TRIBHUVDAN UNIVERSITY
RESEARCH CENTRE FOR EDUCATIONAL INNOVATION AND DEVELOPMENT

STRATEGIC PLAN
(2013/14 - 2017/18)

INITIATIVE TOWARDS PROMOTING CULTURE OF RESEARCH AND INNOVATION FOR COMMON CONCERN OF QUALITY EDUCATION

Tribhuvan University
Research Centre for Educational Innovation and Development
Balkhu, Kathmandu
2013
Preface

Research Centre for Educational Innovation and Development (CERID) since long has been committed to ensuring the quality of education through educational research, innovation and training. In this regard, CERID plans to develop its strategy to support related institutions of the Government in developing education policies and programmes, and to assist in the implementation of those policies for the promotion of quality of education. It also plans to support Tribhuvan University (TU) in enhancing the quality of higher education and maintaining academic excellence, specifically by supporting constituent and affiliated campuses of TU to improve the quality of the programmes they offer.

As a process for developing its strategic plan, this centre started the task with the formation of main drafting committees and various sub committees. The drafting committee was supported by the Advisory Committee. CERID benefited from its collaboration with a group of leading education experts, former executive directors and the CERID Management Committee who responded promptly to our call for cooperation. This draft was prepared over 2 months by the main Drafting Team. The CERID staff worked intensively and collaboratively while preparing the strategic plan.

At this juncture, my sincere appreciation goes to Higher Education Project (HEP) for its financial support to CERID to carry out various activities in order for drafting the strategic plan.

I would like to express my sincere appreciation to Mr. Leela Mani Paudyal, Chief Secretary, Government of Nepal for his scholarly advice and constructive comments on the draft strategic plan. I would also like to express my heartfelt thanks to Prof. Dr. Hira Bahadur Maharjan, Vice-chancellor, TU for his encouragement and support to develop the strategic plan of CERID. I am also thankful to Mr. Mahashram Sharma, Joint Secretary, Ministry of Education and Dr. Lawa Dev Awasthi, Director General, Department of Education for their support and cooperation in developing the strategic plan. I would also like to express my gratefulness to Prof. Dr. Tanka Nath Sharma, Dean, School of Education, Kathmandu University for his valuable feedback and suggestions to develop the strategic plan.

In this connection, I would like to appreciate all former Executive Directors and specially Prof. Dr. Bajra Raj Shakya, Prof. Dr. Hridaya Ratna Bajracharya and Prof. Dr. Arabinda Lal Bhomi for providing constructive feedback and valuable
suggestions. I am very thankful to Prof. Basu Dev Kafle who has been very generous in giving valuable suggestions in preparing the draft and also sparing time to read it. I am also grateful to the members of the CERID Management Committee as well as the members of the Advisory Committee for their thought provoking ideas and suggestions in formulating the vision, mission and goals of this Centre.

I am very thankful to the coordinator of the drafting committee, Prof. Dr. Bharat Bilas Pant, for leading the team effectively and the committee members, Prof. Dr. Kishor Shrestha, Mr. Raju Manandhar and Mr. Rom Prasad Bhattarai for their sincere efforts to accomplish the draft.

Dr. Anirudra Thapa and Dr. Binod Luitel deserve special thanks for their hard efforts in language editing. Last but not least, I would like to thank each and every teacher and the staff member of CERID for their enthusiasm and active participation in the process of developing the strategic plan.

Prof. Dr. Krishna Chandra Sharma
Executive Director, CERID
<table>
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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>APEID</td>
<td>Asia-Pacific Programme of Educational Innovation for Development</td>
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<td>ASPBAE</td>
<td>Asian South Pacific Bureau of Adult Education</td>
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<td>BPEP</td>
<td>Basic and Primary Education Project</td>
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<td>CAS</td>
<td>Continuous Assessment of Student</td>
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<td>CBC</td>
<td>Competency Based Curriculum,</td>
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<td>CBS</td>
<td>Central Bureau of Statistics</td>
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<td>CERID</td>
<td>Research Centre for Educational Innovation and Development</td>
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<td>CLCs</td>
<td>Community Literacy Centres</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EMIS</td>
<td>Educational Management Information System</td>
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<td>FRP</td>
<td>Formative Research Project</td>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>GIR</td>
<td>Gross Intake Rate</td>
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<td>GON</td>
<td>Government of Nepal</td>
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<td>GPI</td>
<td>Gender Parity Index</td>
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<td>HIV</td>
<td>Human immunodeficiency virus</td>
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<td>IAAS</td>
<td>Institute of Agriculture &amp; Animal Sciences</td>
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<td>IDRC</td>
<td>International Development Research Centre</td>
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<td>IEC</td>
<td>Information Education and Communication</td>
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<td>IOE</td>
<td>Institute of Engineering</td>
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<td>IOF</td>
<td>Institute of Forestry</td>
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<td>IOM</td>
<td>Institute of Medicine</td>
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<tr>
<td>IOST</td>
<td>Institute of Science &amp; Technology</td>
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<td>ILO</td>
<td>International Labor Organization</td>
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<td>KAP</td>
<td>Knowledge, Attitude and Practices</td>
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<td>KEDI</td>
<td>Korean Educational Development Institute</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MLE</td>
<td>Multi Lingual Education</td>
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<td>NFE</td>
<td>Non-Formal Education</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>NIR</td>
<td>Net Intake Rate</td>
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<tr>
<td>PAN</td>
<td>Personal Account Number</td>
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<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
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<td>PPC</td>
<td>Pre-Primary Class</td>
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<td>RCs</td>
<td>Resource Centres</td>
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<td>RMC</td>
<td>Research Management Cell</td>
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<td>SAS</td>
<td>Students Admission Scheme</td>
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<td>SHEP</td>
<td>Secondary Higher Education project</td>
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<td>SSs</td>
<td>School Supervisors</td>
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<td>SSRP</td>
<td>School Sector Reform Plan</td>
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<tr>
<td>SWOT</td>
<td>Strength, Weakness, Opportunity and Threat</td>
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<td>TU</td>
<td>Tribhuvan University</td>
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<td>UGC</td>
<td>University Grants Commission</td>
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<td>UNESCO</td>
<td>United Nations Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<tr>
<td>VAT</td>
<td>Value Added Tax</td>
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I. Introduction

Research Centre for Educational Innovation and Development (CERID), established in 1975 under the National Education Committee, was commissioned to carry out innovations and research to upgrade the quality of education. Later, in 1979, it was handed over to Tribhuvan University (TU) with the belief that it could play a dynamic role to streamline the efforts in upgrading the quality of education under the academic environment of TU with core professional researchers. The Tribhuvan University Organization and Educational Administration Regulations 2050 B.S. Section 7 has clearly stated the provision of four research centers. CERID is one of them and it has the mandate to undertake research with priorities in the following areas:

- Higher education and other level/forms of education
- Curriculum, course materials and instructional methods
- Educational planning, educational organization, management, administration and educational evaluation and
- Educational human resources and development

Since its establishment, CERID has dedicated itself to the development of human resources required for nation building through educational research, training and innovation. It is committed to the promotion of quality and relevant education. In course of its development, it has experienced autonomy under the decentralization policy of TU and, it currently operates in accordance with the Tribhuvan University Decentralization Rule 1998/1999(2055 B.S.). CERID has been functioning as a leading educational organization that provides the government with policy recommendations that have been translated into major educational programmes and plans such as School Sector Reform Plan (SSRP). Thus, as envisaged in the Regulations, CERID has been carrying out research works of academic importance that are of national interest; it has been providing professional consultancy services, organizing research related seminars, workshops, trainings and publishing the research reports and journals as mandated by the Academic Council of TU.

II. CERID’s Contribution in Education and Development

Over the last 35 years, CERID has carried out significant research projects and innovative activities that have contributed to the development of education and
the nation. CERID has established its strengths in various aspects of both formal and non-formal education (See Box 1). In 1977, it conducted an experiment titled “New Approach to Adult Education Programme”, and in the late seventies, it undertook the three-year pilot project on Integrated Non-formal Education Programme funded by the World Education Fund. The Programme emphasized on awareness-raising and skill training activities along with the component of functional literacy. One of the major areas of CERID's activities is concerned with educational technology, especially related to the design and development of low-cost educational materials that can be used to improve the quality of classroom instruction. In this respect, in 1978, the Centre organized an Asian sub-regional seminar in Kathmandu in collaboration with Asia-Pacific Programme of Educational Innovation for Development (APEID)/UNESCO. Delegates from South-East Asian countries participated in the seminar.

<table>
<thead>
<tr>
<th>Box 1: Areas of CERID’s Contribution</th>
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<tbody>
<tr>
<td>* Access to and quality of education</td>
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<td>* Education for rural development</td>
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<td>* Approaches to non-formal education, adult literacy</td>
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<td>* Awareness-raising, skill training</td>
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<td>* Rural income generation for women and youths</td>
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<td>* Management of a community learning centre</td>
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<td>* Community-based approach to early childhood development</td>
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<td>* Pre-school education for better nutrition</td>
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<td>* Promotion of girls' education</td>
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<td>* Status of universal primary education (UPE) for girls in Nepal</td>
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<td>* Education of girls and women in Nepal</td>
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<td>* Formative research to facilitate EFA</td>
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<td>* Innovation in ECD, basic and primary Education</td>
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<td>* Innovation on development of low cost materials, teaching-learning activities</td>
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<td>* Instructional improvement in primary schools</td>
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<td>* Curriculum development, pedagogical approaches</td>
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<tr>
<td>* Teacher training, and development of education personnel</td>
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<tr>
<td>* Educational technology, design and development of low cost educational materials</td>
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<tr>
<td>* Learning enhancement (Multi-language, mother tongue, and life skills)</td>
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<td>* Mobilization of teachers, Educators and their professional organizations</td>
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<tr>
<td>* Combating child labor</td>
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<tr>
<td>* Parents'/guardians’ KAP (knowledge, attitude and practice) on ECD and</td>
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The Centre has hosted and organized several other seminars and conferences on various aspects of education, for example;

(i) UNESCO-sponsored Education for Rural Development (National Seminar, Dhunche), and Parents' Attitude Towards and Expectations from Education (National Seminar - Narayanghat)

(ii) Asian South Pacific Bureau of Adult Education (ASPBAE)-sponsored Non-formal Education in Nepal - (National Seminar - Trisuli), (iii) APEID-sponsored sub-regional seminar on Education in Hilly and Difficult Areas

(iii) National conferences on ECD sponsored by UNICEF Nepal, Save the Children and Plan International, and

(iv) Several other APEID-sponsored national and sub-regional seminars and conferences.

Another important role that CERID has been playing is related to the dissemination of information and innovative ideas that bear upon national educational issues and concerns. Since its inception, the Centre has managed to publish two annual journals: *Education and Development* (in English) and *Bikaasko Nimti Siksha* (in Nepali). These journals feature articles written by reputed experts and specialists associated with the field of education. In recent years, CERID has also been publishing the *Journal of Early Childhood Development* and has managed to publish 25 volumes so far. The Centre has also developed some useful teachers' manuals, handbooks, pictorial storybooks and post-literacy materials, especially in the area of non-formal education.

In 1982, CERID collaborated with International Development Research Centre (IDRC) of Canada and carried out three experimental projects of national importance, namely, Instructional Improvement in Primary Schools (1982-86), Learning Enhancement Through Language Enrichment (1987-91), and Pre-school Education for Better Nutrition: An Approach to Early Childhood Development (1992-94). The first project provided the groundwork for implementing "Primary Education Project"; the second project provided adequate evidence and process
of multi-lingual education; and the third project initiated a community-based approach to holistic early childhood development in Nepal.

In 1984, CERID concluded a three-year project on Determinants of Educational Participation in Rural Nepal. The aim of this World Education Inc./USA-funded project was to identify and assess the various factors that affect participation of children in education and their regular attendance in primary school classes. This has been instrumental in helping the government decide on the types of incentives that should be provided to the students for increasing their participation and regularity in schools.

In 1992, CERID conducted another important project on Non-formal Education and Rural Income Generation for Chepang (Praja) Women and Youths, for which the prestigious Raja Roy Award instituted by UNESCO Staff Association, Bangkok, was conferred to this Centre.

In 2001, CERID started undertaking Formative Research Project (FRP) for the second phase of Basic and Primary Education Project (BPEP II) 2001-04, and it continued doing so for EFA 2004-09. The project was undertaken with the technical assistance of Norway to facilitate effective implementation of BPEP and EFA. The project was instrumental in bringing forward the strategic research-based information and the process of implementing educational reform programs and assisting capacity building initiatives of the Ministry of Education and its line agencies.

It has also conducted studies on Community Learning Centre (CLC), which include: An Assessment of CLC Operation in Nepal (2005) and A Study on Community Ownership and External Intervention for Sustainability of Community Learning Centre in Nepal (2007). The study was funded by UNESCO, Bangkok. Presently, CLC functions as the instrument for driving community efforts for the promotion of literacy at the grassroots level.

