

CERID NEWSLETTER

September

2014

Editorial

Research Centre for Educational Innovation and Development (CERID) wishes to express great pleasure to let the academia know through this Newsletter about the major academic and research activities that this institution has accomplished in the year 2013-14. CERID, one of the four research centres of Tribhuvan University (TU), has been the pioneer centre for educational research for the last four decades. It has been working with different partners like Ministry of Education (MOE), Department of Education (DOE), University Grants Commission (UGC), education related national and international agencies, different faculties and institutes of TU. Its researches in the sector of Basic and Primary Education Project (BPEP) and Formative Research Project (FRP) for School Sector Reform Program (SSRP) made immense contribution in re-framing educational policy for school level. It has also made numerous studies on the problems of higher education. The list of CERID researches can be seen in the research catalogue of CERID library and in its website. About higher education, CERID has carried out studies on certain programs run by Faculty of Education, Faculty of Management, and Institute of Engineering. Both management and engineering are the market demanded disciplines of higher education (the areas of choice for guardians and students). Hence the researches in these areas are quite significant.

Besides conducting research activities with TU IOE, FOM, UGC, Plan Nepal and DOE, CERID has also prepared in detail the Strategic Plan of CERID; organized seminars on Gender Education, Multilingual Education and Role of Public Campuses in Higher Education; organized dialogue sessions on current educational issues; and has made disseminations of several research studies during 2013-14. Now CERID is working ahead under its strategic plan prepared in 2013.

We hope succeeding days will be more research friendly in universities and in different sectors of the state.

Dialogue Sessions

As part of its own activities, CERID has a tradition of organizing dialogue sessions on various relevant themes, particularly addressing the current issues and concerns prevalent in the field of education in the country. These sessions involve a short presentation on the given theme followed by the turns for speaking on the part of the audience from the floor, which may include clarification

questions, curiosities, arguments and counter-arguments on the points made by the presenter on the theme. Such dialogue sessions organized during 2013-14 are briefly described below.

1. A dialogue session was organized at CERID hall entitled "Girls' Education and Gender Policy in Nepal" on 15th January 2013. Ms. Divya Dawadi (from DOE/MOE) had spoken as the resource person in the session

participated by 27 individuals, whereby the present status of gender policy in relation to education in Nepal was presented and discussed.

2. Ms. Sumnima Tuladhar (from CWIN, Ravibhawan) had spoken on "Girls' Empowerment: Role of CWIN" in a dialogue session organized by CERID on 11th April, 2013. Altogether 40 participants attended the session organized at CERID

hall. Ms. Tuladhar had highlighted different activities carried out by CWIN in relation to the empowerment of girl children; and the session included interactive discussion on the problems and solutions regarding girls' empowerment.

3. On 14th Bhadra 2070 (30th August 2013), a dialogue session was organized at CERID hall, with the participation of 35 persons. Mr. Bhagawan Ratna Tuladhar (from Tamsipakha Community Learning Centre, Tamsipakha Kathmandu) had spoken on "Achievement and Challenges of Literacy Campaign" on the occasion. The audience had intensively discussed on the issues related to the progress being made in the government's literacy campaign in Nepal and problems occurred in the course of launching the activities.
4. Prof. Dr Basu Dev Kafle (from Central Department of Education/TU) delivered his speech as a speaker of the dialogue session organized on 27th September 2013. The title of presentation was "Higher Education: Achievement and Challenges"; and 53 participants including CERID researchers and staffs as well as TU teachers were present in the event. The discussion included participants' thoughtful interaction on several aspects of higher education

system in Nepal including the causes behind weakness in the existing system and reform possibilities.

Dissemination of Research Studies

1. CERID organized a dissemination seminar in collaboration with Faculty of Management (FOM) Tribhuvan University, on 1 Asoj, 2070 (17th September 2013). The dissemination organized at Himalayan Hotel, Kupondol was on "Effectiveness of BBA and BIM Programs", which was attended by 33 participants including CERID researchers, TU authority and teachers of various campuses. The findings of the study were disseminated to the audience, and their questions and curiosities were sought – followed by the clarifications and explanations on behalf of the research team.
2. A dissemination seminar entitled "Promoting Gender Equality and Security in School" was organized by CERID in collaboration with Plan Nepal, which was held in the Educational Training Centre (ETC) of Sunsari district. On the occasion, the findings of the research project entitled "Baseline Study for Promoting equality and Security in Schools in Nepal" were disseminated – with particular focus on the wayouts for promoting gender equality and security.

Altogether 40 participants had attended the program held on 2 May, 2014, in which Dr Renu Thapa and Mr Hari Prasad Upadhyaya had delivered the presentation that followed question-answers and clarification on behalf of the presenters.

