or post support activities to the teachers. These trainers also expressed that their support has been limited within the training center, they do not know how teachers trained by them are working, what kinds of problems they have been facing or to what extent the training inputs have become useful at the real classroom level, etc.

These ETC trainers also said that there needs to be the policy and programmes to develop the professionalism of teachers through various new mechanisms. MOE should design these programmes and also give mandate them to conduct these professional development programmes/provide technical support to the teachers at the school level. Similar were the opinions of head teachers and SMC members that in order to enhance teaching learning process and the learning achievement of the students, the new line of thinking in mandating subject specific trainers of ETCs to investigating the context –specific instructional problems of teachers. Based upon the real difficulties faced by teachers, programmes of professional development need to be designed and also conducted at the local level, i, e resource centre level or school level.

DEOs , head teachers and some SMC Chairpersons had emphatically stated that the present education system has a flaw of not having continuous professional development programmes for the teachers and the present ten months training programmes of NCED and Proficiency Certificate level of Education of FOE are very inadequate to help them solve the real classroom problems, specially when there are new challenges in education brought by change of curricula, change in educational structure like making primary level from 1-8 grades, introduction of new subjects/ contents and overall national socio-political changes of the country.

### Opportunities for the Professional Development of Primary school Teachers

Almost all the groups of respondents like ETC Trainers, Trainees, Teachers, Head teachers and the SMCs consulted, undoubtedly have stressed upon the need of professional development opportunities to the teachers so that the teachers who are real actors of education in the field will have updated knowledge and skills to effectively facilitate student learning process. It was viewed as inevitable by these key respondents on the ground reality that those primary level teachers with eligible qualifications will have to teach up to grade 8 as per the new educational structure.

Regarding the nature of PD opportunities, they have broadly expressed that PD programmes be subject-specific and priority be given to core subjects. Especially, SMC members and Head teachers, while mentioning the focus of PD programmes, have stated that at present there is a demand from the parents and community members for English as a subject to be taught right from grade 1 and also using as a medium of instruction. But the problem they were facing in this regard was that the teachers in those schools were not confident to teach English and use English as a medium of instruction. So, these key school managers had emphatically stated the need of PD programmes on teaching English as a subject and developing the communication skills of teachers. Similarly, these managers have also opined for designing PD programmes in Mathematics as per new curricula. Acute need of designing PD programmes in computer literacy for teachers was also strongly mentioned by them. Even the FGD with students groups have revealed their aspirations to become computer literate and become able to chat in English on par with private school students.

As such PD opportunities for teachers on teaching English and effectively communicating in English and computer literacy were found to be the priority areas for PD opportunities to compete with the private school for those respondents.

Regarding to the designing of PD opportunities, the teachers were strongly stating that it should be based upon the context specific instructional problems, for example they stated that over-crowded class room is the problem of Tarai areas and this is not the case of hill areas. So they have opined that there should be a departure in designing of up-coming PD opportunities from the past modalities, i, e, a tradition of designing at the central with no or little concern with local level felt needs. A need on investigating their context –specific and subject-specific instructional problems and designing accordingly were the views of those respondent teachers. They also stated the need of follow-up programmes to see the changes brought by the need-based training in real classroom situations, so that they will get feedback and support at the spot and as required.

In addition to this, Head teachers and SMCs had opined that those programmes need to be conducted in school and near by school locations i,e, the resource centres or the individual schools with minimum physical and instructional facilities and in the free time of teachers or with substitute teacher, so that the regular classes would not suffer.

PD opportunities in the form of exposures within district and intra-district schools to learn best practices, in some renowned community and institutional schools were also revealed from the FGD with teachers and SMCs.

### Ensuring PD at Institutional, Organizational and Individual Levels

NCED has developed Teacher Support Mechanism and Teachers Development Handbook and Guidelines which can serve as critical guidelines. It can be considered as a proactive step of NCED to implement SSRP regarding teacher development.

SSRP proposed three service layers to describe the functions of each institutional, organizational and individual level as the crosscutting factor. Those three layers are (a) service delivery, (b) service management, and (c) service governance.

Service delivery includes functions related to teaching. Those functions are

- Teaching skill development,
- Teaching supervision,
- Curriculum and textbook development and
- Student evaluation.

Service management includes

- Planning, resource management,
- Teacher management,
- Organizational and individual performance monitoring,
- Information system and assurance of compliance.

Finally, service governance includes

- Policy formulation,
- Rules regulation formulation,
- Resource mobilization,
- Sector performance monitoring,
- Setting performance standard and
- Establishing governance structures.

Under capacity development the indicators related to teaching and learning are as follows:

- Teacher credentials, performance and accountability match requirements;
- Improved learning at school using CDC curriculum;
- More outputs and outcomes at school level at lower cost;

- Improved learning at classroom; and
- Training for SMC members and headteachers in governance and management skills so that there will be cost efficiency of outputs leading to better learning at lower unit cost.

## Transforming Professional Skills in Facilitating Student Learning

The NCED with TEP support provided massive training in order to enable teachers to facilitate students' learning in the classrooms. However, attempts were made in this study to assess how far those skills have been transferred to classrooms or not.

### *Transformation of Previous Ten Months Training Skills*

Before discussing on the future options and strategies for transforming PD skills in facilitating student learning, interviews and FGD with the various groups of stakeholders had also focused on the various aspects of teaching /learning where the transformation of training inputs could happen and could not happen with reasons. In this regard, the responses of the trainees and the teachers working in the schools openly said that though the previous training inputs were very valuable ones, these could be transformed in a very small scale. The areas in which transformation could happen were on employing some discussion and question answer methods, preparing instructional materials using local materials, reducing child punishments and dealing them affectionately, preparation of instructional plans, motivating students to learn, preparing subjective and objective test items, etc.

Meanwhile, the areas in which they could not transform their knowledge and skills as expected were on developing communication skills of the students especially in English, teaching creative arts, dance, music, teaching mathematics as per the learning outcomes of curriculum, using instructional materials as per the need of the lesson, employing continuous assessment schemes, enhancing community relations, managing class with higher number of students, exceeding 60 or more with diverse nature of students socially and economically, making classes more child-friendly, employing individualized learning methods, diagnosing specific learning needs of students, etc.

The reasons for not being able to transform their previous training knowledge and skills as cited by those trainees and teachers were as following:

- Schools management being indifferent on use of training skills in real situations
- Evaluation of Teachers' performances not being fair
- No compulsion on use of training inputs
- School management not providing the necessary materials
- Overloaded classes, teaching 6-7 periods a day
- Big size of students number
- Increasing frustrations and decreasing commitments towards job due to very late promotions or no promotions and salary not drawn timely
- Training package of FOE and NCED being more theoretical
- Lack of guidance and technical support at the school level

- No close supervision and feedback system
- No further opportunities for Professional development
- No exposure to other schools doing better inside and outside the country

On probing the reasons of not transforming the training inputs in facilitating learning with the SMCs and Head teachers the similar reactions were revealed. Discussions with these stakeholders also showed that if the concerned education authorities dream to enhance quality of education by further developing the professional capabilities of teachers through various activities, simultaneously they should seriously think of reducing the negative effect of unfair teacher's evaluation, lack of technical support to teachers at the work level, keeping STR value as prescribed by MOE. For example, they cited an example of teacher evaluation by stating that DEO is authorized to give marks to teachers for promotions, but the DEO does not have seen the teacher and observed his/her performance.

On analysis of these responses it seems that the system itself is to be blamed for the pedagogical skills not being transformed to facilitate learning as expected, because teachers are only one of the contributors of the total primary education system.

*Options for Transformation of PD Skills*

Field study and personal experiences/insights reveal that there should be a departure from the traditional teacher preparation mechanisms and some changes at the local level for maximizing transformation of inputs in facilitating student learning gained through upcoming PD opportunities. As such, field study in this regard revealed a consensus amongst the SMCs and Head teachers in availing PD opportunities at the local level so that teachers should not leave their homes, miss the classes and there will be no need of managing substitute teachers. On the other hand, teachers seemed to be more concerned with the utility of the PD programmes in terms of helping them to solve their felt problems. So as per the versions of teachers, designing of any form of PD package of be directly linked with their felt needs, if it happens to be so there would not arise the question of transformation of inputs. Another options suggested by them were on supervising their performances by the same trainer/ personnel who have provided inputs to them and also enabling the head teachers for having close supervision on transformation of new inputs, objectively.