CERID has undertaken a number of evaluative studies concerning educational programmes and policies, which include:

(i) UNICEF-supported Education of Girls and Women in Nepal
(ii) UNESCO-financed Education for Rural Development in Seti Zone
(iii) World Bank, UNDP, UNESCO-supported Primary Education Project
(iv) USAID-assisted Radio Education Teacher Training Project
(v) FAO-sponsored Nutrition Education and Vitamin - A Project

Some of the major research studies conducted by CERID also include:

(i) UNICEF sponsored Parents/Guardians’ Knowledge, Attitude and Practices (KAP) on Early Childhood Development and Primary Education
(ii) UNESCO sponsored Primary Education in Nepal: Progress Towards Universalization
(iii) Raising Achievement Level of Primary School Children
(iv) Status of UPE for Girls in Nepal and Universalization of Primary Education
(v) IIEP-sponsored Decentralized Management in the Primary Education in Nepal
(vi) ILO-funded Mobilization of Teachers, Educators and Their Organizations in Combating Child Labour
(vii) UNESCO/Paris-supported study on Promotion of Girls' Education through Recruitment and Training of Female Teachers
(viii) World Bank-sponsored Study on Primary School Dropouts - Nepal Portion and many more

CERID has also conducted a number of action researches in the field of basic and primary education, quality of education, mother tongue education, and education and life skills for girls and disadvantaged groups. The above evidence suggests that CERID has played an important role in contributing to the development of education in Nepal with support of various international development partners.

Now, CERID has been undertaking a project entitled “Improving Students’ Learning of English and Teacher Professional Development through Action Research: The Case of Vocabulary and Reading Comprehension at B.Ed. Level” with the support of University Grants Commission/Nepal. It is through this project that CERID has taken a keen initiation towards the improvement of instructional practices at higher education, which will be continued in the days to come.

CERID’s instrumental role in the promotion of education in Nepal has been greatly acknowledged. The need, therefore, for enhancing its capacity should be addressed through funding from the government.

III. Status of Education in Nepal

Constitutional Provisions

In Nepal, the changing political condition and peace process have paved the way for growing awareness on the fundamental rights of citizens. Right to get basic education through mother tongue has been provisioned and right to receive free education up to secondary level is guaranteed by the Interim Constitution of Nepal. As guaranteed by the constitution of Nepal, each community has the right to preserve and promote its language, script, culture, and heritage.

The Interim Constitution of Nepal 2006 has guaranteed several fundamental rights for its citizens. But due to illiteracy, ignorance, lack of awareness and advocacy, most of the disadvantaged groups including women, Dalits, ethnic
minorities, Madhesi, people with disability, poor and marginalized groups, conflict-affected people, people with HIV/AIDS, and nomadic tribes have been deprived of several fundamental rights, including the right to education. Education is fundamentally a key factor to human and economic growth contributing to national development and for good governance.

**Government Policy**

The tenth national plan (2002-2007) stressed the need of raising the living standard, especially of the backward communities and women by carrying out programmes of literacy, post-literacy, income-generating activities and non-formal education. It also planned to develop and expand quality education according to the country’s development needs, and make quality primary education easily accessible to all. The plan also stressed upon utilizing education as an effective means of economic and social development and to eradicate poverty by developing human resources that can compete at the international level and can contribute to the development of the country and support the national economy.

The Three Year Interim Plan (2007-10) prioritized literacy, post literacy and income generating programs such as “Education for All”, and carrying out programmes focused on targeted groups and areas, including the disadvantaged communities, Dalits, indigenous nationalities and women. The plan also pointed out that programs for improving the quality of higher education would be conducted with the purpose of making higher education easily accessible to all and adopting the policy of offering graduate and post-graduate studies in universities; programmes would be launched to monitor and evaluate universities along with the implementation of accreditation programs for the legitimization of universities; it also emphasized on running leadership development programs for guardians, teachers, members of the management committee and teachers’ and parents’ organizations, representatives of local bodies and education managers. Programmes such as teachers training, teaching license, and computer literacy at all levels of school education were also envisaged in the plan.

Nepal is the signatory of the Dakar Framework of Action and committed to Education for All by 2015. The Dakar Framework of Action has set six major goals; the second goal is about “Ensuring that by 2015 all children, particularly, girls, children in difficult circumstances and those belonging to ethnic minorities, have access to completely free and compulsory primary education of good quality.” Similarly, Millennium Development Goals (MDGs) have also focused on Education for All by 2015. In line with the Dakar Framework of Action and MDGs, major interventions have been made to achieve the EFA goals. EFA (2004-09), as one of the major interventions taken by the government with the long term objective of social inclusion, and improving access and quality in primary education, has completed the cycle and currently the School Sector Reform
Programme (2009-2015) is in operation with key strategic interventions, and the financial resources required to implement the strategies are estimated after the Government of Nepal approved it in August 20, 2009. The National Curriculum Framework clearly defined national objectives of education, the structure of education, curriculum, and techniques of delivering curriculum at the school level.

Status of School Education
Over the years, the government has strategically made efforts in improving the quality of education and increasing the access to basic education for all Nepalese children. Despite these efforts, repetition and dropout rate of school children has remained alarming, as given in the Flash Report of 2011/12.

As reported by the Flash report of 2011/2012, the Gross Intake Rate (GIR) and Net Intake Rate (NIR) in Grade One are 140.7% and 90.7% respectively. The Gross Enrolment Rate (GER) at primary level is 135.9%, 100.0% at lower secondary, and 123.7% at basic level, while the Net Enrolment Rates (NER) at primary, lower secondary and basic level are 95.1% 70.0%, and 86.6%, respectively. As regards to gender parity, the Gender Parity Index (GPI) is 0.99 at all levels (primary, lower secondary, and basic). To address this issue, the DOE has introduced a nationwide Students Admission Scheme (SAS) for the last few years.

Different programmes such as Early Childhood Development, Pre-Primary Class (ECD/PPC), Nursery, Kindergarten, and Montessori have helped enhance the internal efficiency of primary and basic education with the increased number of ECD centers to ensure access for the most vulnerable and marginalized children.

The Flash Report of 2011/2012 has shown that the increasing trends of ECD/PPC experiences in Grade One have contributed to reduce the repetition rate. As reported in the Flash Report, the repetition rate was reduced from 29.4% in 2007 to 28.3% in 2008, 26.5% in 2009, 22.6% in 2010, and 21.3% in 2011. Similarly, the dropout rate decreased from 16.1% in 2007 to 12.1% in 2008, 9.9% in 2009, 8.3% in 2010 and 7.9% in 2011. Thus, retention rate at Grade One is increasing.

The number of trained teachers is significantly high at all levels. Among the teachers, 92.6% are trained at primary level, and 77.3% at lower secondary level. Out of the total number of teachers, 89.2% are trained at basic level. At secondary level (9-10), 86.7% are trained, and at higher secondary level (9-12) 78.6% are trained (Flash Report 2011/12).

Non-Formal Education
With the purpose of making 46% of illiterate people literate in the country, as they cannot attend formal school, Non-Formal Education Center, under the Ministry of Education (MOE), has formulated both short-term and long-term policies pertaining to national literacy. Having the mandate of developing, disseminating and distributing curricula, training packages, Information
Education and Communication (IEC) materials, textbooks and other related materials, the Centre since long has also been facilitating networking among organizations involved in non-formal education programs. With the purpose of eradicating illiteracy in the country within two years, the government has launched National Literacy Campaign (NLC) for universal access to basic education and, most importantly to achieve the national EFA goals by 2015 as outlined in the Dakar Framework for Action.

In this connection, the NFEC has adapted the strategy of running a centre-based approach in non-campaign districts, providing training/ training package and distributing primers either free of charge or with a price (for financially capable agencies) to provide basic literacy, post literacy and continuing education, alternative schooling (equivalency programme), programmes for retaining literacy skills, functional programme with skill training components for adult females, income generating programmes, community literacy and development of Community Literacy Centres (CLCs). In recent years, various activities related to education have been implemented by the GON through various ministries like Ministry of Local Development, Ministry of Health and Population, Ministry of Child and Social Welfare to address the problems related to literacy, child development, women empowerment, gender and social equity. CERID, therefore, has a dynamic role to play in collaborating with the line ministries along with MOE for undertaking research, training, innovation and dissemination of research findings.

Over the decades, Nepal has been using a significant amount of financial resources in the education sector including non-formal education. However, the return from the investment has been little in terms of achievement and satisfaction. As reported by the national census of Nepal, the national literacy of the population of 5 years of age and above is 65.9. Male literacy is 75.1% compared to 57.4% of females. District wise, the highest literacy has been reported to be 86.3% in Kathmandu and the lowest 41.7% in Rautahat (CBS, 2012).

TU and Higher Education

The objectives of TU are to: produce skilled human resources essential for the overall development of Nepal, provide quality higher education, carry out research in multiple sectors, preserve and develop culture and tradition of the nation, enhance, disseminate and expand the knowledge and research on arts, science, technology and other vocational fields with the changing times. It thus clearly indicates the need for raising the quality of higher education in Nepal requires monitoring and evaluating programmes running in different constituent and affiliated campuses and networking between the related organizations within university, improving curriculum and delivery system, and linking teaching and research. Towards providing quality higher education, University Grants Commission (UGC) has set its seven objectives. Two of these objectives
are related to taking necessary steps for the determination and maintenance of standards of higher education and formulating necessary policies and programs for the promotion and enhancement of the quality of higher education.

Regarding higher education, TU, the public university established in 1959, is the oldest of the nine universities in Nepal. The university provides undergraduate and graduate education with a total enrolment of 373,846 students enrolled at various levels of academic programmes for the academic session of 2012/2013. While 143,899 students (38.49%) study in its constituent campuses and 38 central departments, a total of 229,947 (61.51%) students study in affiliated colleges. The university has 60 constituent campuses and 832 affiliated campuses throughout the country. It clearly reveals that the affiliated colleges do have a higher number of students than the constituent campuses. There are four faculties namely Faculty of Humanities and Social Sciences, Faculty of Management, Faculty of Education and Faculty of Law at the University. Similarly, there are five Institutes namely Institute of Agriculture & Animal Sciences (IAAS), Rampur, Chitwan, Institute of Medicine (IOM), Maharajgunj, Kathmandu, Institute of Engineering (IOE), Pulchowk, Lalitpur, Institute of Science & Technology (IOST), Kathmandu and Institute of Forestry (IOF), Hetauda, Makwanpur.

Since TU is government funded, it is less expensive than private universities. Since its inception, the state owned university has expanded its programmes in different disciplines. However, in higher education, there are a number of problems related to maintaining academic calendar, student admissions, instructional quality, regularity of students in the class, timely administration of exams, and curriculum development. Trends of high failure rate of students, ineffective instructional practices and lack of use of research in teaching are prevalent. There are inadequate programmes to monitor and evaluate curricula in different faculties and their management at different levels (e.g. Bachelors, Masters and Ph.D). The status of the overall programmes implemented and the standard of the students graduating from the programmes are rarely assessed. There is lack of the evaluation of programmes (quality and operation); and the level of the students’ performance is poor. The mushrooming growth of campuses on one hand and lack of monitoring of their operation and management on the other are challenges to be addressed by TU. The overall performance and commitment of university teachers is also questionable; and TU itself has been questioned on its ability to maintain academic excellence. No research as such has been undertaken on the various aspects of higher education like access to the disadvantaged and minority groups and quality management. There is a lack of research on the accessibility of higher education among different socio-economic groups of population. The need for effective educational management information system (EMIS) at TU is also frequently raised as an issue associated with maintaining its standard.

The Second Higher Education Project (SHEP) has envisaged ensuring enhanced quality and relevant higher education and research through a set of incentives for
promoting effective management and financial sustainability of academic institutions; it has also aimed at improving the access for academically qualified under-privileged students, including girls, dalits and educationally disadvantaged Janjatis through the financial assistance and enhanced capacity of higher secondary schools.

**Future Prospects**

The context, therefore, points out the need for research, innovation and interventions in the field of education from basic to higher education level so that the government can improve its policy, programmes and decision making. CERID, since its inception, has been providing very pertinent recommendations to the government based on various types of researches and innovations. Integration of training, research and innovation is the key to generating knowledge and enhancing quality of education.

**IV. Research Management and Current Activities**

The organizational structure of CERID at the time of its establishment consisted of four divisions, namely, Planning and Programming, Research, Publication and Administration under the leadership of the Executive Director. In the early 2000, there were eight areas of research focus: Policy, Planning and Management, Curriculum and Instruction, Programme Evaluation, Rural Development, Instructional Technology, Higher Education, Primary Education, and Secondary Education. Over the years there have been changes on the focused areas and features of CERID’s activities. Gradually, the changed focused areas were: Educational Planning and Management, Educational Information System and Alternative Forms of Education, ECD and Elementary Education, Secondary Education, and Higher Education.

Similarly, there were Resource Centres (RCs) on Alternative Forms of Education, and ECD, Media Centre and Educational Information Service with library and documentation facility, depositary scheme with the International Institute for Educational Planning (IIEP)/ Paris, internet service, CERID home page and selected education statistics. At present, the key features of CERID are the formation of Research Management Cell (RMC) and RCs. The current organizational structure is as shown below (See Diagram 1).

**Research Management Cell (RMC)**

Research Management Cell (RMC) in place has been established for the purpose of coordinating and enhancing research support to university teachers and students. A separate room has been allocated for the RMC. In the RMC, the researchers have access to separate individual cubical. At CERID, the researchers have access to its library which has more than 9000 publications including books, national and international journals, research and reports related to education.
It is planned that, with UGC support, facilities like computers, printers, copy machines, telephones, fax and internet will be available in the RMC. Besides, the RMC is managed by one senior researcher and two administrative staffs. The RMC will have access to various publications through three Resource Centers (RCs) and other facilities available in CERID.