3. As part of the research project awarded to CERID by University Grants Commission/Nepal under Institutional Research Grant Award (2012-14), a seminar was organized with the participation of different Subject Committee representatives and teachers working under Faculty of Education/TU on May 2, 2014. The title of presentation was "Improving Students' Learning of English through Teacher Participation in Action Research: The Case of Vocabulary and Reading Comprehension at B Ed Level", whereby Dr Binod Luitel (the Principal Researcher) delivered the presentation; and altogether 45 participants had attended the seminar. The event proceedings included: presentation, questions and curiosities from the participants, and then explanation and clarifications by the speaker.
4. With the participation of 25 persons, a dissemination seminar was held on 21st July 2014 at the office of Department of Education

(DOE) Sanothimi. The title of presentation was “Longitudinal Study on System Indicators”, which was organized with the collaboration between CERID and DOE, Sanothimi. It was organized to share the findings of the study particularly with the authority of Ministry of Education, Department of Education and other related wings of the Government of Nepal.

and Dr Ishwar Gautam (President, Public Campus Union) had presented their papers on the occasion, in which Prof Dr Basu Dev Kafle and Baikuntha Neupane had made comments on the papers. The papers had highlighted the fact that TU cannot bear the load of higher education,

nor any other university, as more than 53% of the students’ population is pursuing higher education in the public campuses. The paper presented by Mr Gautam in particular had stressed the need for establishing a public university for governing the existing public campuses in

Seminars

In addition to the dialogue sessions mentioned above, the following seminars were also organized by CERID during 2013-14.

1. A seminar bearing the theme “Problems and Prospects of Public Campuses” was inaugurated by Mr Madhav Prasad Poudel, the then Education Minister on 14 Asar, 2070 (28th June, 2013). Prof. Dr Prem Narayan Aryal



Prof. Gunanidhi Neupane, Rector of Tribhuvan University, speaking in the inaugural ceremony of the seminar on Gender Education in Nepal



Participants of the seminar on Multilingual Education in Nepal

Nepal. Around 100 participants had attended the seminar including the officials of TU, UGC authorities, representatives of university teachers’ associations, public campus representatives and political party leaders looking after education in the country.

2. On 23rd November 2013, a seminar was organized in collaboration with UNESCO Kathmandu at Yala Maya Kendra, Patan Dhoka Lalitpur. The theme of the seminar was “Gender Education in Nepal”, in which



Mr Madhav Prasad Poudel, the then Education Minister, inaugurating the seminar on Problems and Prospects of Public Campuses

62 participants representing various sectors (government line agencies, university academia, NGOs and others) had participated interactively. The program was inaugurated by Prof. Gunanidhi Neupane, Rector

of Tribhuvan University.

3. The seminar organized on 24th November 2013 had the theme “Multilingual Education in Nepal”, which was organized at Yala Maya Kendra in collaboration with



Mr Tapa Raj Pant (UNESCO Kathmandu), Prof. Dr Hira Bahadur Maharjan (VC, TU), Mr Mahashram Sharma (Joint Secretary, Ministry of Education) and Prof. Dr Krishna Chandra Sharma (Director, CERID) (from the left) in the seminar on multilingual education

UNESCO Kathmandu. Altogether 78 participants had attended the seminar where 3 different papers were presented and discussed – including “Linguistic Diversity in Nepal: Its Perspectives on MLE” (By Prof. Dr Yogendra Prasad Yadava), “Multilingual Education in Nepal: Current Policy and Future Directions” (By Dr Lava Deo Awasthi), and “Multilingual Education: 7 Years of Practice and Experience in Nepal” (By Mr Amrit Yonjan Tamang and Ms Maya Rai). After a presentation on behalf of the experts on each of the papers, there were floor discussions.

Orientation and Training Programs

CERID organizes trainings and orientation programs in connection with various research projects as required – particularly prior to the resumption of the project and for effectively launching the project activities. Such programs organized during 2013-14 include the ones described below.

1. A training was organized on 19-20 Baisakh 2070 (2 May 2013), with the participation of 30 individuals (including CERID researchers and support staffs) at CERID hall. The training was on “Microsoft Outlook”, whereby the participants got the knowledge and skill in operating the MS Outlook.



Prof. Dr Hira Bahadur Maharjan (Vice-Chancellor, Tribhuvan University) and Mr Lila Mani Paudel (Chief Secretary, Government of Nepal) jointly inaugurating the seminar on strategic plan of CERID

2. In collaboration with Department of Education (Ministry of Education), an orientation program was organized on 7th April 2014. The orientation was entitled “Verification of Incentive Linked Indicators on Students Database”. There were 15 persons who participated in the event.