ETC Trainers were also found being very serious in making transformation of post training PD skills in the coming days (unlikely the past). In this regard, they had opined that the content of the PD packages need to be based upon the teachers practical burning problems and the inputs must be in the form of practical tips to solve the problems, for which demonstration classes in the schools by the trainers will be very much needed. So the strategy of PD opportunities need to be highly school-based, a blend of some theoretical knowledge and more weightage on solving the context –specific problems like multi-language, multi-culture, multi-grade teaching, individualized learning, etc.

For effective transformation of PD skills, the trainees and the teachers have opined that there should be a group of mobile trainers who are knowledgeable and experienced ones and who can practically show how the theoretical concepts can be translated in the real classroom situation. For this, selected trainers of ETCs and FOE campuses can also be used updating their present academic status. Furthermore,

they have also stated the need of refurbishment of the existing Lead RCs and RCs, if the PD programmes are to be conducted there.

## Challenges/Problems to be Catered to Make PD Opportunities Functional

Interviews, FGDs and informal talks with the concerning respondents were not much contributing on probable challenges/problems to make PD opportunities continuous and functional. They were simply stressing that up-coming PD opportunities need to be more frequent, relevant and useful. Additionally, they were stating that for the continuity of the programme, financially capable schools might also be asked for sharing the cost.

Review of SSRP document (2009), has revealed that in order to make PD of teachers continuous, each teacher will be given opportunities for training of one month in every five years. However, it seems that this arrangement is still not adequate. Because, piling the problems for five years by each teacher and then joining PD programmes will not serve the aim of SSRP. Thus, personal experiences of researchers and review of PD programmes in other countries show that to fulfill the vision/aim of SSRP i,e, ensuring all teachers to have the knowledge and skills required to effectively facilitate student learning and enhanced learning achievement, the PD opportunities need to be more frequent. Ideally it would be twice a year or more, however the duration would be for four days or a week long or so.

As regards to making PD opportunities continuous and also functional, obviously there will be challenges and problems to be catered. These would be as following:

### *Identification of the Felt Needsa and Opportunities for PD*

Identifying the felt needs of majority of all the schools and teachers working in varied context all over the country for PD opportunities, in itself will be a challenge to be catered. Because undoubtedly, the felt needs of the teachers will be enormous in number, whether it be subject-specific or issue-specific.

Identifying the various types of PD opportunities in compliance with the felt needs f the majority groups of teachers will also be a challenge to be catered. Similarly, the PD opportunities should include the global innovative programmes in primary education, so that the teachers will be equipped with new knowledge and get updated. This might need a balance of the contents based upon their felt needs and those new global level information.

### *Choosing Training Content for PD*

Designing/developing PD opportunities responding to each type of felt needs will be practically a very cumbersome task and will not be practical. So, it might need representative sampling of the relevant contents and skills in congruence with the groups of similar needs. To accomplish this task needs a technical know-how, caution and comprehensive vision of school level education.

### *Preparing the Trainers and TOT Packages*

In this regard, SSRP, Volume 1 (2009) has made a tentative calculation of conducting L/RC based demand –driven and refresher training to 70,000 working teachers working from ECED to grade 12 in five years period. Also, it has made a target of

preparing about 1000 trainers. Now the task ahead is on preparing a comprehensive design of actual packages for the trainers, TOT, Resource materials, etc, which should be in realty demand-based and better than the existing packages in terms of focus and modalities.

*Management of Resources*

Management of resources in terms of money, materials and persons for PD opportunities, undoubtedly need to be effective and efficient. Unlike the past, there should not be a big discrepancy between teachers' expectations/ felt needs and actual PD opportunities. On the other hand, the programmes naturally should not suffer from lack of resources to make these programmes continuous and fuctional.

All these are in reality the challenges for MOE, which need to be catered for the successful designing and execution of said PD opportunities.

## Policies, Strategies and Implementation Mechanism

As viewed by the consulted teachers, head teachers and SMCs, there should be policy on accumulation of credits of participating and completing the PD courses depending upon their duration and coverage. They also cited that there should be the policy on linking those earned credits with their promotions.

Regarding to the strategies, a common line of thinking amongst teachers, head teachers and SMCs were seen. Their suggestions in a summarized version are cited below:

*Orientation Programmes*

On annual basis orientation programmes be organized before the beginning of academic session. It should focus on grade-level and subject-wise curricular outcomes.

Unlike the past strategies, they have opined that orientation programmes should include school-based/in-house demonstration classes by the trainers conducting the theory classes.

*Follow-Ups/ in-House Supervision*

The performances of the post training inputs of the teachers need to be supervised by the same group of trainers and a strategy also be developed to enable head teachers to do in-house supervision of transformation of the training inputs in real situations.

*Development and Distribution of Self-Learning Materials*

Let the RCs and the schools be a place for PD. Specially, for acquisition and updating pedagogical skills, self learning materials be developed and made available in each school.

*Exposure Visits*

Teachers emphatically stated that exposure visits be made a regular phenomena if possible in some foreign countries, if not in the neighboring district and locations, to learn the best practices. This was even emphasized by the SMCs.

*PD Opportunities for Classroom Support Services*

As cited by the teachers, PD opportunities in isolation can never be successful to enhance student learning, thus, it should come in a total teacher support package. The strategy of MOE, in this regard as suggested by them was on keeping appropriate class size as prescribed, availing the instructional materials, inspiring the teachers to be committed towards job through fair evaluation system, in-house induction training to the new entrants, fair judgment of their performance by SMCs, etc.

Regarding to the implementation of PD opportunities, there was a consensus amongst the school managers that it should be local based, i,e, they should not go the ETCs, leaving home and missing classes, as it was in the past. However, teachers were of the opinion that, if the PD programmes are organized during long school holidays, the PD programmes could be organized in the ETCs. But their resistance was vividly observed that the PD opportunities should be a blend of less theory classes and more practical demonstration classes in conformity of their serious context-specific problems.

# CHAPTER VI

## Conclusions and Recommendations

This chapter presents conclusions and recommendations to answer all the queries sought by each research question based on overall findings of the study. Basically this micro-study was focused on in-depth literature review and field study that covered (a) exploration of the opportunities for professional development of primary level teachers; and (b) some ideas for further continuation of professional development of primary teachers within the framework of SSRP. Following conclusions and recommendations are made as sought by the research questions:

### Opportunities to Support Primary Level Teachers' Professional Development

### Conclusions

- There are numerous felt needs, problems and challenges of primary level teachers within their profession. Especially, they have been struggling with serious context/subject specific instructional problems and having none kind of professional support/opportunities at the work place. It owes to the reason of absence of teacher professional development opportunities besides teacher preparation mechanism in the country.
- Seemingly, existing primary level teacher education opportunities are limited within pre-service and in-service avenues, which are the teacher preparation opportunities and post- training opportunities for further developing their professionalism are either non-existent or very limited.
- On conclusion it can be said that the country owes a narrow concept of professional development, which has been regarded as one -shot phenomena by both providers and recipients of the programme. On the other hand the existing teacher education system suffers from a systemic flaw of not having a continuous professional development mechanism.
- Existing teacher training programmes run by NCED has been a good opportunity to clear the huge backlog of untrained teachers and meet minimum requirement of teacher preparation and certification for teaching profession. However, there is a strong need to make teacher education opportunities available at the work level in consonance with context –specific problems.
- Similarly, NCED needs new programmes to help grow teachers professionally, apart from its some existing demand –based programmes.
- The idea of CPD introduced by SSRP (2009) is a recent thinking in the country, which states that each teacher will be given opportunities for one month training in every five years. The inception of the idea of CPD is to be appreciated, because it is the need of the time.

### Recommendations

- It is highly recommended that the country should have teacher development mechanism besides their preparation part.