**Resource Centers (RCs)**

CERID has three Resource Centers (RCs): Non-formal Education (NFE), Early Childhood Development (ECD), and Multilingual Education (MLE). There is no other cell as such in the core areas of research like instructional organization and techniques, curriculum development and instruction, curriculum evaluation, educational planning, and other important areas like gender and development, social inclusion and religious education like Madrasa, Gumba and Bihar. However, these areas also occupy an important place in CERID’s activities. Efforts need to be made in creating additional research cells.

**NFE RC**

The NFE RC is equipped with CERID's publication on NFE and a collection of other documents including the documents of action research conducted by the Centre and the publications such as NFE bulletins. Besides, this centre has a collection of 700 books.

**ECD RC**

The ECD RC has been in operation since 1997. With the support of UNICEF Nepal, this RC has been serving as a meeting point for ECD professionals working at various organizations. This centre collects documents of ECD programs and activities undertaken in the country and abroad. It disseminates ECD-related information and materials to the organizations and individuals working in the field of ECD and to the students studying ECD courses and conducting research work at higher education level. It organizes training programs for ECD professionals at various levels. It works as a centre for conducting research and sharing knowledge, ideas, materials and experiences on ECD. It has a collection of 500 books in the relevant area. This centre publishes Journal of ECD and a newsletter as well as other publications on early childhood development.
Diagram 1: Organizational Structure (Existing)

MLE RC

The MLE RC has also been established in collaboration with UNESCO Kathmandu and the Ministry of Education/Department of Education in 2011. It has commenced with a good collection of books. MLE Newsletter is published by this Centre; the newsletter highlights the activities conducted in connection with the promotion of MLE by CERID. It has a depository of relevant literature related to multilingual education.

Educational Management Information Systems (EMIS)

The EMIS is in place and managed by a research specialist. CERID has maintained a website, http://www.cerid.org, for the dissemination of relevant information. Presently the EMIS cell is keeping up with its regular activity of training the staff members of CERID on the basics of ICT and use of computer, email and internet.

Currently CERID is running action research on English language teaching with financial support of UGC. Similarly, a study is being undertaken on the impact of
ECD on school readiness with the financial support of UNICEF. The EMIS section is providing training to its staff members on basics of computer, email, internet, and information communication technology (ICT). CERID is in the process of strengthening its RMC with the support of UGC. A study on Status of BBA & BIM programmes under TU with the support of IOM is going on. Further, a longitudinal study on system indicators (5 districts) with support of DOE is being carried out. CERID has published an ECD Journal in English. The Centre is working towards bringing out three annual journals – *Education and Development* (in English), *Journal of Early Childhood Development* (in English) and *Bikasko Nimti Shiksha* (in Nepali). A seminar on ‘Gender Issue and Development’ is planned with the support of UNESCO. Also a study on effectiveness of engineering education with support of IOE is in the discussion phase.

V. The Planning Process

In recent years, there has been a growing concern in the educational community including professional groups and individuals regarding the need of creating a congenial environment for students, teachers and researchers to undertake research, innovation and interventions. In this connection, CERID is willing to carry out researches to derive substantive recommendations for helping the government and TU in adopting necessary policy measures to improve the quality of education and its accessibility. CERID, since long, has played an instrumental role in providing a forum to access up-to-date literature and researches, research based knowledge and information and other facilities like library, internet and EMIS. However, in recent years, CERID has faced problems in sustaining its research and innovative activities useful for the concerned stakeholders.

CERID has not been able to facilitative research students due to the lack of policy decisions of TU and related faculties/institutions. A framework for institutional development of CERID and preparation of a strategic plan is therefore the need of the hour. CERID’s strategic plan is a reflection of its aspiration to develop as a leading research institution in the country. The plan is expected to contribute towards meeting the growing demands for quality education and research. It also expects an increased recognition for national development.

In the past, we were by and large encouraged to set our mission and goals for educational research, innovation, and training that comply with government efforts towards introducing new interventions in education, that is, curriculum development, innovation in linking education with development and economic prosperity, training of teachers, designing instructional planning, educational information management, school management and incentives for school children. It was instrumental in policy formulation in education. We concentrated our efforts in a few large projects that were significant at national and international level.
Since the last few years, we have had no research projects that were extended for one year or more. This time, we decided to focus on enhancing the quality of higher education through TU and maintaining academic excellence, specifically by supporting constituent and affiliated campuses in improving the quality of the programmes they offer. In addition, we plan to develop our strategy to support related institutions of the Government of Nepal in developing education policies and programmes, and assist in the promotion of quality education. CERID’s strategies will help achieve its goals through a variety of researches of academic and national importance, innovative action projects, publication of research reports and journals, upgrading of library, e-library and internet, and delivery of professional services to university teachers, researchers, research scholars, students and development personnel. At this juncture we decided to adopt an approach that brings together people from ministry, UGC, and university together including policy makers, planner and implementers, administrators and professional researchers.

**Formation of Various Committees**

An Advisory Committee, Main Drafting Committee and a Working Committee representing different sub-committees, Administration Section, Account Section, EMIS and Library were formed (See annex 1 for the list of members of Advisory Committee, Main Drafting Committee and Sub-committees).

An advisory committee, chaired by the Executive Director of the Centre was formed to provide guidelines and necessary support to the Main Drafting Committee. The main drafting committee consisted of four members led by Professor Pant. The drafting committee worked closely with different committees and the entire staff of CERID. The committee commenced its tasks with the review of policy documents and reports. Initially, interaction with the entire CERID staff was done on the vision, mission and goals of CERID.

As a part of the process, a SWOT analysis as a tool to identify the strength, weakness, opportunities, and threats of CERID was accomplished. Strengths and weaknesses included assets, professional capacity, and resources in comparison to external agencies/ institutions working in research. Opportunities and threats included the factors like the competitive dynamics of the market due to various circumstances like phasing out of a large 8-year Formative Project from CERID, government policy related to procurement, and registration of firms for VAT and PAN.

Later, the outcomes of the SWOT analysis were integrated to the initial draft and discussed intensively with the professional staff of CERID. The sub-committees simultaneously discussed their concerns and issues and provided suggestions in writing to the drafting committees. After thoroughly reviewing the outcomes and feedback from the committees, the drafting committee prepared an initial draft of the strategic plan.
Review of Related Documents

After a thorough review of various policy documents and reports, an initial draft was prepared and discussed among the CERID staff. Some of the policy documents and reports that were reviewed are as follows:

- The Interim Constitution of Nepal 2006
- The Tenth Plan (2002-07), National Planning Commission, 2002
- Three Year Interim Plan (2007-10), NPC, 2007
- EFA National Plan of Action (2001-15)
- The National Curriculum Framework 2007-08
- School Sector Reform Plan (2009-15)
- Role of TU in Higher Education
- The Second Higher Education Project (SHEP 2007-2014)
- TU Organization and Educational Administration Regulations 2050 B.S.
- TU Decentralization Rule 2050 B.S.

Interaction with Advisory Committee and Former Executive Directors

Finally, a draft of the strategic plan was prepared and shared with the Advisory Committee. After addressing the concerns and incorporating all the suggestions and feedback from the members of the Committee, a revised version of the draft strategic plan was prepared and presented to a meeting of former Executive Directors and the members of the CERID Management Committee. After collecting the constructive comments and scholarly feedback from the distinguished participants, a revised draft of the strategic plan of CERID was developed by the Drafting Committee. In the process of collecting suggestions, the Main Drafting Committee consulted with the Teacher Educators Society, Nepal, and various educationists, academia and other development agencies and partners.

Seminar

The draft strategic plan thus produced was presented to a seminar for sharing and collection of feedback on May 22, 2013.

Participants of the seminar included: representatives from the Ministry of Education, Department of Education, Tribhuvan University, UGC, and former rector of TU, educational planners, policy makers, university professors and various academic personnel from different sectors.
The seminar was inaugurated jointly by Mr. Leela Mani Paudyal, Chief Secretary of the Government of Nepal and Prof. Dr. Hira Bahadur Maharjan, Vice Chancellor, Tribhuvan University, Kathmandu. In the seminar, Mr. Paudyal, the Chief Guest of the Seminar stressed the increasing role of research in education, especially in higher education in Nepal, and added that without research, higher education cannot be as fruitful as expected. Mr. Paudyal emphasized that those involved in policy formulation and implementation should develop a sense of using the research findings for effective program implementation. Indicting the relevance of the strategic plan of CERID, Mr. Paudyal suggested that the strategic plan should focus on research that is of national importance. Mr. Paudyal suggested developing the strategic plan in Nepali for wider use for Nepali people and suggested that the MOE and TU have meaningful dialogues with the National Planning Commission and the Ministry of Finance for the exemption of VAT and PAN for the research centers like CERID that are functioning under TU.
Mr. Leela Mani Paudyal, Chief Secretary of the Government of Nepal, delivering inaugural remarks as the Chief Guest in the Seminar.

Prof. Dr. Hira Bahadur Maharjan, Vice Chancellor, TU, speaking as the Distinguished Guest on the occasion of the seminar on Strategic Plan of CERID.
Prof. Dr. Krishna Chandra Sharma, Executive Director, CERID, making keynote address in the seminar

Mr. Shankar Bhandari, Coordinator, Higher Education Project expressing views on the strategic plan of CERID
Prof. Dr. Bharat Bilas Pant, CERID presenting the paper on the strategic plan of CERID for the next 5 years

Dr. Renu Thapa, Associate Professor, CERID, welcoming the Chief Guest, Distinguished Guest and Guests as well as participants in the Seminar
Mr. Mahashram Sharma, Joint Secretary, Ministry of Education making remarks on the strategic plan

Dr. Lava Deo Awasthi, Director General, Department of Education, expressing view on the strategic plan
Prof. Dr. Hridaya Ratna Bajracharya, former Executive Director of CERID, expressing view on the strategic plan (standing left front)

Dr Binod Luitel, Associate Professor & Ms. Uttara Bajracharya, Lecturer, CERID, (right front position) taking note of the points raised by participants in the discussion
Mr. Rom Prasad Bhattarai, Researchers, CERID (right front position) taking note of the points raised by participants in the discussion

A glimpse of the participants in the Seminar
A glimpse of the participants in the Seminar

A glimpse of the participants in the Seminar
A glimpse of the participants in the Seminar
In the Seminar, Prof. Dr. Hira Bahadur Maharjan, Vice -chancellor of TU, appreciated the efforts made by CERID in developing its strategic plan and shed light on the increasing role of research in quality enhancement of higher education. Prof. Maharjan also made commitment for strengthening the research centres. Similarly Mr. Mahashram Sharma, Joint Secretary of the Ministry of Education, expressed confidence that the strategic plan developed by CERID will be helpful in making the education system of the country timely and practical and enhance the quality of education. Mr. Sharma assured continued support of the ministry in CERID's attempt towards developing its strategic plan and undertaking significant research in the future. The personalities giving specific suggestions in the plan during the discussion session were: Mr. Shankar Bhandari, Prof. Mahendra Singh, Prof. Bidya Kishor Raya, Prof. Tanka Nath Sharma, Prof. Rukmini Bajracharya, Prof. Keshavananda Giri, Prof. Nilam Kumar Sharma, Prof. Dr. Basu Dev Kafle, Prof. Dr. Prem Narayan Aryal, Mr. Bishnu Bahadur Luitel, Prof. Dr. Komal Badan Malla, Mr. Nani Ram Khatri, Prof. Dr. Hridaya Ratna Bajracharya, Ms. Chirik Shobha Tamrakar, Prof. Dan Raj Regmi, Dr. Lav Dev Awasthi, Prof. Dr. Bajra Raj Shakya and Mr. Ram Chandra Dhakal. Finally, Executive Director Prof. Dr. Krishna Chandra Sharma thanked all the participants for their valuable participation and ended the programme.

VI. Visioning for the Future

Our strategy is premised on the development hypothesis that education is the foundation of human development, and it is critically linked with a broader
economic growth and democratic governance. Access to education is a crucial precondition to educational impact, but what matters most, thereafter, is the quality of education. Because of these important links to other powerful means of development, educational investment should be understood as the dynamic and transformational lever of change.

Our overall goal is to build upon our commitment and efforts in ensuring the quality of education through educational research, innovation and training. We are committed to sustainability and show impact in the country’s education plan and quality of education. We plan to be a centre of excellence in educational research, innovation and development and a hub for educational planning and development in the country.

There is a keen desire to develop CERID as a hub of educational research, innovation and dissemination at various levels among different stakeholders – educational planners and policy makers, educationists, researchers, and school and college teachers.

It is strongly articulated that CERID should endeavor to maintain its historical role in facilitating the government’s efforts in strengthening the national education system. It should be instrumental in creating an environment for increasing access to new knowledge and enhancing approaches to research based activities.