- Teachers' professional development mechanism needs to be conceived as a continuous phenomena for ensuring student learning process and the product as mentioned by SSRP.
- A departure from the past in the designing and conduction of CPD opportunities is recommended. While designing, the overall CPD opportunities need to be based upon context/subject specific problems including grade 1 through 8. Thus, investigating the felt problems by subject and context and designing CPD opportunities to comply with these needs is recommended.
- NCED, at the present context has to concentrate its activities to teach-ware, soft-ware, trainers development, research, clinical supervision and CPD of teachers.
- Unlike the past, conduction of most of the CPD support activities need to be local based. As such for making these opportunities effective and useful these be organized at the school and the RCs on about equal basis.
- NCED should prepare a well equipped Mobile Training Van with a team of competent master trainers that conducts TOT in the districts, training of curriculum developers, book writers, software development, teachware development, assessment and evaluation, on- the - spot support to ETCs, L/RCs, schools, etc.
- This mobile team be also made responsible to conduct refresher trainings, dissemination programmes, seminar cum workshops on new issues/topics, instructional supervision as post-training or on the job professional development opportunities. These activities will broaden the concept of CPD and professionalism by creating numerous opportunities at local level.
- For school-based CPD programmes, Headteaches and SMCs be well convinced and be provided with necessary resources by MOE/DOE/DEO. Similarly, for effective conduction of these opportunities at the local level, RCs be re-activated in terms of its physical and instructional capacities.
- Competent Trainers of ETCs, NCED and RPs be further capacitated by MOE/DOE to take the lead role in need identification, designing and conducting upcoming local based CPD opportunities.
- CPD opportunities need to be varied, such as exposure visits (within district, intra-district, international levels, etc), seminar cum workshops, induction programmes, one- to one coaching, series of meetings, conferences, peer learning, mentoring by seniors, short term and long term trainings, demonstration classes followed by discussions, self learning resources in the form of print, audio cassettes, visual aids like documentaries /films, etc.
- While designing PD opportunities of any form, capacity development indicators be specified in consonance with the felt needs and some global level innovative ideas in primary education.
- PD opportunities in the form of Induction programmes, especially for the beginners is strongly recommended. To cater with the on the job subject/context specific problems, various opportunities as cited above are to be provided to discuss their contextual problems and ensure remedial support within the on-going session. Time must be managed to help teachers benefited by these opportunities.

## Assurance of PD at Institutional, Organizational and Individual Levels

### Conclusions

- Three service layers, (a) Service delivery, (b) Service Management and (c) Service Governance have been proposed by SSRP as crosscutting factors to describe the function of each institutional, organizational and individual levels. Ideas mentioned by SSRP in this regard reflect that ensuring of PD opportunities at these three levels is inclusive of a series of consecutive steps from policy formulation, framing of regulatory designs, establishing governance structures, setting performance standards, resource management and finally to service delivery functions, e,g, skill development for teaching, supervising, curriculum , textbooks, examination, assessments, etc.
- Internationally, teaching profession is strengthened by standardizing teaching profession and continuously providing socio-psychological, administrative and technical support continuously.
- Administratively accreditation of preparatory programs, licensure of professional personnel and standards of practices are well established.

### Recommendations

I. Institutional Level

- Form a High level policy making committee comprising the senior level officials of MOE, DOE, NCED, CDC, selected educationists, teacher trainers of ETCs, headteachers, teachers. This committee be bestowed with the main responsibility of explicating national level policy formulation on CPD opportunities in terms of service governance, service management and service delivery functions. On top of that, prescribing the regulatory guidelines, resource allocations, setting CPD performance assessment guidelines, etc, are to be the responsibility of this committee.

II. Organizational Level

- Create district level network including DDC, DEO, ETC, NGO, INGO personnel, Teacher Unions, some headteachers, SMCs, local educationists for planning and executing service management functions at the district level. Similarly, as the upcoming CPD opportunities are to be local based, VDC level committees be formed including the representatives of VDC, Headteachers, SMCs, renowned teachers, RPs of schools, local level NGOs, INGOS working in the education sector. Unlike the past, all these bodies be first oriented, convinced and empowered on their roles, functions and bestowed with the responsibility of operating CPD opportunities at their local level in consonance with the given statutory framework of MOE. These VDC level committees be also made responsible for resource generation at the local level apart from the resources made available by the central and district level offices.

III. Individual Level

- Let teachers be empowered from socio-psychological, administrative and technical aspects. It is highly essential that teachers' morale be boost up; all legal provisions must be clarified and practiced; be made competent in

subject content and pedagogical aspects with the provision of total teacher support package at the classroom level.

- MOE, DOE, NCED, CDC, DEOs, Teacher Unions and SMC of individual schools be well convinced and committed to materialize all the PD functions at three service layers including policy to classroom practices.
- As mentioned by SSRP document under capacity development the indicators related to teacher development such as teacher credential and performance, improved learning, training for SMCs and headteachers for improved governance, etc, are to be specified in detail in terms of their intents, programmes, activities, resources for each service layers.
- It is also highly recommended that to ensure PD opportunities three aspects (a) teachers' commitment to the enhanced learning of students; (b) positive learning attitude for being competent in subject matter, pedagogical aspects and for further professional enhancement; and (c) availing of teacher support mechanism at the work level are to be concentrated besides above cited recommendations.

## Options to Transfer Professional Skills for Student Learning

### Conclusions

- Transformation of knowledge/skills of the past pre-service and in-service teacher training opportunities in the actual classroom was observed as one of the weaker areas of the system.
- School management being indifferent in transformation of knowledge/skills, lack of teacher support mechanism in the schools, teachers performance evaluation not being fair, very late promotions, overloaded classes, lack of instructional supervision, inadequate preparation on practical knowledge/skills, absence of on the job professional support and development opportunities were some of the major reasons for less transformation of training inputs in the real situation.
- There exist systemic flaws in transformation of knowledge/skills of the past pre-service and in-service teacher training opportunities in the actual classroom apart from teacher component.

### Recommendations

- CPD opportunities should be made a blend of theoretical knowledge on context/subject specific problems and the practical tips to transform in a variety of real local situations.
- Learning experiences of CPD be made need-based and satisfying; enriching with new skills to transform in a variety of local situations like high STR, low STR, multi-lingual, multi-culture classrooms, etc.
- MOE, DOE, DEO, CDC, NCED and school management be very much concerned to fulfill the minimum physical and instructional requirements and moral support so that teachers feel convenient to transform their professional inputs.

- Supervision of transformation of CPD inputs be a regular phenomena geared specifically for formative purposes, i,e, for feedback and improvement.
- A system of awarding teachers for making appreciable efforts in transformation of learning inputs is also needed. Even school management be recognized for their appreciable efforts on making provision of teacher support activities for better transformation
- Mentoring by senior competent teachers, one to one coaching, peer learning, exposures visits, self learning packages (print, audio cassettes, radio programmes, visuals, etc) be the options for better transformation of CPD skills.
- A series of meetings, direct question answering and conferences amongst teachers, RPs, teacher trainers, head teachers at the school level based upon real felt problems on less transformation or no transformation be also the topic for CPD opportunities.

## Challenges/Problems to be Catered to Make PD Opportunities Continuous and Functional

## Conclusions

- Obviously, identifying context/specific needs and problems of a vast majority of teachers and designing in compliance with them is a challenge to MOE. Naturally, there will be enormous number of felt problems of the teachers. Meanwhile, this kind of effort on digging out the felt problems of teachers and developing PD programmes is obviously the pioneering step of MOE.
- Preparation of capable Master trainers, Trainers, TOT packages and programmes, managing huge amount of resources, enabling local level stakeholders, making them really local based are the challenges for MOE.
- Making PD opportunities a blend of context/subject based problems and the global innovations in the area of primary education is also great challenge to be catered by MOE.
- Formulation of policies and regulatory framework and getting approved by the GON is another challenge for MOE in the present context of political instability.

## Recommendations

- It is highly recommended to have full commitment and preparedness of MOE High level Officials to initiate the task, besides the challenges and the problems.
- Master Trainers, Trainers, and Mentors development processes are to be started. It is suggested that working veteran teachers, competent retired teachers, capable education personnel/ supervisors/RPs and educationists can be prepared as Master Trainers or Trainers to design and carry out school based and RC-based PD programmes.
- Headteachers, SMCs and local level Teachers' Union representatives be oriented for the upcoming PD programmes for their initial acceptance, cooperation and finally conduction at the local level.

## Policies, Strategies and Implementation Mechanism for Professional Development

### Conclusions

- There is lack of detailed policies, strategies and implementation mechanism on CPD.
- Similarly, there is lack of explicit statements making CPD localized.
- A lack of policies covering all aspects of school level teaching services is there.

### Recommendations

- The existing policies should be revised in line with up-coming initiatives of MOE to reform total education system.
- As envisaged by SSRP policy changes are to be made at institutional, organizational and individual levels to support PD opportunities of teachers.
- It is strongly recommended that let MOE /DOE/NCED prepare a comprehensive master plan for PD including policies, strategies and implementation mechanism taking into consideration of the challenges and problems. Furthermore, roles and responsibilities of MOE and its other offices be made specific to implement PD programmes. For this some ideas have been explicated as given in Annex 2 (D).
- Policies, rules and regulations, statutory framework, governance structures, etc, be developed to bring PD opportunities at local level to the extent possible: Schools, L/RCs, and ETCs.
- PD opportunities should be made accessible to all teachers irrespective of appointment tenure, gender, ethnicity and locations.
- Induction training should be made compulsory for beginning teachers before they go to classroom.
- Professional development cannot be accomplished in isolation limiting to training, exposures, workshops, self-learning, etc. Therefore, the programme should cover total career-path from recruitment to retirement such as certification, development, motivation, promotion, service conditions and retirement options.
- Faculty of Education and HSEB should also revise their policies, strategies and implementation mechanism to improve teacher preparation system, so that teachers be competent in subject matter of extended primary education structure and instructional technology including computer literacy. Emphasis be given on concurrent and consecutive models.
- A substitute system be established in the schools to release teachers for Pd programmes that ensures smooth running of classes.
- Finally, in order to prepare overall CPD strategies and mechanism, MOE should concentrate on: (a) developing their expertise on subject matter and ability to transform in real situations (b) enabling selection and organization of learning experiences to make learning meaningful and satisfying (c) adapting

learning environment /instructional technology with due respect to diverse nature of learners (d) enhancing professional conduct/values, positive thinking towards job (e) enabling to recognize individual learning pace, mental capacities irrespective of their socio-economic background (f) using multiple methods of teaching including ICT (g) remaining scholarly for further learning(h) making learning enjoyable (i) preparing appropriate instructional materials and using them(j) developing willingness to work with students with tolerance, fairness, sincerity (k) enriching with various instructional planning and communication strategies, (k) utilizing local resources (l) encouraging positive social interaction through working collaboratively with school and community members (m) monitoring and assessing learning achievements of students for formative and summative purposes (n) preparing resource materials for teachers and students, (o) CPD opportunities also comprise latest developments in instructional technology, curriculum development at the localized levels, assessment techniques, identifying the learning needs of diverse groups of students.

- Some PD models can be replicated with modifications or existing models developed at international level can be adapted in Nepalese context with needed adjustments. Amongst the various PD models propounded and used internationally, five models have been discussed in this report in the previous section (chapter 2). One or more of the models can be used as per the situation of the country. However, it is suggested that while selecting models it is needed to encompass all the essential elements of a particular domain and models should not be regarded as prescriptive tools but selected models should capture all the crucial elements of a particular situation. Models once established in teaching profession may take a long time to give impact.

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# Annex 1

## Annex 1: Outcomes of the Workshops on Professional Development Challenges and Opportunities of Primary school Teachers Consolidated data/information derived from workshops of Teachers, SMC Members, Students and Headteachers. (Plenary Sessions and Group Works of Teachers, SMC Members, Students and Headteachers)

| Issues for group work | Workshop I at<br>Parashar Lower Sec. School, Tanahu<br>and<br>Shree Madhayamik Vidyalaya, Dhanusha | Workshop II at<br>Bal Mandir Primary School, Tanahu<br>and<br>Rastriya Prathamik Vidyalaya, Dhanusha | Workshop III at<br>Madrasha Primary School, Tanahu<br>and<br>Sankatmochan D R Secondary School, Dhanusha |
|---|---|---|---|
| **Teachers** | **Teachers** | **Teachers** | **Teachers** |
| Problems and challenges in teaching profession being faced by teachers | • Long time temporary service (8-16 yrs)<br>• Salary is paid quarterly (once in four months)<br>• Less facilities in rural schools: materials<br>• Cannot be transferred to home district/home school<br>• If not home district *bejilla bhatta* is not given<br>• No promotion in time: Limited promotions<br>• HT of the same level of a teacher cannot evaluate the performance of his/her teachers working under him/her. HT has no meaning<br>• DEO's evaluation from a distance is not fair for promotion<br>• Poor record keeping of evaluation forms at DEOs<br>• No TADA for teachers. HT should wait long to release salary from DEOs<br>• While raising salary of civil servants, teachers are the last priority, they should even fight for it<br>• No sick allowances<br>• I Sc/ +2 Science certificate holders do not get teaching license: while they are the | • Difficult to teach in English medium. We are poor in English language<br>• Our old qualifications do not meet the present requirements<br>• Most of us are old teachers. We like to retire if golden handshake provided. New competent generation can come in, they also can teach in English, have new fresh ideas and good working habits<br>• Sajha books are not good enough<br>• Govt should also publish books in English, so that English medium teaching in public/community schools<br>• Old teachers with golden handshake be replaced by new teachers<br>• There is big gap between the standard of teachers and students. Teachers are from well to do family and students are from very poor family. There is big psychological gap in the ownership of school and affinity to students. | • There should be same books and same curriculum in pvt schools and community schools<br>• Teachers are not respected, they are neglected<br>• We pay Rs 200 per month to deposit in Nagarik Lagani Kosh but we do not have any evidence, no card<br>• Every year student number is decreasing: Our profession is at risk<br>• We do not get Dashain Kharch in Dashain<br>• Good able students go to boarding schools, poor students in all respect come to our schools<br>• Very poor students cannot buy English medium books, dress and tiffin/snacks. 98% of our students are from very poor families: Dalits, magars, muslims. These are migrating (moving) communities for work. This school is of marginalized people in Damauli Town.<br>• Extra investment from community is not possible in this school |

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| | most wanted teachers<br>• Different salary range for permanent, temporary, rahat, niji shrot, ECD facilitators | | |
| Problems and challenges inside the classroom | • Our English is not good. Difficult to teach in English medium<br>• Most of us do not have command in subjects we teach. Cannot cope with new changes of the texts of text books and curriculum<br>• In our lecturing method only 5/6 students in average understand every lesson we teach in classrooms. Other methods are rarely used.<br>• Difficulty in multi-lingual teaching: students of other than Nepali language<br>• Seating arrangement is not appropriate with fixed bulky furniture<br>• If we do not know anything in the classroom nobody is there to help us. We are helpless | • Books do not come in time<br>• Noisy classes to teach in.<br>• Difficult to teach in English medium<br>• Comparatively we have more teaching materials but still not enough<br>• Storage and management of instructional materials is a problem<br>• English medium pvt school and community/govt schools should have same curriculum and textbooks<br>• Most of us are young teachers because this a new school, most of us can teach in English but our students cannot buy books | • If students from well to do families come to the school, school improves automatically<br>• Poorest community cannot bring change in schools if it cannot make extra investment.<br>• Concentration of students to the lesson is a big problem. Most of them get hungry after two hours in schools. Some of them go home for food and never come back on that day<br>• Students do not have notebooks and pencils with them. Written practice is a problem |
| How can we be good professional teachers? | • Good command in subject matter. Continuous new learning<br>• Subject-wise training including subject matter knowledge<br>• Ability to work with students, parents, community<br>• Good humor, disciplined, friendly behaviors<br>• Can use computer, can use internet, can learn from internet<br>• Performs roles and responsibilities fairly<br>• Uses varied methods in teaching<br>• Encourages students with alternative learning ways and methods for effective learning | • Code of conduct not followed. Teachers should follow "Code of Conduct" strictly. They should be ethical, should show positive behaviors<br>• Self-study to raise qualification should be done by teachers continuously<br>• Subject training should be given to teachers in their teaching subjects<br>• Regular class supervision should be done to give feedback in teaching, classroom management, student evaluation, student learning<br>• Teachers should learn from other teachers, colleagues<br>• Teachers should work with parents to | • Subject wise training be given to teachers<br>• In-service training be continued<br>• Refresher training be given to teachers from time to time.<br>• Old teachers who have willingness and ability to learn be trained, be retired with some incentives for early retirement.<br>• Policy be made for early retirement for selected unwilling or unable teachers.<br>• Make school-wise local policy to retain good teachers<br>• We should be motivated for self learning on subject matter, new subjects, and new ways of teaching |