VII. Vision Statement and Mission of CERID

Our vision statement and mission are as follows:

Vision Statement
To be a leading educational research institution for enhancing quality of education in the country

Mission
To increase quality of and access to research, innovation and training in all forms of education

VIII. SWOT Analysis

We have made a SWOT analysis of our research centre. The analysis has been reflected in the present strategic plan by including the aspiration of a wide range of government institutions, universities, development partners and personnel. Our internal brain-storming and interaction with former directors and the members of CERID Management and Development Council were precious in formulating the vision, mission, goals and strategic objectives. The strategic plan is a reflection of the present status of the centre and its future vision for the next five years to achieve excellence in educational research, innovation and development in all forms of education in Nepal.
Our Strength

- We have a team of competent professional researchers (Professors, Associate Professors, Lecturers and Teaching Assistants) with high academic qualifications (See Annex 2 for list of Professional Staff).
- We have a diverse and experienced staff with strong programmatic and technical skills. There are about 50 administrative and financial staff who are also trained in field research and data processing.
- We have staff trained in library management, computer and graphic design, and data processing.
- Being the oldest and pioneer institution in educational research and innovation, it has maintained a very positive image at national and international levels.
- CERID is strengthening its networking and collaboration with government institutions, universities, UGC, international development partners and UN agencies.
- There is also potential for the development of human resource in the centre.
- CERID’s notable strength includes its collaboration with UN agencies and a number of international development partners in the world of education.
- CERID had signed the Memoranda of Understanding with different universities like University of Alberta/Canada, Korean Educational Development Institute (KEDI) Seoul, and SANN Research Institute of Colorado/USA for conducting joint research, training and development activities.
- CERID has the potential for carrying out significant and large research projects and action research in contemporary issues of education.
- Research, training, and publication of journals and fact sheets are considered as its major strength.
- Over the time CERID has developed its infrastructure and facilities to be indispensable for commissioning research, training and publication activities.
- It has maintained the library and documentation centre which has been used by the students, researchers, and government officials for their study, research work or formulation of plans.
- A good collection of various books, research reports and journals of academic and professional importance and e-libraries have a strong potential for financial resource generation.
- CERID has regularly organized dialogue sessions on contemporary issues of education and disseminated research findings in response to the growing needs and demands of the stakeholders.
• CERID has given importance on increasing quality of and access to researches and their dissemination.

• CERID values sustainability, commitment, team work, cooperation, and coordination.

• CERID is concerned with its sustainability and has planned to fill out its vacancy with a team of young, energetic and qualified research professionals to replace existing senior professionals and administrators.

• CERID is committed to research diversification by addressing new areas like gender and education, women empowerment, and contemporary issue like Madrasas, Gumba, Bihar, Gurukul, etc.

• CERID uses experts from a roster of specialists from other research centers and faculties like the Faculty of Humanities and Social Sciences, Management and Science and Technology.

Weaknesses

• CERID has not been able to harness its capacity to conduct large research projects due to shortage of funding and is limited to only dissemination of research findings, and dialogue.

• Small scale research can neither utilize its highly skilled professionals nor fulfill the requirements of its stakeholders like educational planners, policy makers, researchers, educationists, teachers, students and development workers.

• CERID has not been able to expand its physical infrastructure for libraries, meeting halls and EMIS, which are essential in the changing situation.

• Networking and collaboration with government institutions and development partners is not up to the mark like before.

• CERID has inadequate international journals, research reports and access to support its researchers, M. Phil and PhD students.

• CERID lacks networking with different stakeholders in the field of school education like, DEOs, SSs, SMCs, PTA and professional organization of teachers.

• No study, to date, has been made to assess its contribution and to set the priority.

• CERID, since long, has maintained EMIS existence but it needs improvement for its effectiveness.

• The involvement of the teachers from faculties and institutions is on an individual basis and not on an institutional basis.
• CERID could not keep institutional linkages with various development partners and with different faculties and institutes of TU.

Opportunities

• Different stakeholders – educational planners and policy makers, educationists, researchers, and school and college teachers - have increasing aspiration about the role of CERID in educational research and development.

• CERID has high potential for conducting research and innovation in improving higher education in collaboration with faculties and institutes of the university.

• There is a growing demand for dissemination of research, sharing knowledge, ideas, and experiences of national and international importance

• CERID is developing as a forum for the sharing and dissemination of research for researchers of Master’s level, M. Phil and Ph. D to utilize CERID Library and other research materials.

• There is a growing concern to ensure a system of exchanging experiences between the researchers of CERID and the teachers of the faculties to link research with teaching.

• There is potential for harnessing resources from UN agencies and development partners.

• CERID has opportunities to receive support from UGC and higher education projects

• The faculties and institutes of the university have shown their concerns to work with CERID for assessing their program.

• The university authorities have positive outlooks to allocate funds in regular budget to support research activities

• Lack of funding for research activities poses a great challenge for utilizing its resources.

• CERID’s priority is to contribute in the improvement of higher education through research.

Threats

• Sustainability of CERID is in question due to the Fiancé Act of the government for VAT/Pan registration.

• CERID has limited opportunity to get support from government institutions like NPC, Ministries and departments as the training and research institutions are emerging within the government site, for example, NCED, Education Review Office, Research Wing of the Department of Education.
• There is a lack of policy conducive to the use of educational research in formulating educational policy at national level.

• In the university, there is a lack of clear policy regarding intuitional linkages among its research centres, faculties and institutes for linking research with teaching.

IX. Physical Resources

Over the time, CERID has developed its infrastructure and facilities indispensable for conducting research, training and publication activities. It has maintained a good collection of varieties of books, research reports and journals of academic and professional importance. The library and documentation centre of CERID has been used by students, researchers, and government officials for their study, research work and formulation of plans.

Buildings and Rooms

CERID has two buildings and a new library building under construction. The buildings are the university’s own property. The office building of CERID is located in the university’s own land at Balkhu.

Rooms

There are 10 research rooms, 1 publication room, 1 meeting hall and 8 different rooms for administrative works including the general administration, logistics management and financial management.

Equipment

• Three vehicles (bus, car and jeep)
• Computer net-working-2
• Desktop computers -27
• Projectors -2
• Audio-visual aids-1 (including video equipment)
• Laptop computers -5
• Printers -11
• Photocopiers - 2
• Internet facilities and web site: http://www.cerid.org
• Five landline telephones

CERID has regular water supply through rain water harvesting system. It has two reservoirs and five water tanks. It has also electricity facility supplied by Nepal Electricity Authority, and two generators have been installed for generating alternative source of electricity.
X. Areas of Concern

Based on SWOT analysis, the following areas of concern have been identified:

- Sustainability of CERID and funding for research
- Strengthening and expanding collaborations with government institutions, NPC, Ministry of Finance, UGC and different Faculties and Institutes of the university
- Persuading university authorities for regular funding for research activities
- Generating funds through research proposals for innovative action research in different aspects of both formal and non-formal education from ECD to post graduate level
- Setting research priority with focus on higher education to improve the quality of education
- Focusing on the dissemination of research, sharing of knowledge, ideas, and experiences of national and international importance, and targeting the stakeholders who have not been reached before
- Initiating dialogue sessions focusing implementation of educational policies and programmes endorsed by the government and the university and contemporary issues in education targeting the stakeholder.
- Increasing institutional capacity by recruiting young researchers
- Coordinating with different faculties, institutes and research centres of the university
- Upgrading the library and documentation conducive to research and development

All these areas of concern have been merged into four core aspects of strategic plans. This strategic plan has thus consciously set four components which have guided the setting of goals. A log framework of the goals, strategic objectives, outcomes, and means of verification for five year is presented in this plan. With the purpose of developing the strategic plan of CERID, two major steps namely, formation of various committees and review of the related policy documents and reports, were taken into consideration.

XI. Goals and Strategic Objectives

The goals of CERID in consonance with its vision and mission will be as follows:

Goal 1: To generate research based knowledge through exploration and innovative experiments in higher education and various aspects of formal and non-formal education
Since its establishment CERID has been dedicated to developing the human resources required for nation building through educational research, training and innovation. It is committed to promoting quality and relevance of education. CERID has been functioning as a leading educational organization to provide the government with policy recommendations that have been translated into major educational programmes and plans such as School Sector Reform Plan (SSRP).

**Strategic Objective 1:** The strategic objective to achieve this by carrying out academic and applied researches and innovations in various aspects of higher education, and formal school education as well as non-formal education including ECD and development education

**Strategic Direction 1.1:** Focus educational research on the issues and concerns that are of educational importance at national and international level

1. Identify significant areas and develop research proposals to persuade the university authority for annual allocation of resources
2. Identify contemporary issues that are useful for policy makers, planners, implementers, educationists, researchers, teachers, and students
3. Develop research proposals for funding from development partners and UN agencies by taking into consideration their priority areas in research and programs
4. Developing self-esteem, commitment and dedication among CERID staff
5. Organizing regular interactions among research and administrative staff

**Strategic Direction 1.2:** Generate financial resources to carry out research, innovation and training

1. Initiate dialogues with the concerned authority of MOE, Ministry of Finance and NPC to amend the Finance ACT in relation to the provision of VAT/PAN registration in bidding for research proposal by June 2013
2. Persuade TU authorities for allocating a regular budget to carry out research activities before July 2013
3. Strengthen the relationship with different institutions like UGC, Higher Education Project, Ministry of Education, National Planning Commission, international development partners and UN agencies for research fund in education.
4. Coordinate with different government institutions and departments to expedite the possible areas of collaboration and partnership in research, innovation and training.
5. Coordinate with Faculty of Education and different faculties and institutions of the university for collaboration in conducting and disseminating research works by 2013
Strategic Direction 1.3: Link research with teaching in higher education

1. Ensure a system of exchanging experiences between the researchers of CERID and teachers to link research with teaching by June 2014.

2. Initiate involving CERID researchers in the faculty activities and teachers from the Faculty to conduct research jointly with CERID by December 2013.

3. Coordinate with the Dean’s Office for establishing M. Phil and Ph. D programs and also making CERID a centre for dissemination of research by the year 2013.

Goal 2: To promote culture of research and innovations to link education with development

Since its establishment, CERID has been supporting education policy makers and planners by providing research based information and knowledge. It also disseminated research findings, new ideas and knowledge.

Strategic Objective 2: The strategic objective to achieve this goal will be building up research infrastructures and professional support schemes in strengthening the capacity of related government and development agencies, teachers, students, research scholars and teachers of TU

Strategic Direction 2.1: Increasing the institutional capacity of CERID

1. Initiate the process to create the position of Deputy Director and recruit by 2014 (see Diagram 2 for proposed structure)

2. Identify training needs of staff members to carry out the responsibility effectively and efficiently by 2013

3. Set minimum educational qualification (M. Phil or Ph. D) for researchers at the time of recruitment

4. Provide relevant training and exposure visits for administrative staff through national and international seminars and workshops.

5. Provide opportunities for short term training-exposures for professional development through national and international seminars and workshops.

6. Facilitate professional upgrading of researchers through further study like M. Phil, PhD and post-doctorate for at least three staff by the year 2018.

7. Upgrade physical facilities like the library building and training hall

8. Purchase additional electronic goods like desktop and laptop computers and photocopy machines

Strategic Direction 2.2: Strengthen the Research Management Cell

1. Strengthen RMC with its capacity including researchers, books, research reports and equipment
2. Create New Research Cells to address the Higher Education, Curriculum and Evaluation, Educational Planning, Development Education, Religious Education, Gender and Development and other contemporary issues in education by the year 2017

3. Establish relationships with different faculties and institutes of the university

4. Expand and upgrade the library and documentation on a regular basis

**Strategic Direction 2.3: Dialogue/ Interaction session on selected themes and dissemination of research findings**

1. Continue organizing dialogue session on various themes and issues targeting different personnel from NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers, university teachers and campus chiefs of TU colleges

2. Dissemination of research findings, educational information targeting different categories of DEOs, Resource Persons(RPs), school supervisors, school teachers, Parent Teachers Associations (PTAs), School Management committees, professional organizations of teachers and TU teachers and students

**Strategic Direction 2.4: Organize training programmes**

1. Organize training programmes on selected topics of teaching –learning e.g. approaches of curriculum development, Competency Based Curricula, research methodology, pedagogical practices, continuous assessment of students (CAS) and research methodology and action research conducted

2. Organize dialogue/ Interaction sessions organized

3. Organize program for dissemination of researches by M. Phil and Ph. D students

4. Restructure its focus areas and features

5. Develop proposal for research grants

**Strategic Direction 2.5: Ensure Publication of Journal and Newsletter in English and Nepali**

1. Ensure publication of Education and Development in English each year

2. *Bikasko Nimti Siksha* in Nepali is to be published annually

3. Newsletter on half yearly basis

4. ECD Newsletter and Journal on a regular basis

**Goal 3: To develop human resources in the field of education for implementing educational programs**
CERID, in the past, has been facilitating the use of research, innovation and training for policy formulation, research works, study at Masters, M. Phil, and PhD level and teaching in school and university.

**Strategic Objective 3:** The strategic objective of this goal will be to increase access to research, innovation and Educational Information Management System (EMIS) for related stakeholders for policy formulation, program planning and implementation, decision making and research activities.

**Strategic Direction 3.1:** Increasing access to EMIS

1. Strengthen Research Management Cell (RMC) by the end of the year 2013
2. Ensure establishment of new of RMC on Higher Education, development education, Curriculum and Evaluation, Programme Evaluation of Madrasa, Gumba, Bihar and Gurukul by end of 2016/17
3. Upgrading of the RCs on NFE, ECD and MLE with books, journal and other support mechanism by 2013
4. Ensure access to EMIS for the related stakeholders for policy formulation, program planning and implementation, decision making and research activities by the year 2013

**Strategic Direction 3.2:** Organize conferences, seminars, training and workshops on education-related topics

1. Identify the topic of special interest at national and international level to ensure the quality of education of 10+2 level and onwards and organize conferences, seminar, trainings and workshops on yearly basis.
2. Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing as a regular feature

**Strategic Direction 3.3:** Increase internet facilities

1. Provide internet facilities to researchers, educationists, teachers and students in consideration of the resources available on continuous basis
2. Upgrade the internet facility and promote use of computers, email, and internet for routine activities for researchers by the end of 2013

**Goal 4:** To facilitate education policy formulation, planning and implementation by disseminating research, sharing knowledge, ideas, and experiences of national and international importance.

To date, CERID has endeavored to increase the quality of and access to research, innovation and training in Nepal. The policy makers and planners in the education sector have utilized research based information and knowledge.
Strategic Objective 4: The strategic objective to achieve this goal is improving the delivery of research updates, knowledge and information on different forms of education to the education policy makers and planners, educationists, research scholars, teachers, students and development partners.

Strategic Direction 4.1: Increased opportunities to access research update, knowledge and information

1. Provide quality research updates, knowledge and information for education policy makers and planners, university authorities, teachers, research scholars, and development personnel working in different institutions and organizations.

2. Upgrading of CERID’s website for the dissemination of research report and relevant educational information by December 2013

3. Disseminate researches conducted by CERID on various areas like Higher Education, ECD, inclusive education MLE, NFE, Madrasas, Gumba and Bihar, Gender issues at national and international level.

4. Disseminate research conducted for different categories of persons—students and teachers of school and colleges, and M. Phil and Ph.D. scholars and researchers.

5. Commence dissemination of research conducted by M. Phil and Ph. D students by January 2014.

6. Disseminate action research on various components of instructional management and students evaluation

7. Dissemination of relevant information; through CERID websites: http://www.cerid.org on regular basis

Strategic Direction 4.2: Dialogue/ Interaction sessions organized on various themes and issues

1. Organize dialogue session on different policy issues and program implementation related to school curriculum, school management, higher education and public campus management on a quarter yearly basis

2. Target the stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers while organizing dissemination.

Strategic Direction 4.3: Organize a variety of training programmes on selected areas
1. Organize training, seminar and workshops on contemporary issues related to education and development

2. Select contemporary issues for research teaching –learning e.g. approaches of curriculum development, competency based curricula, research methodology, pedagogical practices, continuous assessment of students (CAS) etc.

XII. **Short-term and Long-term Action Plan**

Based on the strategic plan for five years, CERID has developed an action plan for short-term and long term (See Annex 4 and 5 for details). The strategic plan implementation arrangement is presented in the Log-Frame below. Under short term plan, CERID will strengthen its Research Management Cell, fill out the vacant positions of professional staffs, upgrade its library, introduce e-library and increase its access to researchers, strengthen the EMIS and coordinate with different faculties and institutes of the university and develop a set of funding proposals to carry out research of national and international importance. By June 2013, it will initiate dialogues with the concerned authority of MOE, Ministry of Finance and NPC to have the Finance ACT (in relation to the provision of VAT/PAN registration in bidding for research proposal) amended. It will also make efforts to persuade TU authorities for allocating a regular budget to carry out research activities before July 2013.

Under the long term plan, CERID will implement its new organizational structure, attempt to develop and strengthen other Research Management Cells and ensure its collaboration and networking with the government, development partners and the university. In addition, the long term project will be designed and implemented to address the issues and contribute in improving quality of higher education.

Currently there is no provision of different cells to focus in the diverse research areas like higher education (with desks on various subjects and disciplines), curriculum development and instruction, curriculum evaluation, educational planning and other important areas such as development education that broadly address health education, peace education and conflict resolution, other contemporary issues like environmental education and climate change. Similarly, there is no structure which addresses the issues of gender and development, social inclusion and studies related to Madrasas, *Gumba, Gurukul* and *Bihar*. Since CERID is working for its strategic plan, it is high time to revisit its research focus and features. In this regard, a new organizational structure will be functioning to implement the strategic plan (See Diagram 2). Efforts will be made to establish new RCs and RMCs and also to create a position of Deputy Director to lead research in overall planning and programming.
Diagram 2:

Proposed Organizational Structure

Executive Director

Deputy Director

Planning and Programming
Publication
Library and Documentation

Educational Management and Information System (EMIS)

Research

Administration
Personnel Administration

General Administration
Graphic Design and Secretarial Service
Account
Store
Security and other Services

Research Management Cell (RMC) 1
RMC 2
RMC 3
NFE Resource Centre
MLE Resource Centre
ECD Resource Centre

Higher Education
Policy Planning and Management
Programme Evaluation
Curriculum and Instruction
School Education
Development Education
Gender Education and Development
Early Childhood Development
### XIII: Log frame: CERID’s Goals, Strategies and Outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Objectively Verifiable Indicators</th>
<th>Means/Source of Verification</th>
<th>Important Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical hierarchy</td>
<td>Conditions when objectives are achieved</td>
<td>Source of evidence to verify Measures</td>
<td>Additional factors necessary for success</td>
</tr>
<tr>
<td><strong>Goal 1</strong></td>
<td>Research findings are reflected on the educational policy and programme developed by the government at ministry level and TU at university level.</td>
<td>Research reports are available in various components of education like curricula, textbooks, instructional planning, pedagogy, use of T/L materials, students evaluation, performance of students, monitoring and evaluation of programmes and management of school and colleges etc.</td>
<td>Research proposals will be developed to cover different components of education at school and higher education in coordination with related institutions of the ministry, TU, UGC, different Faculties, and Higher Education Project</td>
</tr>
<tr>
<td><strong>Strategic Objective 1:</strong> Carrying out academic and applied research and innovation in various aspects of higher education and formal as well as non-formal education including ECD and development education.</td>
<td>Commitment is made by the government on formulating plans and policies on the basis of results. Coordination is maintained with UGC, TU and higher education project, different Faculties and institutes of the university</td>
<td>Concerned authorities and stakeholders participate in dissemination of research and make a commitment for using recommendations of the study</td>
<td>CERID is committed to fulfilling its commitment.</td>
</tr>
<tr>
<td><strong>Outcome 1</strong> Collaborative relationship with relevant institutions of the government like MOE, DOE, and National Planning commission, TU, Higher Education Project, UGC, UN agencies and development</td>
<td>Working relationship with various government agencies and development organization maintained Possible Areas for networking and collaboration identified</td>
<td>Evidence of activities e.g. participation of related stakeholders in dialogue session, interaction Development of proposal for funding research</td>
<td>Commitment to strengthen relationship with government agencies, TU Faculties and Institutes, UGC and explore opportunities to strengthen relationship with international development partners.</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
<td><strong>Outcome 3</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Research and innovation on various contemporary issues in education pertinent to national development; project/programme evaluations, baseline surveys, case studies etc. are undertaken.</td>
<td>Measures taken to spell out selected research areas to be carried with the university resources.</td>
<td>Sets of funding proposals developed for various key areas of school and higher education to carry out research</td>
<td>Acceptance of funding proposal</td>
</tr>
<tr>
<td><strong>Strategic Objective 2:</strong></td>
<td></td>
<td></td>
<td><strong>Strategic Objective 2:</strong></td>
</tr>
<tr>
<td>Building up research infrastructures and professional support schemes in strengthening the capacity of related government and</td>
<td></td>
<td></td>
<td>Improved institutional structure on research centers by TU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection on TU plans and programs indicating measures to be taken for strengthening research centres</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Budget allocated for equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40
<table>
<thead>
<tr>
<th>Development agencies, teachers, students, research scholars and teachers of TU.</th>
<th>Funding by TU for adding physical infrastructures and professional development</th>
<th># of electronic goods like computer, printer, photocopy machines, Battery and Power backup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt;Building capacity of research professional and administrative staff members</td>
<td>Training and exposure are given to research professionals and administrative staff members. Further study opportunities provided to the academic staff for pursuing M. Phil, Ph.D and post-doctoral studies.</td>
<td># of researchers and administrative staff who received training and/or exposure visits&lt;br&gt;# of professional staff recruited in vacant positions</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt;Dissemination of research findings, educational information targeting DEOs, Resource Persons(RPs), school supervisors, school teachers, Parent Teachers Associations (PTAs), School Management committees, professional organizations of the teachers and TU teachers and students.</td>
<td>Work plan on organizing dialogue session on special topics like ECD, inclusive education, MLE, NFE, Madrasas, Gumba and Bihar, gender issues, inclusion and action research and other contemporary issues and topics of special interests at national and international level.</td>
<td># of areas selected for dialogue sessions and dissemination&lt;br&gt;# of dialogue sessions and dissemination meetings&lt;br&gt;# of persons participating in dialogue sessions and dissemination meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Financial support from development partners will be available&lt;br&gt;Internal resources will be mobilized</td>
</tr>
</tbody>
</table>
| **Outcome 3** | **Training programmes on selected topics of teaching – learning e.g. approaches of curriculum development, Competency Based Curriculum, research methodology, pedagogical practices, continuous assessment of students(CAS) and research methodology and action research conducted** | **Organize a training programme on selected topics of teaching – learning e.g. approaches of curriculum development, Competency Based Curriculum, research methodology, pedagogical practices, continuous assessment of students(CAS) and research methodology and action research** | **Training reports**  
**# of persons attending training**  
**Dissemination of research conducted for different categories of persons – students and teachers of school and colleges, and M. Phil and Ph.D. scholars and researchers.** | **A proposal will be developed for funding from respective organizations of MOE and TU** |
| **Dissemination Schedule** | **Agencies identified for participation in dissemination**  
**Correspondence and Coordination with the concerned agency and faculty** | | |
| **Outcome 4** | **Dialogue/ Interaction sessions organized on various themes and issues targeting different personnel from NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers,** | **Dialogue/ Interaction sessions focused on different target groups** | **Dialogue/ Interaction Schedule**  
**Agencies identified for participation in dialogue/ interaction** | **One of the Centre’s feature activities managed since long will continue.** |
<table>
<thead>
<tr>
<th>university teachers, campus chiefs of TU colleges</th>
<th>Correspondence and coordination with Faculty of Education and University Grants Commissions (UGC)</th>
<th>Responsible authority will be positive and initiative will be taken in due course of time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 5</strong> Digital Library Started</td>
<td>Electronic equipment added and persons responsible trained</td>
<td># of equipment e.g. Computer, printer, photocopy, computer table &amp; chair,</td>
</tr>
<tr>
<td></td>
<td>Availability of software Program</td>
<td>photocopy Table &amp; chair and 150/A. Battery Charger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total area of the flooring and furnishing of the office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress on the construction of Library Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchase of software Program</td>
</tr>
<tr>
<td><strong>Outcome 6</strong> Expanding and upgrading of Library- Creation of E-library</td>
<td>Construction of library building</td>
<td>Fixed amount allocated annually for construction work,</td>
</tr>
<tr>
<td></td>
<td>Library books and journals for purchase sort listed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilities for the library users increased.</td>
<td># of books and journal purchased</td>
</tr>
<tr>
<td></td>
<td>Physical facilities - building and rooms added</td>
<td># of study table and chairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average # of students visiting the library</td>
</tr>
<tr>
<td><strong>Goal 3</strong> To develop human resources in the field of education for</td>
<td>Government policy reflect on the essentiality of developing human resources for</td>
<td>Reporting by the stakeholders</td>
</tr>
<tr>
<td></td>
<td>effective and efficient</td>
<td>Commitment of the Centre to make strategic plan meaningful</td>
</tr>
</tbody>
</table>
implementing education programs. | program implementation on education. | Analysis of policy documents |
--- | --- | --- |
**Strategic Objective 3:** Increasing access to research, innovation and Educational Information Management System (EMIS) for related stakeholders for policy formulation, program planning and implementation, decision making and research activities. | EMIS system is in place | Allocation of fund for carrying out researches in pertinent issue of TU. |
| Dialogues with TU authorities to persuade them to allocate a block grant for research. |