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| | • Keeps school and classrooms clean<br>• Makes good looking classrooms | support student learning | |
| | **SMC Members** | **SMC Members** | **SMC Members** |
| How SMC can support schools for professional development of teachers | • SMC members are mostly parents<br>• SMC supports headteacher and construction and maintenance of building and furniture<br>• Our children should learn English<br>• If power given we manage teachers: recruitment, development, promotion in time,<br>• With govt support we can guarantee the salary, pension and other benefits of teachers<br>• All teachers should learn English<br>• New young teachers are better than old experience teachers<br>• With continuous training and education teachers can learn new subjects to teach in school and English also<br>• Hire, fire and retire should be with SMC<br>• This school cannot compete with adjoining English medium boarding school. When we make good students they go to adjoining boarding school. We cannot retain good students. That discourages our morale from this side but we feel proud of that boarding school because most of us also are member of SMC of that school. We contradictory experience. But we want to make this school as good as that school. | • We do three major functions: Arranging physical facilities, quality support, and teacher performance<br>• Under quality support we have stated to start English from grade I and II. English is essential in all schools these days. Just starting additional English subject is not adequate. All subjects should be taught in English medium. For this our teachers are not prepared. Most of them are not qualified for English medium. All are women. Most of them are old.<br>• SMC does not have adequate power to manage teachers. It should have hiring, developing, promoting, firing and retiring power in teacher management<br>• At primary level in govt added community schools resource management is also a problem. SMC cannot impose fee directly. Financial support from govt is not enough for modern education with English medium, computers and instructional materials. In this schools SMC approached "Room to Read" to set a good library for students.<br>• Our ECD class is good with resources and tiffin for children (Balmandir) | • All rich people's children are in English Boarding schools, Poor people's children are with us<br>• Economically, socially and behaviorally filtered poor are with us<br>• SMC Members also are from poor families. " we strongly oppose two types of schools for poor and rich"<br>• Discriminatory education policy is no good. It does more harm than good.<br>• "We feel very sorry, we have enough teachers, we have enough good classrooms but students do not come to our school. Every year student number is decreasing, we established this school with enthusiasm, now we are really demotivated"<br>• How can we encourage our teachers is a big question<br>• To bring changes in this school some changes in policy, practice and teacher management is essential<br>• When Maoist closed boarding schools its number of student has tripled now we have less than one third |
| | **Students** | **Students** | **Students** |
| Who is a good teacher in view and feeling of | 1. In response to "What makes good teacher? Students told:<br>• Who teaches fairly loving all students | 1. Who is a good teacher: In response students after brainstorming replied:<br>• Asks questions to the students | 1. Good teacher in students perception is:<br>• If we can follow his teaching<br>• He/she helps when we fell difficulties in |

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| students? | • Who knows all the students: Their names, learning and families<br>• Who teaches in different ways until student knows the lesson<br>• Who has good voice, clear voice<br>• Takes care of the weak student first<br>• Encourages fast learner for further lesson/task<br>• Teaches according to the learning ability of the student<br>• Behaves disabled, mentally retarded positively (One participant was mentally retarded, one disabled)<br>• Who manages time effectively<br>2. In response to how can you learn better? Students told:<br>• We should ask the teacher<br>• We should discuss with the teacher and friends<br>• Come in time and go in time from school<br>• Listen attentively<br>• Read our lesson several times<br>• Request teacher to correct our homework<br>• Follow teacher's suggestion<br>• Be disciplined | • Gives opportunity to answer the questions to all students<br>• Works with students in maths, English, and science subjects, social studies is a difficult subject<br>• Who can teach in English medium, we need to study in English<br>• Takes care of all students, takes more care to those weak students<br>• Treats boys and girls equally<br>• Teachers knows computer<br>• Knows singing, dancing, playing musical instruments, drawing, arts and crafts<br>• Can teach in different languages<br>2. How can you learn effectively? They responded<br>• We should concentrate on our lesson and given task<br>• We should be disciplined<br>• Teacher should use visuals<br>• We need computer to learn<br>• We should be able to speak English<br>• Do homework regularly and show homework to teachers<br>• Go for field study/trip<br>• Work in science lab | learning<br>• Punishes us when we do bad work or behavior<br>• Repeats instruction when we cannot follow his teaching<br>• Helps in doing class work and home work<br>• Asks questions to students and waits for answers<br>• Keeps eyes on all students<br>• Likes all caste students, treats equally<br>• Cares weak and poor students<br>2 How can you learn effectively in your classroom? They responded<br>• We should concentrate on our lesson<br>• We must be disciplined<br>• We should not make noise<br>• Do class work and show to the teacher<br>• Learn from friends<br>• Do home work, show home work<br>• Read corrected home work<br>• Be obedient |
| | **Headteacher** | **Headteachers** | **Headteachers** |
| Problems and Challenges of head teacher | • Resource problems for English books, reference books, instructional materials and physical facilities<br>• Teacher management problem: Performance evaluation: cannot be done at the same level, powerless headteacher, cannot influence teachers much<br>• Inadequate time to visit classes and | • All our good students are taken by adjoining Boarding school. Retention of good student is difficult<br>• We old wish to be retired if incentives given. Young HT with higher qualification is good for school<br>• Introducing English medium is difficult<br>• Buying English medium books is difficult, | • Number of students decreasing drastically<br>• Poor (mobile for work ) families children come to this school. Those families moved to other places. Students from well to do families do not come to this school. If any student shows good performance and his/her family afford to pay she/he goes |

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| | support teachers<br>• No ability to help teachers in all subjects<br><br>**How headteacher be managed/supported?**<br>• Strict recruitment policy be applied to select Ht that ensures leadership and management abilities and skills<br>• Headteacher be made powerful by policy and rules so that s/he can influence teacher<br>• We can find time for school based training and out of school training but substitute system must be made in term of substitute person/lesson/time/incentive…. Without substitute teachers cannot be released from the classroom.<br>• SMC can manage teachers with govt's strict policy and monitoring (Hiring, developing, promoting, firing and retiring).<br>• HT training should be designed in new changed context that meets the aspiration of local | teacher's level of English does not match/meet the level of English medium<br>**How headteacher be managed/supported?**<br>• Report to SMC administratively and DEO technically<br>• HT be made empowered with rules and regulation for mobilizing teachers and other resources<br>• Ht be a part of school based teacher training<br>• Headteacher needs training in leadership, principalship, management, classroom management, project works, internet, computer, community mobilization<br>Subject content training, resource generation and mobilization. | to boarding school<br>• In such a situation motivating teachers to work is difficult<br>• Converting it to a English medium school is extremely difficult<br><br>**How headteacher be managed/supported?**<br><br>• Needs new policy to empower govt supported community schools<br>• Needs new changes in education at least at primary level. Primary should be one standard education for all Nepalese children. This standard be set by the government<br>• Then HT can function accordingly<br>• HT needs to be empowered to mange resources and teachers |

## Annex 2

## 'A'

## Research Instruments

## (INSTRUMENT I)

## Guidelines for FGD with ETC Trainers

1. Do you find the Primary level teachers after being trained in the ETCs, transforming the newly learnt skills in class room teaching effectively?

2. If, not, what are the reasons?

3. Do you/your ETC have any programmes as post-training or post teacher support activities to those in-service teachers?

4. If Yes, what kind of activities and how often you do?

5. If no, do you think that some kind of local–based or school-based professional activities for the teachers are essential?

6. If yes, in your opinion what kind of programmes, policies, strategies, etc, seem to be designed so that these will help teachers to solve their context-specific problems?

7. What should be the roles of ETCs/PPTTCs for the professional development of those teachers in conducting the local-based or school- based programmes?

8. Similarly, what would be the roles of Other Stakeholders in this regard?

| MOE | DOE | DEO and NGOs |
|---|---|---|
| | | |

1. How can these programmes be owned at the individual level (teachers/head teachers/SMC) and the local level?

2. How can the present RCs/ RPs can help effectively for further professional development of teachers at the school level in the context of SSRP?

3. How can teachers be motivated or be made enthusiastic (intrinsically) to transform their newly learnt knowledge/skills in the real classroom level to enhance student learning?

4. What could be the problems/ challenges to make the Professional Development of teachers continuous at the school level functional in the context of SSRP?

5. What should be the policies, strategies and the actions for implementation of Continuous Professional Development (CPD) of teachers at the school level in the context of SSRP?

| Policies | Strategies | Actions for Implementation | Responsible body/ies |
|---|---|---|---|
| | | | |

## (INSTRUMENT II)

## Starter Questions for FGD with Students

1. How are you enjoying your studies in the school?
2. Is it well/good?
3. If well/good, why do you think that it is so?
4. If not, in your opinion, how can school studies/learning can be made comfortable, interesting and pleasant to the students?
5. Do you have difficulties in some subjects?
6. If yes, in which subjects and why it is so?
7. How can these difficulties be lessened or made comfortable to you?

### Further probing

- -How can make you learn better in terms of instructional environment
- How can make you learn better in terms of upgrading teachers' academic level & pedagogical skills
- How can make you learn better in terms of upgrading head-teacher's managerial skills
- Others if any,
- In your opinion, what are the qualities of a good teacher?
- How can we enhance teachers' performance to learn you better /achieve better?

## (INSTRUMENT III)

## Starter Questions for FGD with Parents/PTAs

1. How do you find/judge the overall status of the school in terms of

   - instructional environment (teachers' performances, school environment, textbooks, IMs, etc?
   - students' learning process
   - students' learning achievement
   - managerial aspects ( hiring/firing teachers, quality management, etc)
   - others if any,

2. Is it better than before/worse? If so why it is so? What are the reasons?

3. How are you helping school to do better than before?

**Further probing aspects:**

   - suggesting for hiring more qualified teachers/trained teachers
   - suggesting for providing further opportunities for professional development of the teachers
   - providing some kind of incentives for the good works of teachers
   - Others if any,

4. Specifically, in your opinion how can primary level teachers be further

   Assisted to solve their context –specific problems in various difficult areas?

1. Who can help them to solve their problems, e,g, to tackle with new curriculum textbooks, etc, at the school level?

2. What agencies could further support teachers at the local level?

3. What kind of programmes can be designed for further professional development of teachers so that students learn better?

5. In what ways these kind of activities can be institutionalized or sustained?

6. How can teachers be made self-motivated to further enhance their professional capabilities/skills?

7. How can teachers be made self-motivated to transform their new professional skills at the classroom level? What could be the strategies in this regard?

8. What kind of problems will occur to make CPD functional (as per SSRP)?

9. How can the existing structures ( DEO, RCs, etc,) can be further utilized to make CPD functional?

10. How can the new local-based Professional Development programme be developed and implemented to make it functional and sustainable?

| Policies | Strategies | Actions for Implementation | Responsible body/ies |
|---|---|---|---|
| | | | |

## (INSTRUMRNT IV)

## Starter questions for FGD with SMC Members

1. Do you see the need of continuous professional development of the teachers of your school? Or, what does it imply/mean to you?

2. If you see CPD is needed, in your opinion, what makes a good professional teacher?

3. What inter- relation you see between quality education and professional development of teachers?

4. How can SMC help teachers to become a good professional teacher?

5. What power does SMC need to support teachers to

   – guarantee their career development

   – guarantee salaries, provident fund, pensions

   – conduct school-based TT

   – create opportunities to develop their professionalism more regularly

   – provide other incentives

   – others, if any,

6. How local community can support teachers for CPD or quality teaching/learning in your school?

7. Specifically, in your opinion how can primary level teachers be further

   assisted to solve their context –specific problems in various difficult areas?

4. Who can help them to solve their problems, e,g, to tackle with new curriculum textbooks, etc, at the school level?

5. What agencies could further support teachers at the local level?

6. What kind of programmes can be designed for further professional development of teachers so that students learn better?

8. In what ways these kind of activities can be institutionalized or sustained? How can teachers be made self-motivated to further enhance their professional capabilities/skills

9. How can teachers be made enthusiastic to transform their new professional skills at the classroom level? What could SMC help in this regard?

7. What kind of problems will occur to make CPD functional (as per SSRP)?

8. How can the existing structures ( DEO, RCs, etc,) can be further utilized to make CPD functional?

9. How can the new local-based Professional Development programme be developed and implemented to make it functional and sustainable?

| Policies | Strategies | Actions for Implementation | Responsible body/ies |
|---|---|---|---|
| | | | |

10. What SMCs should do to retain good/ professional teachers for a longer period?

11. Finally, how schools can be enabled to sustain local –based teacher professionalism development programmes? What kind of support does the school need for this?

## (INSTRUMENT V)

## Semi-structured Interview Guidelines for Head Teachers

1. As a head teacher what opportunities did you get for training and professional development?

2. What were the benefits of those programmes for your profession?

3. In your view, how head teachers can be made professionally competent leader/manager of school? Will you please give feedback from three perspectives:

   - Institutional support from her authorities?
   - Support at school level from PTA's, SMC's and NGO's.
   - Self- development efforts from personal level

4. How do you manage your teachers to enable them for effective/appropriate

   - classroom management
   - facilitating learning of students of all the students irrespective of gender, caste and ethnic minorties
   - planning of SIP , yearly operation plan, unit plans, etc,
   - Planning and conduction of CAS

- Remedial instructions
- Individualized instructions
- Implying gender/child friendly environment
- Others,

5. As a head-teacher what challenges and problems are you facing in enabling the teachers for the above mentioned activities?

6 . How those challenges/ problems can be catered?

7. In your view what are the characteristics of a good/professional teacher?

8. What kind of opportunities or local –based programmes can be designed for further professional development of your school teachers? Also how can these innovative models can be sustained or institutionalized?

9. What sort of professional development program is desirable to you and why?

   - Present cascading model ( NCED- DEO-RC –school) or new model like
   - School -based programme in which teachers work as well as learn but get little concession / release from duty?

How do you review present teacher training system in Nepal? What suggestions do you make for effective and efficient teacher training in Nepal?

## (INSTRUMENT VI)

## Opinionaire for the MOE High Level Officials

1. What are the existing policies of MOE regarding the Professional Development (PD) of Primary level Teachers in the country? If there are some will you please specify?. If there are none, please state what should be the guiding policies as per the intents of SSRP?

2. Are there any different policies for different levels of teachers (primary, lower secondary, secondary and higher secondary) in the existing policies? If yes, please specify. If not, please kindly provide your opinions regarding the different policies for different levels of teachers in terms of amount of time (maximum, minimum or exact time), nature/ content of PD activities, modalities, etc, to be adopted by MOE in near future.

3. Do you think that PD activities are to be made compulsory or optional? Please provide the reasons of your answers.

4. In your view, how should teachers participate in PD activities (on an individual basis, as a member of school or both). Please also provide reasons of your answers in brief.

5. In your opinion, what kind of PD contents and/skills are deemed to be inevitable for teachers (subject-specific, only on core subjects, etc)?

6. When should PD activities are to be conducted to the teachers (at the time of introducing reforms, new entrants, beginning of the academic session conflict management)?

7. What kind of incentives should be made available to teachers who participate in PD activities (paid leave, payment of training related costs, salary increase, accumulation of points, etc)?

8. Who should be the authorized key stakeholders to provide PD opportunities/activities at the national, district and local levels?

9. How should the funding be managed for PD opportunities/activities at the national, district and local levels?

10. What could be the policy/criteria for distributing funds across the districts/regions, if MOE and DEO are authorized to allocate the fund?

11. Do you think that all the PD programs need to be accredited? Please provide the reasons for your response.

12. Who should be made responsible for identifying the types of PD activities that are needed or who should determine the contents/skills that should be focused at the national, district and school level?

13. What could be the options/strategies for transforming primary level teachers' newly learnt knowledge/skills through PD opportunities in facilitating student learning process and the product as well as per the intents of SSRP?

14. How could the PD activities be sustained at institutional, organizational and individual levels to make them continuous and functional in terms of policy, implementation mechanism, resources, etc?

15. Please suggest any important PD policy and implementation issues not covered by above questions.

# Annex 2

## 'B'

## Persons met/contacted in the Field Study

### Dhanusha

**School no.1**

Shankat Mochan Devsharan Secondary School, Janakpur, Dhanusha

**Head Teacher**

1. Gyanendra Jha (M)

**Teachers**

1. Balaram Shah (M)
2. Sunita Tiwari (F)
3. Saraswati Tiwari (F)
4. Mod Narayan Raut (M)
5. Manoj Kumar Singh (M)
6. Sabita Karna (F) .
7. Kamala Sahagal (F)
8. Uma Kumari Shah(F)
9. Shivashanker Shah (M)
10. Krishna Kant Pathak (M)
11. Abhaya Kumar Sharma (M)
12. Paramannda PrasadShah (M)

**Students**

1. Jahira Khatun (M)
2. Rahul Kumar Shah (M)
3. Rajendra Prasad Gupta (M)
4. Dipendra Kumar Yadav (M)
5. Dharma Dev Kumar Sahani (M)
6. Gulam Mohamad (M)
7. Manisha Jha (F)
8. Sonykumari Thakur (F)
9. Sohana Khatun (F)
10. Sapana Kumari Sharma(F)
11. Priya Jha (F)
12. Suman Kumari Thakur (F)