<table>
<thead>
<tr>
<th><strong>Outcome 1</strong></th>
<th><strong>Outcome 2</strong></th>
<th><strong>Outcome 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Management Cell (RMC) strengthened</td>
<td>Creation of Specialized Research Section(s)</td>
<td></td>
</tr>
<tr>
<td>Capacity of concerned personnel of RMC strengthened.</td>
<td>A separate cell for other core areas established</td>
<td></td>
</tr>
<tr>
<td>A set of activities to support teachers and students for research are defined</td>
<td>Space created for additional core areas to develop research cell identified</td>
<td></td>
</tr>
<tr>
<td>NFE, ECD and MLE are updated with resource materials</td>
<td>Collection of books and journals books and journal purchased</td>
<td></td>
</tr>
<tr>
<td># of furniture available</td>
<td># of books and Journal added in each RC</td>
<td></td>
</tr>
<tr>
<td># of space available for visitors to study the books</td>
<td>Visitors book maintained</td>
<td></td>
</tr>
<tr>
<td>Existing RMC will come into operation</td>
<td>Given the nature of organization, new core areas for research will be identified.</td>
<td></td>
</tr>
<tr>
<td><strong>Organize conferences, seminar, trainings and workshops on education-related topic on currents issues and topics of special interests at national and international level to ensure the quality of education 10 +2 level and onwards</strong></td>
<td><strong>Different activities planned for seminar, trainings and workshops on education-related topic on currents issues and topics of special interests</strong></td>
<td><strong># of seminar, trainings and workshops planned</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Outcome 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased internet facilities provided to researchers and educationists who are lacking information in consideration of the resources available.</td>
<td>Internet facilities available</td>
<td># of persons taking membership for library and internet</td>
</tr>
<tr>
<td><strong>Outcome 5</strong></td>
<td>Provision for training staff in use of computers, email, and internet for day for regular activities</td>
<td>Record of the persons participating in the programme</td>
</tr>
<tr>
<td>Staff members trained on the use of information communication technology e.g. use of computers, email, and internet for routine activities.</td>
<td></td>
<td># of days for activities</td>
</tr>
<tr>
<td><strong>Goal 4</strong></td>
<td>Documenting research of both national and international importance as archives for facilitating easy access to researchers, teachers, educationists, planners and policy makers.</td>
<td>Funding for research by concerned ministry/organizations</td>
</tr>
<tr>
<td>To facilitate education policy formulation, planning and implementation by disseminating research, sharing knowledge, ideas, and experiences of educational importance.</td>
<td>Concerned ministry committed on</td>
<td>Participation of the concerned ministries, TU faculties and institutes</td>
</tr>
<tr>
<td>Strategic Objective 4:</td>
<td>Mechanism for delivery of and increasing access to research update, knowledge and information on different forms of education</td>
<td>Participation of different stakeholders</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Improving the delivery of research updates, knowledge and information on different forms of education to the education policy makers and planners, educationists, research scholars, teachers, students and development personnel.</td>
<td>Dialogue session of different policy issues and program implementation related to school curriculum, school management, higher education, public and public campus management etc. targeting the stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers.</td>
<td># of dialogue sessions organized</td>
</tr>
</tbody>
</table>

<p>| Outcome 1 | # of persons participating in the dialogue sessions | Categories of stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers participating in the dialogue sessions | Fund generated by CERID by saving its ongoing activities for some special events. |</p>
<table>
<thead>
<tr>
<th>Dialogue/ Interaction sessions organized on various themes and issues targeting.</th>
<th># of DEOs, RPs, SSs, school teachers, PTAs, SMCs, professional organizations of the teachers and different personnel from development organization and TU faculties and institutes who participate in dialogue/ interaction sessions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of training, seminars and workshops on contemporary issues in education organized.</td>
<td># of participants by category DEOs, RPs, SSs, school teachers who participate in training, seminars and workshops</td>
</tr>
<tr>
<td></td>
<td>Workout to collect, store, process, analyze, publish and disseminate relevant information and establish a network of users</td>
</tr>
</tbody>
</table>

**Outcome 2**

Website for the dissemination of relevant information; which is: [http://www.cerid.org](http://www.cerid.org)

| [http://www.cerid.org](http://www.cerid.org) | Updating of website | Continuation of activity |
XIV. Statement of Income and Expenditure of the Last Three Years

A summary of actual income and expenditure of three consecutive fiscal years 066/067 to 068/069 is summarized below in Table:

Table 1: Actual Income and Expenditure of the FY 066/067

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Rs.</th>
<th>Expenditure headings</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.U Grants</td>
<td>1, 39, 28,815/25</td>
<td>Capital expenditure</td>
<td>13, 15, 118/54</td>
</tr>
<tr>
<td>Bilateral Agreement</td>
<td>1, 05, 00,350/16</td>
<td>Salary/Allowances</td>
<td>1, 51, 37, 421/12</td>
</tr>
<tr>
<td>Other income</td>
<td>-</td>
<td>Research expenses</td>
<td>98, 30,920/66</td>
</tr>
<tr>
<td>Balance from last years</td>
<td>30, 11, 600/51</td>
<td>Other expenses</td>
<td>11, 57, 305/60</td>
</tr>
<tr>
<td>Total</td>
<td>2, 74, 40,765/92</td>
<td>Total</td>
<td>2, 74, 40,765/92</td>
</tr>
</tbody>
</table>

As shown in the table, the total income in the FY 066/067 was 2, 74, 40,765/92 and the expenditure was the same amount.

Table 2: Actual Income and Expenditure of the FY 067/068

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Rs.</th>
<th>Expenditure headings</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.U Grants</td>
<td>1, 36, 41, 722/20</td>
<td>Capital expenditure</td>
<td>88, 54,007/98</td>
</tr>
<tr>
<td>Bilateral Agreement</td>
<td>2, 23, 30, 480/69</td>
<td>Salary/Allowances</td>
<td>1, 42, 75, 505/44</td>
</tr>
<tr>
<td>Other income</td>
<td>-</td>
<td>Research expenses</td>
<td>1, 34, 96,575/19</td>
</tr>
<tr>
<td>Balance from last years</td>
<td>20, 57, 418/80</td>
<td>Other expenses</td>
<td>13, 03, 533/08</td>
</tr>
<tr>
<td>Total</td>
<td>3, 79, 29, 621/69</td>
<td>Total</td>
<td>3,79,29,621/69</td>
</tr>
</tbody>
</table>

In the FY 067/068, the total income was 3, 79, 29, 621/69 and the total expenditure was the same amount.

Table 3: Actual Income and Expenditure of the FY 068/069

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Rs.</th>
<th>Expenditure headings</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.U Grants</td>
<td>1, 50, 17,730/18</td>
<td>Capital expenditure</td>
<td>7, 56,391/04</td>
</tr>
<tr>
<td>Bilateral Agreement</td>
<td>17, 81, 980/11</td>
<td>Salary/Allowances</td>
<td>1, 58, 93,224/46</td>
</tr>
<tr>
<td>Other income</td>
<td>-</td>
<td>Research expenses</td>
<td>14, 34,957/91</td>
</tr>
<tr>
<td>CERID Fund</td>
<td>21, 85, 540 /87</td>
<td>Other expenses</td>
<td>9, 00, 6 77/75</td>
</tr>
<tr>
<td>Total</td>
<td>1, 89, 85,251/16</td>
<td>Total</td>
<td>1, 89, 85,251/16</td>
</tr>
</tbody>
</table>

Similarly, the total income in the FY 068/069 was 1, 89, 85,251/16 and the total expenditure was the same amount. It was thus obvious that over the years the trend of income and expenditure was in declining trend. It was mainly due to the shortage of funding available for research from the development partners.
XV. Status of Audit

CERID has duly managed financial auditing from Tribhuvan University and Office of the Auditor General on a regular basis. As per Audit report from both places, there are no problems in its financial management. For information, a photo copy of preliminary report of Financial Audit from Office of the Auditor General is enclosed in this report (See Annex 5 for the financial audit report of CERID).

XVI. Management of CERID

Under the leadership of the Executive Director, a team of competent researchers along with about 50 administrative staff and technical staff are involved in the activities of the centre. The implementation of CERID’s strategic plan needs identification of appropriate resources and budgeting, good management support to ensure correct sequencing of activities; networking and coordination with potential development partners and government institutions. In this regard, CERID has been working closely with various faculties and institutes of the university, government institutions and Second Higher Education Project (SHEP). With the purpose to implementing its strategies CERID will work with the advice of its Management and Development Council chaired by the Executive Director, Prof. Dr. Krishna Chandra Sharma (See Annex for the members of CERID Management and Development Council).

XVII. Total Estimated Budget and Financial Resources

As per the estimates, CERID requires about NRs 762, 30000.00 (.814 million US dollars) for the implementation of short-term strategic plan of two years and about NRs 1332, 14000.00(1.4 million US dollars) for long term strategic plan of 3 years. The total estimated budget for 5 years excluding regular budget of CERID is estimated to be 2.2 million US dollars (1 US = NRs. 95.00).

The budget necessary to implement a comprehensive strategy of CERID is not yet worked out in detail, so this will be done in the course of time. For example, a detail will be worked out for budget while developing a research proposal and it will be submitted to potential development partners, government institutions, university or INGOs. The strategic plan has made assumptions of a number of potential development partners such as HSEP to carry out researches and innovative activities. CERID has also anticipated for grants from university to carry out pertinent researches focused on its activities.
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http://www.sambidhan.org/index.html *The Interim Constitution of Nepal 2007*


TU website. *Role of TU in higher education*

Annex 1: List of Different Committee Members
CERID Development and Management Council

Prof. Dr. Krishna Chandra Sharma, Executive Director, CERID- Chairperson
Prof. Dr. Hridaya Ratna Bajracharya, Member
Prof. Dr. Sundar Syam Bhakta Mathema, Member
Mr. Mahashram Sharma, Joint Secretary, Ministry of Education- Member
Prof. Komal Badan Malla, Member
Dr. Lava Dev Awasthi, Director General, Department of Education - Member
Dr. Narendra Phuyal, Associate professor, CERID- Member

Members of Advisory Committee

Prof. Dr. Krishna Chandra Sharma, Executive Director, CERID- Chairperson
Prof. Dr. Prakash Man Shrestha, Dean, Faculty of Education
Prof. Dr. Hridaya Ratna Bajracharya, Technical Advisor, UGC
Prof. Dr. Indira Joshi, Chief, Research Division, TU
Prof. Dr. Ram Prasad Chaudhary, Executive Director, RECAST
Mr. Mahashram Sharma, Joint Secretary, Ministry of Education
Dr. Lava Dev Awasthi, Director General, Department of Education
Dr. Mohan Panthi, Associate Professor, Higher Education Project.
Prof. Dr. Bharat Bilas Pant, CERID- Member Secretary

Main Drafting Committee

Prof. Dr. Bharat Bilas Pant, CERID- Team Leader
Prof. Dr. Kishore Shrestha, CERID- Member
Mr. Raju Manandhar, CERID - Member
Mr. Rom Prasad Bhattarai, CERID - Member
Main Committee

Prof. Dr. Krishna Chandra Sharma, Executive Director, CERID - Chairperson
Prof. Dr. Bharat Bilas Pant - Team Leader
Dr. Narendra Phuyal, CERID - President TUTA, CERID Unit
Mr. Raju Manandhar, Coordinator EMIS and ICT Subcommittee
Mr. Murari K.C, President – TU Employees Association, CERID Unit
Mrs. Rekha K.C, Coordinator, Administration Sub-committee, CERID
Mrs. Sabita Mishra, Coordinator, Account Subcommittee, CERID
Mrs. Shanti Joshi, Coordinator, Library Subcommittee
Mr. Amul Raj Upreti, Store Subcommittee

Administration Sub committee

Mrs. Rekha K.C, Deputy Administrator, Coordinator
Mrs. Shanta Sharma - Member
Mr. Hari Krishna Shrestha - Member
Mrs Pramila Shrestha - Member
Mrs. Anjana Rajbhandari - Member
Miss. Laxmi Maharjan - Member

EMIS and ICT Subcommittee

Mr. Raju Manandhar, Coordinator
Mr. Rom Prasad Bhattarai- Member
Mr. Gautam Manandhar - Member
Mrs. Anjana Rajbhandari- Member
Mr. Amul Raj Upreti- Member
Mr. Narayan Shrestha - Member
Account Sub committee
Mrs. Sabita Mishra, Coordinator
Mrs. Sarita Giri- Member

Library Subcommittee
Mrs. Shanti Joshi, Coordinator
Mr. Mithuram Poudel - Member
Mrs. Anita Devkota- Member
Mr. Narayan Shrestha- Member

Store Subcommittee
Mr. Amul Raj Upreti, Coordinator
Mrs. Sumitra Manandhar – Memeber
Mr. Bhakta Shrestha - Member
# Annex 2: List of Professional Staff of CERID

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name, Designation, Subject Area and Major Area of expertise</th>
</tr>
</thead>
</table>
| 1.   | Name: Mr. Krishna Chandra Sharma, (Ph.D.)  
      Designation: Professor  
      Subject Area: English  
      Major Area of Expertise: Educational Research, Planning and Management |
| 2.   | Name: Mr. Hridaya Ratna Bajracharya, (Ph.D.)  
      Designation: Professor  
      Subject Area: Science Education  
      Major Area of Expertise: Educational Research, Planning and Management |
| 3.   | Name: Mr. Kishore Shrestha, (Ph.D.)  
      Designation: Professor  
      Subject Areas: Early Childhood Care and Development, Peace Building  
      Major Areas Expertise: Research and Training |
| 4.   | Name: Mr. Bharat Bilas Pant, (Ph. D.) (Grad Diploma in Environmental Management and Development)  
      Designation: Professor  
      Subject Area: Curriculum and Evaluation, Environmental Management and Development  
| 5.   | Name: Mr. Narendra Phunyal, (Ph. D.)  
      Designation: Associate Professor  
      Subject Area: Economics  
      Major Area of Expertise: Education for disadvantaged group, Educational Research, Evaluation and Survey |
| 6.   | Name: Mr. Hari Upadhyaya  
      Designation: Associate Professor  
      Subject Area: Economics  
      Major Area of Expertise: Educational Research, Evaluation and Survey |
| 7.   | Name: Mr. Hafiz Mohammad Zahid Parwez  
      Designation: Lecturer  
      Subject Area: Sociology, Fazil (Post-Graduate in Islamic Studies)  
      Major Area of Expertise: Islamic Education Research, Social Inclusion |
<p>| 8.   | Name: Ms. Renu Thapa (Lama), (Ph. D.) (Gender, Education and Development) |</p>
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Designation</th>
<th>Subject Area</th>
<th>Major Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mr. Binod Luitel, (Ph. D.)</td>
<td>Associate Professor</td>
<td>Language Education</td>
<td>Action Research, Language Curriculum, Vocabulary, Learning task analysis, Classroom Pedagogy</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Raju Manandhar</td>
<td>Lecturer</td>
<td>Statistics</td>
<td>Research and Survey, Educational Management Information System (EMIS) and Information Communication Technology (ICT)</td>
</tr>
<tr>
<td>11</td>
<td>Ms. Uttara Bajracharya</td>
<td>Lecturer</td>
<td>Education Foundation/Educational Planning and Management</td>
<td>Early Childhood Development (ECD)</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Rom Prasad Bhattarai</td>
<td>Teaching Assistant</td>
<td>MBA, M.Ed. (Curriculum and Evaluation)</td>
<td>Educational Research, Curriculum and Evaluation, Educational Management Information System (EMIS), Training</td>
</tr>
</tbody>
</table>