**SMC Chairperson**

1. Bajranga Shah (M)

**SMC Members**

1. Jagadish Prasad Goyanka(M)
2. Bibha Karna (F)
3. Manoj Kumar Singh (M)
4. Ganesh Prasad Shah (M)

**School no. 2**

Shree Secondary School, Kuwa Rampur, Janakpur , Dhnusha

**Head Teacher**

1. Sita Ram Yadav (M)

**Teachers**

1. Ram Abatar Yadav (M)
2. Ugal Kishore Shah (M)
3. Ram Dev Das (M)
4. Hari Narayan Yadav (M)
5. Indira Koirala (F)
6. Manju Shah (F)
7. Ram Naval Salu (M)
8. Shanker Bahadur Thapa (M)
9. Ram Avtar Yadav (M)

**Students**

1. Mohan Mandal (M)
2. Ranjit Mandal (M)
3. Nilu Kumari Shah (F)
4. Rita Kumari Mnadal (F)
5. Rita Kumari Shah (F)
6. Nibha Kumari Chaudhari (F)
7. Jyoti Kumari Shah (F)
8. Sapana Kumari Shah (F)
9. Radha Kumari Thakur (F)
10. Rabindra Thakur (M)
11. Dinesh Kumar Das (M)
12. Sonaphi Kumar Mandal (M)
13. Ganga Kumar Mandal (M)

**School no. 3.**

Shree Rastriya Primary School, Ganguli Ghodghas, Janakpur, Dhanusha

**Head Teacher**

1**.** Mahendra Lal Karna (M)

**Teachers**

1. Kabita Kumari Yadav (F)

2. Kalpana Jha (F)
3. Bijaya Kumar Jha (M)
4. Bindeshor Shah (M)
5. Bijaya Kumar Yadav (M)
6. Krishna Kumar Jha (M)
7. Ramaesh Chandra Jha (M)
8. Dhani Ram Thakur (M)
9. Bishnu Dev Jha (M)
10. Rajendra Thakur (M)

**Students**

1. Punita Kumari Mandal (F)
2. Sabitri Kumari Das (F)
3. Sona Kumari Shah (F)
4. Puja Kumari Jha (F)
5. Jyoti Kumari Jha (F)
6. Madhuri Kumari Thakur (F)
7. Krishna Kumar Mandal (M)
8. Shree Taradhan Kumar Shah (M)
9. Rupesh Kumar Jha (M)
10. Sanjit Kumar Das (M)
11. Anil Kumar Thakur (M)
12. Avinas Kumar Mandal
13. Rahul Kumar Mukhiya (M)

**SMC Chairperson**

1. Bishnu Dev Jha

**ETC Trainers, Janakpur, Dhanusha**

1. Rupesh Kumar Jha (M)
2. Mehi Lal Yadav (M)
3. 3.Ram Binod Yadav (M)
4. Mahesh Roy (M)
5. Shyam Kishore Jha (M) ?
6. Rudra Narayan Jha (M) Acting DEO, Janakpur, Dhanusha
7. Shambhu Nath Jha (M) DEO?

**ETC Trainees, Janakpur, Dhanusha**

1. Mitra Hari Adhikari (M)
2. Shiva Prasad Shah (M)
3. Udhav Prasad Ghimire (M)
4. Paljung Sherpa (M)
5. Ashok Kumar Yadav (M)
6. Sita Narayan Chaudhari (M)
7. Ramesh Chhetri (M)

8. Chet Prasd Ghimire (M)
9. Ram Prasad Gautam (M)
10. Nara Bahadur Khatri (M)
11. Laxman Prasad Yadav (M)
12. Chitrkala Yadav (F)
13. Gopal Dhungel (M)
14. Khem Raj Baral (M)

**Sample District : Tanahu**

**School no.1.**

**School no. 1**

Shree Parasar Lower Secondary School

**Head Teacher**

1. Hem Poudyal (M)

**Teachers**

1. Parashuram Giri (M)
2. Bhoj Raj Ranabhat (M)
3. Sushama Giri (F)
4. Usha Chhetri (F)
5. Anita Ghimire (F)
6. Bimala Thapa (F)
7. Yashoda Subedi (F)
8. Sita Gurung (F)

**Students**

1. Mahendra Thapa (M)
2. Keshar Thapa (M)
3. Hom Bahadur Bote (M)
4. Chhabi Lal Thapa (M)
5. Asha Thapa (F)
6. Sanskriti Pradhan (F)
7. Trichandra Thapa (M)
8. Balkumari Thapa (F)
9. Susmita Thapa (F)
10. Appechhya Ale (F)
11. Arun Giri (M)

**SMC Members**

**1.** Krishna Narayan Shrestha (M)
**2.** Khadga Bahadur Bote (M)
**3.** Manamaya Khadga (F)
**4.** Hem bahadur Poudyal (M)

5. Krishna Pun (M)
6. Anita Ghimire (F)

**School no .2**

Shree Madarsa Primary School

**Head Teacher**

1. Ramba Lamsal

**Teachers**

1. Sangita Bhattarai (F)
2. Madhu Shrestha
3. Lilabati Adhikari (F)
4. Ayisha Begum (F)
5. Jamila Khatun (F)
6. Manju Shah (F)

**Students**

1. Arun Gupta (M)
2. Som Bahadur Ale (M)
3. Sahid Hussan (M)
4. Puja Pariyar (F)
5. Madhu Kumari Gupta (F)
6. Tulasi Ranamagar (F)
7. Anjali .B. K. (F)
8. Sarita Magar (F)

**SMCs**

**SMC Chairperson**

1.Dev Nidhi Pant (M)

**Members**

1. Jit Bahadur Shrestha (M)
2. Satar Miya (M)
3. Shanker Kumar Shah (M)
4. Parbati Gurung (F)
5. Usha Pariyar(F)
6. Ram Bahadur Gurung (M)

**School .no 3**

Balmandir Primary School, Tanahu

**Head Teacher**

1. Saraswati Acharya (F)

**Teachers**

1. Kamala Wagle (F)
2. Rishu Poudyal (F)
3. Ananda Poudyal (F)
4. Kabita Shrestha (F)
5. Sita Shrestha (F)
6. Shova Shrestha (F)
7. Khumsara Ale (F)
8. Chandra Wagle (F)
9. Subhadra Neupane (F)
10. Shova Aryal (F)
11. Chamsuri Kumari Shrestha (F)
12. Binda Neupane (F)
13. Radha Pradhan (F)

**Students**

1. Maya Ale (F)
2. Sanjiv Shrestha (M)
3. Bimala Ranamagar (F)
4. Samir Bahadur Ranamagar (M)
5. Rekha Pradhan (F)
6. Amina Shrestha F)

**SMCs**

**1.** Madhav Bahadur Pant (M)

**Members**

1. Ramchandra Neupane (M)
2. Rita Koirala (F)
3. Shamsuri Shrestha (F)
4. Rudra Maya Poudyal (F)
5. Subhadra Neupane (F)
6. Mhemsara Ale (F)

**ETC Trainers, Damauli, Tanahu**

**Trainers**

1. Puspa Raj Dhakal (M)
2. Khadka Bahadur Kayal (M)
3. Bishnu Prasad Parajuli (M)
4. Kalpana Ghimire (F)
5. Rudra Bahadur Shah (M)
6. Parashuram Tiwari (M)

**Trainees**

1. Tirtha Bahadur Dare (M)
2. Tanka Prasad Gautam (M)
3. Yan Kumari Rana (F)

4. Thag Bahadur Rana (M)
5. Tek Bahadur Gurung (M)
6. Krishna Dev Poudel (M)
7. Chitriya Kumari Sharma (F)
8. Babaram Baiti (M)
9. Keshav Raj Dawadi (M)
10. Narayan Prasad Dhungana (M)
11. Bed Prasad sharma (M)
12. Shova Khawas (F)
13. Dilli Ram Bhusal (M)
14. Shrimaya Thapa (F)
15. Tek bahadur Gurung (M)
16. Khdaka Bahadur Ale (M)
17. Parashuram Bhusal (M)
18. Tirtha Bahadur Kumal (M)
19. Dilman Gurung (M)

# Annex 2

## 'C'

## Persons met/ contacted in Piloting of the Instruments

**School no.1**

Shree Purna Sanjivani Higher Secondary School, Dhulikhel, Kavre

**Head Teacher**

1.Dhruba Prasad Dhungana (M)

**Teachers**

1. Yoga Laxmi Shrestha (F)
2. Ganga Devi Shrestha (F)
3. Mukunda Kumar Singh (M)
4. Urmila Shrestha (F)
5. Sujan Shrestha (M)

**Students**

1. Rama Timilsina (F)
2. Sharmila Bhattarai (F)
3. Jamuna Rana (F)
4. Shyam Bika (M)
5. Ravin Khadgi (M)
6. Sujan Adhikari (M)

**SMC Members**

1 Bed Prasad Khadgi (M)
2 Sudarshan Shrestha M)
3 Jit Krishna Shrestha (M)
4 Laxmi Das Shrestha (M)
5 Krishna Bhushan Khoju (M)

**School no. 2**

Shree Bairav Primary School, Dhulikhel, Kavre

**Head Teacher**

1. Anjana Shrestha (F)

**Teachers**

1.Durga Devi Yongal (F)
2. Jamuna Shrestha (F)
3. Yamuna Devi Yongal (F)
4. Karunbati Shrestha (F)

**SMC Members**

1. Mahal Kaji Yongal(M)
2. Biku Lal Yongal (M)

**School no. 3**

Shree Harisiddhi Lower Secondary School, Dhulikhel, Kavre

**Head Teacher**

1. Urmila Shrestha (F)

**Teachers**

1. Rishi ram Sapkota(M)
2. Sudarshan Banskota (M)

**Students**

1. Tulashi Khadka (F)
2. Puja Shrestha (F)
3. Manish Shrestha (M)
4. Krishna Bika (M)

**SMC Member**

1. Dwarika Adarsha Shrestha (M)

**ETC, Dhuilikhel, Kavre**

**Trainers**

1. Shashi Aryal (F)
2. Gaurishanker Panday (M)
3. Harish Panta (M)
4. Iswari Prasad Gyawali (M)
5. Ananta Kumar Paudel (M)
6. Megha Bahadur K.C (M)

**Trainees**

1. Jamuna Devi Nepal (F)
2. Sita Kumari Bajgai (F)
3. Bhawani Darlami (F)
4. Narayan Prasad Acharya (M)
5. Dambar Prasad Yadav (M)
6. Kamal Chimauriya (M)
7. Mohan Prasad Dhungel (M)
8. Rajendra Neupane (M)
9. Ram Chandra Nepali (M)
10. Achyut Prasad Dahal (M)

## Annex 2

## "D"

## Roles and Responsibilities of Various Levels of Educational Institutions for Professional Development of Teachers

| Institutions | Roles and Functions including Professional Development of Teachers |
|---|---|
| MOE | Formulate educational policy and plans including teacher development<br>Prepare education sector annual planning, programming and budgeting<br>Make policy analysis and development<br>Maintain institutional coordination<br>Conduct research and Design<br>Make foreign aid co-ordination and mobilization of resources<br>Establish and maintain education sector management information system<br>Conduct monitoring and evaluation at macro level<br>Public relations and parliamentary affairs |
| DOE | Prepare annual program and budget for primary and secondary education<br>Conduct research and development<br>Provide technical assistance to districts for program implementation<br>Implement Policy and prepare rules regulations for teacher development<br>Provide feedback to the MOE regarding teacher development policies and programs<br>Supervise and monitor educational programs in the districts |
| CDC | Curriculum policy framing and planning<br>Design, review and revise curricula and textbooks<br>Authorize and publish textbooks and supplementary reading materials<br>Promote sound assessment practice in schools through assessment guidelines and training workshops<br>Develop teacher support materials for effective use of curricula and textbooks<br>Curriculum dissemination and monitoring<br>Curriculum evaluation and research<br>Development of school library |
| NCED and ETCs | Planning and organizing in-service training of teachers, educational managers, head teachers and other education personnel<br>Training of trainers |

| | |
|---|---|
| | Accreditation of training courses<br>Development of training packages and materials<br>Identification of professional needs of teachers and other educational personnel<br>Coordination of public and private teacher training institutions<br>Support and supervision to ETCs<br>Research on teacher development and teaching<br>Development of teacher management information system |
| NFEC | Annual planning and programming for adult education program<br>Post-literacy and continuing education program<br>Implementation of NFE programs in partnership with local bodies and NGOs<br>Supervision and monitoring of NFE programs<br>Organization of literacy campaigns<br>Design and implement out of school education<br>Prepare teachers to support non-formal sector of education |
| RED | Coordination of the implementation of educational plans and programs within the region<br>Professional upgrading of educational personnel through training, workshops, and seminars<br>Monitoring and evaluation of DEOs<br>Coordination of DEO activities within the region<br>Supervision<br>Conduct performance evaluation of teachers |
| DEO | School administration<br>Decentralized planning<br>School improvement planning<br>Teacher personnel management<br>Preparation and costing of educational plans, programs and projects<br>Teacher's performance evaluation<br>Implementation management<br>School evaluation and monitoring<br>Working with NGOs, community-based organizations, teacher associations and local governments<br>Administration and management of examinations<br>General and financial administration |
| RC | Identification of recurrent training needs of teachers<br>Planning of recurrent / refresher training courses |

| | |
|---|---|
| | Training follow-up, supervision and evaluation<br>Classroom observation and analysis of classroom data<br>Teacher professional support<br>Conducting professional meetings, workshops and seminars<br>Conducting community surveys and community mobilization<br>Coordination of cluster-wide instructional activities |
| Headteacher | Obtain school principalship training<br>Update subject knowledge and gain expertise in some subjects<br>Encourage teachers to receive professional development training of teachers<br>Encourage teachers to apply learned skills in classrooms<br>Organize school-based/ local-based teacher training<br>Focus school management to student learning<br>Create learning environment in school and classroom<br>Support teachers with adequate instructional materials<br>Obtain support from the community, work with parents and community |
| VEC | Coordination of SMCs, schools and educational programs within the VDC<br>Preparation of educational plans and programs within the VDC<br>Advise the VDC on educational matters<br>Monitoring and follow-up of implementation of educational plans and programs within the VDC (e.g, early childhood education, literacy)<br>Mobilize resources |
| SMC | Preparation of school improvement plans and programs<br>Recruitment of teachers<br>Monitor head teacher performance and teacher performance<br>Mobilize resources for school development<br>Oversee general functioning of the school<br>Mobilize communities in the preparation and execution of school improvement plans<br>Reward and punishment of teachers<br>Management of school funds and property<br>Control of school finance<br>Ensure teachers' service conditions from recruitment to retirement |
| Local bodies (DDC, VDC Municipality) | Prepare plan and programs to ensure basic and primary education within their area<br>Generate resources to support education programs |

| | |
|---|---|
| | Monitor education activities to ensure accountability towards the beneficiary<br>Support for program implementation – coordination, resource mobilization and monitoring<br>Prepare literacy/education maps<br>Prepare formal and non-formal education plans<br>Launch programs/campaigns for eliminating illiteracy<br>Building relationship with the agencies working in the respective areas<br>Be aware of the different cost-effective and innovative measures for increasing the numbers of literate<br>Assist in professional development of teachers |
| UN Agencies, INGOs, Development Partners (EDPs) | Linkage and support, program facilitation, financial support, evaluation<br>Develop partnership program for education activities<br>Support in teacher development programs |
| NGOs | Advocacy for basic and primary education<br>Awareness programs<br>Monitoring of educational development<br>Technical support to schools and teachers |
| CLCs | To implement NFE program,<br>To provide life skill to the out-of-school youths and adults using NFE materials as well as new materials and activities<br>To facilitate community-based forum for EFA activities<br>To provide material and institutional support to community education |
| Schools | Education program implementation<br>To deliver basic primary education including life skills to the children through school Curriculum<br>Organize extension activities basic education |
| Teacher Organization/ Unions | Advocate for school teachers<br>Conduct awareness programs<br>Monitor educational development<br>Monitor professional development for quality improvement<br>Bargain for teachers' professional development<br>Conduct teacher training programs<br>Strive for quality education<br>Ensure professionalism of teachers |

| | |
|---|---|
| PTA and local intellectuals | Safeguard beneficiaries interest<br>Support classroom practices for joyful learning |
| Individual teacher | Update subject knowledge<br>Raise higher qualification<br>Obtain/update teaching license<br>Receive training from time to time<br>Give and receive feedback on teaching improvement from time to time<br>Follow code of conduct of teachers<br>Get help from Mentor, coach, and supervisors<br>Be a mentor and coach to support students in groups and individual for joyful learning |

Source: Education Act and various project documents of EFA, SEDP, SSRP