**Goal 1**
To generate research based knowledge through exploration and innovative experiments in higher education and various aspects of formal and non-formal education

**Strategic Objective 1:**
Carrying out academic and applied researches and innovations in various aspects of higher education, and formal school education as well as non-formal education including ECD and development education

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1 2013/2014</th>
<th>Year 2 2014/15</th>
<th>Total Estimated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative relationship with relevant institutions of GON like MOE, DOE, and National Planning commission, Higher Education Project, UGC, UN agencies and development partners established.</td>
<td>Dialogues Initiate dialogues with the concerned authority of MOE, Ministry of Finance and NPC to amendment in the Finance ACT in relation to the provision of VAT/PAN registration in bidding for research proposal by June 2013</td>
<td>Early Childhood Development Resource Center: Technical support to the relevant faculties and teaching campuses</td>
<td>30,000000.00</td>
</tr>
<tr>
<td>Conduct research and innovative studies on various contemporary issues in education pertinent to national development; project/programme evaluations, baseline surveys, case studies etc. are undertaken.</td>
<td>Persuade TU authorities for allocating regular budget to carry out research activities before July 2013</td>
<td>Developing Competency Based Curriculum (CBC) in Higher Education: Focus on selected subjects of education faculty</td>
<td>40,000000.00</td>
</tr>
<tr>
<td>Study on mainstreaming gender issues in higher education</td>
<td></td>
<td></td>
<td>100,000000.00</td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A study on Improving Instructional Quality of Higher Education in the university</td>
<td>30,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longitudinal Study on the system indicators (5 districts)</td>
<td>20,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longitudinal Study on the system indicators (16 districts)</td>
<td>20,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigation into the problems and prospects of Examination System in TU (submitted to the Controller of examinations)</td>
<td>100,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutionalization of Madrasa for higher education</td>
<td>20,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action research on English Language Teaching with financial support of UGC (going on)</td>
<td>24,00000.00</td>
<td></td>
<td></td>
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<tr>
<td>Develop funding proposal on different components of higher education.</td>
<td>80,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Research Proposal Details</td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Develop research proposal on studying examination system of community campuses</td>
<td>Develop research proposal on improving examination system of community campuses</td>
<td>30,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Impact of ECD on School Readiness Programme with financial support of UNICF</td>
<td>Develop research proposal for continuation of research on other aspects of ECD</td>
<td>50,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Study on Status of BBA and BIM Programme with the support of Institute of Management (going on)</td>
<td>Develop proposal for further studies in consultation with FOM.</td>
<td>800,000.00</td>
<td></td>
</tr>
<tr>
<td>Study on effectiveness of Engineering Education with the support of Institute of Engineering (on process)</td>
<td>Develop research proposal in consultation with Faculty of Education to study its programmes</td>
<td>12,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Carry out research on MLE, and production of human resources capable of handling classrooms in multilingual settings</td>
<td>Feasibility survey of the existing university campuses regarding the feasibility of offering MLE orientation to students</td>
<td>50,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Submit funding proposal to Higher Education Project Phase</td>
<td>MLE Outreach and Advocacy</td>
<td>10,000,000.00</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2:** To promote culture of research and innovations in the context of linking education with development

**Strategic Objective 2:** Building up research infrastructure and professional support scheme in strengthening the capacity of related government and
<table>
<thead>
<tr>
<th>Description</th>
<th>Unit</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of Reports and Journals, Maintaining Digital Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication of Reports and Journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication of Nepali and English Journals, Newsletter, Fact sheet, ECD Newsletter and Journal</td>
<td></td>
<td></td>
<td>100,000.00</td>
</tr>
<tr>
<td>Additional Purchase of Electronic Equipment like Computer, Printer, Photocopy Machine, Addition of Battery etc.</td>
<td></td>
<td>11</td>
<td>5,000,000.00</td>
</tr>
<tr>
<td>Laptop Computer</td>
<td></td>
<td>3</td>
<td>100,000.00</td>
</tr>
<tr>
<td>Desktop Computer</td>
<td>1</td>
<td>3</td>
<td>40,000.00</td>
</tr>
<tr>
<td>Battery and UPS for Research and Admin Block</td>
<td>1 set</td>
<td>1 set</td>
<td>300,000.00</td>
</tr>
<tr>
<td>Internet and Intercom</td>
<td>2</td>
<td>3</td>
<td>50,000.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>3</td>
<td>2</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Printer</td>
<td>1</td>
<td>1</td>
<td>100,000.00</td>
</tr>
<tr>
<td>Photocopy machine</td>
<td>1</td>
<td>1</td>
<td>180,000.00</td>
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<tr>
<td>Table and chairs</td>
<td>10 set</td>
<td>2 set</td>
<td>60,000.00</td>
</tr>
<tr>
<td>Display racks</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book shelves and Reading Tables</td>
<td>10</td>
<td></td>
<td>100,000.00</td>
</tr>
<tr>
<td>Book rack and cabinet</td>
<td>4</td>
<td>5</td>
<td>50,000.00</td>
</tr>
<tr>
<td>Chairs</td>
<td>8</td>
<td></td>
<td>80,000.00</td>
</tr>
<tr>
<td>Maintenance of vehicles and electric equipment</td>
<td></td>
<td>5 units</td>
<td>200,000.00</td>
</tr>
<tr>
<td>Furnishing</td>
<td>100 sq. mt.</td>
<td>100 sq. mt.</td>
<td>150,000.00</td>
</tr>
<tr>
<td>Audio-visual set</td>
<td>1</td>
<td></td>
<td>100,000.00</td>
</tr>
<tr>
<td>Purchase of software Program</td>
<td></td>
<td>Software for Library</td>
<td>Software for account</td>
</tr>
<tr>
<td>Building capacity of research professional and administrative staff members</td>
<td></td>
<td>One administrative staff receives English language correspondence course</td>
<td>One staff trained on store management</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>One</td>
<td></td>
<td>50,000.00</td>
</tr>
<tr>
<td>and receptionists (2 persons)</td>
<td>administrative staff receives CEDA organized training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for Account staff on account software</td>
<td>Training for Account staff on audit and tax</td>
<td>50,000.00</td>
<td></td>
</tr>
<tr>
<td>Library Training for Librarian (One week)</td>
<td>Library Training for Librarian (One week)</td>
<td>60,000.00</td>
<td></td>
</tr>
<tr>
<td>Training on Computer Accounting</td>
<td>Dialogue session on gender issues and women empowerment</td>
<td>20,000.00</td>
<td></td>
</tr>
<tr>
<td>Training and exposure in various areas of educational planning, research and innovation are given to professional staff members.</td>
<td>Training and exposure are given to professional and administrative staff members.</td>
<td>100,000.00</td>
<td></td>
</tr>
<tr>
<td>Dialogue/Interaction sessions organized on various themes and issues targeting different personnel from NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers, university teachers, campus chiefs of TU colleges</td>
<td>Dialogues session on higher education</td>
<td>20,000.00</td>
<td></td>
</tr>
<tr>
<td>Dialogue session on NFE,</td>
<td>Dialogue session on NFE</td>
<td>80,000.00</td>
<td></td>
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<tr>
<td>Dialogue session on women and girl child issues in Nepal by CIWIN</td>
<td>Dialogue session on Madrasa</td>
<td>80,000.00</td>
<td></td>
</tr>
<tr>
<td>Dialogue session on</td>
<td>Dialogue</td>
<td>20,000.00</td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECD session on action research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on gender issues and women empowerment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on ECD</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar on Gender and Development will be conducted with UNESCO support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on various contemporary issues and topic of special interests</td>
<td>50,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on MLE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on Increasing challenges and prospects of Public Campuses</td>
<td>50,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogues session on role of higher education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on challenges of higher education</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue session on various contemporary issues and topic of special interests like Action Research</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National MLE Symposium</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To disseminate research conducted for different categories of persons – students and teachers of school and colleges, and M. Phil. and Ph.D. scholars and researchers.</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize program for dissemination of researches by M. Phil., Ph.D. students</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize program for dissemination of researches conducted by CERID</td>
<td>20,000.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

61
<table>
<thead>
<tr>
<th>Expanding and upgrading Library- Creation of E-library</th>
<th>Creation of Digital Library</th>
<th>Creation of Digital Library</th>
<th>300,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding and upgrading of Library-</td>
<td>Creation of E-library Service of E-library</td>
<td>Creation of E-library Service of E-library</td>
<td>140,000.00</td>
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<tr>
<td>Internet service and computer networking</td>
<td>Internet service and computer net-working</td>
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<td>80,000.00</td>
</tr>
<tr>
<td>Purchase of books</td>
<td>Purchase of books</td>
<td></td>
<td>300,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First floor of Library Building Completed</td>
<td>500,000.00</td>
</tr>
</tbody>
</table>

**Goal 3:** To develop human resources in the field of education for implementing education programs

**Strategic Objective 3:** Increasing access to research, innovation and Educational Information Management System (EMIS) for related stakeholders for policy formulation, program planning and implementation, decision making and research activities

<table>
<thead>
<tr>
<th>Strengthening of Research Management Cell (RMC)</th>
<th>Orientation on training on research methodology and quantitative and qualitative data analysis</th>
<th>Establishment of Research cell on Higher Education</th>
<th>80,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize conferences, seminar, trainings and workshops on education-related topic on current issues and topic of special interests at national and international level to ensure the quality of education onwards 10+2 level.</td>
<td>Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing</td>
<td>Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing</td>
<td>80,000.00</td>
</tr>
<tr>
<td>Increase internet facilities provided to researchers and educationists in consideration of the resources available.</td>
<td>Upgrading internet facility and promote use of computers, email, and internet for routine activities.</td>
<td>Upgrading of the RCs on NFE, ECD and MLE with books, journal</td>
<td>250,000.00</td>
</tr>
<tr>
<td>Goal 4: To facilitate education policy formulation, planning and implementation by disseminating research, sharing knowledge, ideas, and experiences of educational importance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Objective:</strong> Improving the delivery of research updates, knowledge and information on different forms of education to the education policy makers and planners, educationists, research scholars, teachers, students and development personnel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increased opportunities to access to research update, knowledge and information for education policy makers and planners, university authorities, teachers, research scholars, and development personnel working in different institutions and organizations.</strong></td>
<td><strong>Dissemination of researches conducted by CERID on various areas like Higher Education, ECD, inclusive education MLE, NFE, Madrasas, Gumba and Bihar, Gender issues at national and international level.</strong></td>
<td><strong>Dissemination of researches conducted by CERID on various areas like Higher Education, ECD, inclusive education MLE, NFE, Madrasas, Gumba and Bihar, Gender issues at national and international level.</strong></td>
<td><strong>80,000.00</strong></td>
</tr>
<tr>
<td><strong>Dialogue/ Interaction sessions organized on various themes and issues targeting.</strong></td>
<td><strong>Dialogue session of different policy issues and program implementation related to school curriculum, school management, higher education, public and public campus management etc. targeting the stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the</strong></td>
<td><strong>Dialogue session of different policy issues and program implementatio n related to school curriculum, school management, higher education, public and public campus management etc. targeting</strong></td>
<td><strong>80,000.00</strong></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>To disseminate research conducted for different categories of persons — students and teachers of school and colleges, and M.Phil and Ph.D. scholars and researchers.</td>
<td>Dissemination of researches conducted by M. Phil and Ph. D students.</td>
<td>80,000.00</td>
<td></td>
</tr>
<tr>
<td>Dissemination of action research on various components of instructional management, students evaluation etc.</td>
<td>Dissemination of action research on various components of instructional management, students evaluation etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of relevant information; through CERID websites: <a href="http://www.cerid.org">http://www.cerid.org</a></td>
<td>Upgrading and of CERID’s website for the dissemination of research report and relevant educational information</td>
<td>80,000.00</td>
<td></td>
</tr>
<tr>
<td>To organize a variety of training programme on selected topics of teaching – learning e.g. approaches of curriculum development,</td>
<td>Organization of training seminar and workshops on contemporary issues related to education and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization of Training. Seminar and workshops will be conducted on</td>
<td>80,000.00</td>
<td></td>
</tr>
<tr>
<td>Competency based curriculum, research methodology, pedagogical practices, continuous assessment of students (CAS), related to education and development</td>
<td>contemporary issues related to education and development</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Estimated Budget</strong></td>
<td><strong>762,300/</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 1:** To generate research based knowledge through exploration and innovative experiments in higher education and various aspects of formal and non-formal education

**Strategic Objective 1:** Carrying out academic and applied researches and innovations in various aspects of higher education, and formal school education as well as non-formal education including ECD and development education

<table>
<thead>
<tr>
<th>Activity</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>Total Estimated Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative relationship with relevant institutions of GON like MOE,</td>
<td>Early Childhood Development Resource</td>
<td>Early Childhood Development Resource</td>
<td>Early Childhood Development Resource</td>
<td>80,00000.00</td>
</tr>
<tr>
<td>DOE, and National Planning commission, Higher Education Project, UGC,</td>
<td>Resource Center: Generate new</td>
<td>Resource Center: Higher education</td>
<td>Resource Center: Organization of</td>
<td></td>
</tr>
<tr>
<td>UN agencies and development partners established.</td>
<td>knowledge</td>
<td>research grants and action</td>
<td>dialogue sessions, publication of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>research mini-grants</td>
<td>newsletter and journal, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>organization of conferences</td>
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</tr>
<tr>
<td>Research and innovation and on various contemporary issues in education</td>
<td>Developing Competency Based Curriculum</td>
<td>Developing Competency Based Curriculum</td>
<td>Overall study on the impact and</td>
<td>120,00000.00</td>
</tr>
<tr>
<td>pertinent to national development; project/programme evaluations,</td>
<td>(CBC) in Higher Education</td>
<td>(CBC) in Higher Education</td>
<td>suggestions for future strategy</td>
<td></td>
</tr>
<tr>
<td>baseline surveys, case studies etc. are undertaken.</td>
<td>:Focus on selected subjects of</td>
<td>:Focus on 4 years undergraduate</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>education faculty</td>
<td>program</td>
<td></td>
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<tr>
<td>Study on mainstreaming gender issues in higher education</td>
<td>Study on mainstreaming gender issues</td>
<td>Study on mainstreaming gender issues</td>
<td></td>
<td>80,00000.00</td>
</tr>
<tr>
<td></td>
<td>in higher education</td>
<td>in higher education</td>
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<tr>
<td>Continuation of study for improving Instructional Quality of</td>
<td>Continuation of study for</td>
<td>Overall study on impacts</td>
<td></td>
<td>120,00000.00</td>
</tr>
<tr>
<td></td>
<td>Improving Instructional Quality of</td>
<td>Instructional Quality of Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>ExpectedOutcomes</td>
<td>Budget</td>
<td></td>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>Higher Education in the university</td>
<td>Higher Education in the university</td>
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<tr>
<td>Longitudinal Study on the system indicators(16 districts)</td>
<td>Longitudinal Study on the system indicators(16 districts)</td>
<td>30,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of action plan based on the study of Examination System in TU</td>
<td>Implementation and Follow-up of action plan Action</td>
<td>1,80,00000.00</td>
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<tr>
<td>Institutionalization of Madrasa for higher education</td>
<td>Institutionalization of Madrasa for higher education</td>
<td>20,00000.00</td>
<td></td>
<td></td>
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<tr>
<td>Action research on English Language Teaching</td>
<td>Action research on English Language Teaching</td>
<td>35,00000.00</td>
<td></td>
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</tr>
<tr>
<td>Develop funding proposal on various issues of higher education. to address the needs of different faculties and institutes in TU</td>
<td>Develop funding proposal on various issues of higher education. to address the needs of different faculties and institutes in TU</td>
<td>120,00000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop research proposal on improving examination system of community campuses</td>
<td>Develop research proposal on improving examination system of community campuses</td>
<td>200,00000.00</td>
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<tr>
<td>Activity</td>
<td>Budget</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Develop research proposal for continuation of research on other aspects of ECD</td>
<td>60,000,000.00</td>
<td></td>
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<tr>
<td>Develop research proposal for further studies in consultation with FOM.</td>
<td>30,000,000.00</td>
<td></td>
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<tr>
<td>Develop research proposal in consultation with Faculty of Education to study its programmes</td>
<td>60,000,000.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research on MLE, and production of human resources capable of handling classrooms in multilingual settings</td>
<td>600,000.00</td>
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<tr>
<td>Implementation of the MLE course packages among students of TU campuses</td>
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<tr>
<td>Implementation of the MLE course packages among students of TU campuses</td>
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<tr>
<td>Evaluation of the implementation of MLE course package</td>
<td></td>
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<tr>
<td>MLE Outreach and Advocacy</td>
<td>12,000,000.00</td>
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<tr>
<td>MLE Outreach and Advocacy</td>
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<tr>
<td>MLE Outreach and Advocacy</td>
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</tr>
</tbody>
</table>

**Goal 2:** To promote culture of research and innovations in the context of linking education with development

**Strategic Objective 2:** Building up research infrastructure and professional support scheme in strengthening the capacity of related government and development agencies, teachers, students, research scholars and teachers of TU

<table>
<thead>
<tr>
<th>Activity</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication of Reports and Journals</td>
<td>600,000.00</td>
</tr>
<tr>
<td>Digital Library Started</td>
<td></td>
</tr>
<tr>
<td>Additional Purchase of</td>
<td>600,000.00</td>
</tr>
<tr>
<td>Electronic Equipments like Computer, Printer, Photocopy Machine, Addition of Battery etc.</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Laptop Computer</td>
<td></td>
</tr>
<tr>
<td>Desktop Computer</td>
<td>3</td>
</tr>
<tr>
<td>Battery and UPS for Research and Admin Block</td>
<td>1set</td>
</tr>
<tr>
<td>Internet and Intercom</td>
<td>4</td>
</tr>
<tr>
<td>Telephone</td>
<td>3</td>
</tr>
<tr>
<td>Printer</td>
<td>2</td>
</tr>
<tr>
<td>Photocopy machine</td>
<td>1</td>
</tr>
<tr>
<td>Table and chairs</td>
<td>2 set</td>
</tr>
<tr>
<td>Display racks</td>
<td></td>
</tr>
<tr>
<td>Book Shelves and reading tables</td>
<td></td>
</tr>
<tr>
<td>Book rack and cabinet</td>
<td>10</td>
</tr>
<tr>
<td>Chairs</td>
<td>1</td>
</tr>
<tr>
<td>New Car</td>
<td>1</td>
</tr>
<tr>
<td>Maintenance of vehicles and electrical equipment</td>
<td>7 units</td>
</tr>
<tr>
<td>Furnishing</td>
<td>100 sq. mt.</td>
</tr>
<tr>
<td>Audio-visual set</td>
<td></td>
</tr>
<tr>
<td>Purchase of software Program</td>
<td>Software for administration</td>
</tr>
<tr>
<td>Building capacity of research professional and</td>
<td>One staff trained on store management</td>
</tr>
<tr>
<td>administrative staff members</td>
<td>in related subjects</td>
</tr>
<tr>
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</tr>
<tr>
<td>One administrative staff receives Staff College training</td>
<td>One administrative staff receives CEDA organized training</td>
</tr>
<tr>
<td>Library Training for Librarian (One week)</td>
<td>Library Training for Librarian (One week)</td>
</tr>
<tr>
<td>Dialogue session on ECD</td>
<td>Dialogue session on ECD</td>
</tr>
<tr>
<td>Dialogue session on gender issues and women empowerment</td>
<td>Dialogue session on gender issues and women empowerment</td>
</tr>
<tr>
<td>Further study opportunities provided to the academic staffs for pursuing M. Phil, Ph. D and post-doctoral studies.</td>
<td>Further study opportunities provided to the academic staffs for pursuing M. Phil, Ph. D and post-doctoral studies.</td>
</tr>
<tr>
<td>Dialogue/Interaction sessions organized on various themes and issues targeting different personnel from NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers,</td>
<td>Dialogue session on MLE,</td>
</tr>
<tr>
<td>university teachers, campus chiefs of TU colleges</td>
<td>Dialogue session on NFE</td>
</tr>
<tr>
<td>Dialogue session on Madrasa</td>
<td>Dialogue session on Madrasa</td>
</tr>
<tr>
<td>Dialogue session on action research</td>
<td>Dialogue session on action research</td>
</tr>
<tr>
<td>Dialogue session on various contemporary issues and topic of special interests</td>
<td>Dialogue session on various contemporary issues and topic of special interests</td>
</tr>
<tr>
<td>Dialogue session on Increasing challenges and prospects of Public Campuses</td>
<td>Dialogue session on Increasing challenges and prospects of Public Campuses</td>
</tr>
<tr>
<td>Dialogue session on Increasing challenges and prospects of Public Campuses</td>
<td>Dialogue session on Increasing challenges and prospects of Public Campuses</td>
</tr>
<tr>
<td>Dialogue session on challenges of higher education</td>
<td>Dialogue session on challenges of higher education</td>
</tr>
<tr>
<td>MLE Outreach and Advocacy</td>
<td>Strengthening MLERC</td>
</tr>
</tbody>
</table>
To disseminate research conducted for different categories of persons—students and teachers of school and colleges, and M. Phil and Ph.D. scholars and researchers.

| Goal 3: To develop human resources in the field of education for implementing education programs
| Strategic Objective3: Increasing access to research, innovation and Educational Information Management System (EMIS) for related stakeholders for policy formulation, program planning and implementation, decision making and research activities. |
| Strengthening of Research Management Cell (RMC) | Establishment of Research cell on Development Education and Gender and Development | Establishment of Research cell on Curriculum and Evaluation, Programme Evaluation and Madrasa, Gumba and Bihar | Establishment of Research cell on policy, planning & management and School education | 120,000.00 |
| Organize conferences, seminar, trainings and workshops on education-related topic on current issues and topic of special interests at national and international level to ensure the quality of education onwards 10 +2 level. | Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing | Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing | Training programmes for M. Phil and Ph. D students on Research Methodology and Thesis writing | 120,000.00 |
| Increase internet facilities provided to researchers and educationists in consideration of the resources available. | Upgrading of the RMC on Higher Education | Upgrading of RMC in Developments Education | Upgrading of the RMC on Curriculum and Evaluation, Programme Evaluation and Madrasa, Gumba and Bihar | 300,000.00 |

**Goal 4:** To facilitate education policy formulation, planning and implementation by disseminating research, sharing knowledge, ideas, and experiences of educational importance  
**Strategic Objective 4:** Improving the delivery of research updates, knowledge and information on different forms of education to the education policy makers and planners, educationists, research scholars, teachers, students and development personnel.
<table>
<thead>
<tr>
<th>Increased opportunities to access to research update, knowledge and information for education policy makers and planners, university authorities, teachers, research scholars, and development personnel working in different institutions and organizations.</th>
<th>Dissemination of researches conducted by CERID on various areas like Higher Education, ECD, inclusive education MLE, NFE, Madrasas, Gumba and Bihar, Gender issues at national and international level.</th>
<th>Dissemination of researches conducted by CERID on various areas like Higher Education, ECD, inclusive education MLE, NFE, Madrasas, Gumba and Bihar, Gender issues at national and international level.</th>
<th>120,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue/Interaction sessions organized on various themes and issues targeting.</td>
<td>Dialogue session of different policy issues and program implementation related to school curriculum, school management, higher education, public and public campus management etc. targeting the stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations of the teachers.</td>
<td>Dialogue session of different policy issues and program implementation related to school curriculum, school management, higher education, public and public campus management etc. targeting the stakeholders like NGOs, DEOs, RPs, SSs, school teachers, PTAs, SMCs and professional organizations.</td>
<td>120,000.00</td>
</tr>
<tr>
<td>To disseminate research conducted for different categories of persons—students and teachers of school and colleges, and M. Phil and Ph.D. scholars and researchers.</td>
<td>Dissemination of researches conducted by M. Phil and Ph. D students.</td>
<td>Dissemination of researches conducted by M. Phil and Ph. D students.</td>
<td>Dissemination of researches conducted by M. Phil and Ph. D students.</td>
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<tr>
<td>Dissemination of action research on various components of instructional management, students evaluation etc.</td>
<td>Dissemination of action research on various components of instructional management, students evaluation etc.</td>
<td>Dissemination of action research on various components of instructional management, students evaluation etc.</td>
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</tr>
<tr>
<td>Dissemination of relevant information; through CERID websites: <a href="http://www.cerid.org">http://www.cerid.org</a></td>
<td>Upgrading and of CERID’s website for the dissemination of research report and relevant educational information</td>
<td>Upgrading and of CERID’s website for the dissemination of research report and relevant educational information</td>
<td>Upgrading and of CERID’s website for the dissemination of research report and relevant educational information</td>
</tr>
<tr>
<td>To organize a variety of training programme on selected topics of teaching–learning e.g. approaches of curriculum development, Competency based curriculum,</td>
<td>Organization of Training. Seminar and workshops will be conducted on contemporary issues related to education and development</td>
<td>Organization of Training. Seminar and workshops will be conducted on contemporary issues related to education and development</td>
<td>Organization of Seminar and workshops will be conducted on contemporary issues related to education and development</td>
</tr>
<tr>
<td>research methodology, pedagogical practices, continuous assessment of students (CAS), related to education and development</td>
<td>development</td>
<td>13,321,00.00</td>
<td></td>
</tr>
</tbody>
</table>

Total Estimated Budget