3. The orientation program organized at CERID hall on 12th Jestha 2071 (26th May 2014) was entitled “Longitudinal Study on System Indicators”; and it was participated by 10 individuals (researchers and research assistants). The program was conducted in collaboration with Department of Education (Sanothimi) and in connection with the field-based data collection for the project bearing the title just mentioned.

Research Projects Completed in Higher Education

A brief account of the important researches completed in CERID during 2013-14 is presented as follows.

1. A Study on Effectiveness of Engineering Education Program Implementation:

This was a four month long project conducted during December-May 2014 with the financial support of Institute of Engineering (IOE), Tribhuvan University, undertaken by a four-member team led by Prof. Dr Bharat Bilas Pant. The objectives of this study included: Identification of the provisions made to ensure quality of Bachelor and Master level programs of engineering education under IOE; assessment of its existing status; exploring the

understanding of major stakeholders (students, teachers, parents, the concerned professionals and their organizations/ forums) towards engineering education program; and suggesting measures for upgrading the quality of engineering programs. Based on the findings, the study has recommended the revision of curriculum, establishment of a separate section to take care of Educational Information Management System (EMIS) under Dean’s Office (IOE) and the campuses; fixed criteria for item-based budgeting such as research, training and workshops/ conferences; the program of “Golden hand shake” to farewell the staffs who have a lack of qualification and skills to work in the newly introduced Bachelors programs; regular monitoring of teaching-learning in campuses; effective planning prior to the new programs in IOE; refinement of the existing TU rules-regulations in line with the spirit of TU Decentralization Regulations 2055; minimizing political intervention. The study has also suggested IOE to initiate the process for accrediting its programs and institutions, and pointed out that QAA (quality assurance and accreditation) should be integrated in the policy and strategy documents of IOE.

2. Improving Students’ Learning

of English through Teacher Participation in Action

Research: The Case of Vocabulary and Reading

Comprehension at B Ed Level:

With the financial support of University Grants Commission/ Nepal under Institutional Research Grant Award, the project was undertaken with focus on the most important problems of teaching-learning English faced by the students of TU (vocabulary and reading comprehension); and the research has brought about highly significant insights after experimenting various options for problem solution. As the research report claims, some remarkable improvements have been noticed in students' learning as a result of the interventions implemented during the action research process. So, the study deserves special significance not only in the context of English language teaching but also in the entire spectrum of higher education in Nepal. From the successful completion of this project, CERID is confident that it can run several innovative projects directed towards improvement in teaching-learning – particularly in the context of TU. The project was undertaken by a 5-member team led by Dr Binod Luitel, (Associate Professor, English Education). Besides the suggestions made specifically in connection with English language teaching, some of the generic suggestions made in the study report include: Proper implementation of campus

rules-regulations; fixed teacher-student ratio; regular testing; provision of student counseling; promotion of AR (action research) practice among campus teachers, etc. As UGC has remarked, the study has been highly significant in “adding a new source of knowledge in the field of education, especially in language pedagogy which can be another milestone for students, teachers, aspirant researchers and policy makers.”

3. A Study on Effectiveness of BBA and BIM Program

Implementation: The main objective of the study was to assess the effectiveness of the implementation of Bachelor of Business Administration (BBA) and Bachelor of Information Management (BIM) programs, while the specific objectives included: reviewing the status of BBA and BIM program implementation, analyzing the perceptions and responses of major stakeholders towards the programs, and suggesting the relevant indicators for monitoring the programs. It used both qualitative and quantitative data. Qualitative data were generated through interviews, discussions, observation and analysis of records. Quantitative data was gathered through the reports and records of FOM and colleges. The project supported by Faculty of Management/TU was coordinated by Mr Hari Prasad Upadhyaya (Associate

Professor of CERID). The study assessed the popularity and effectiveness of the programs, the available physical facilities and teaching-learning, library and use of technology, teacher development, internship, internal assessment, stakeholders' satisfaction, etc. Overall, it has been pointed out that popularity of the programs (BBA and BIM) in terms of increasing number of students every year, regularity (timeliness) in the operation of calendar, (in enrolment and examination), manageable class size, higher (above 80%) graduation rate, satisfactory employment rate of the graduates, etc. are the strengths of these programs. In order to further improve the programs, it has been suggested that FOM should create a Cell under it that looks after the BBA and BIM programs; conduct workshop on teaching pedagogy for faculty members at least once a year; develop guidelines for internship; and constantly monitor the college activities and functions.

Research Projects Completed in School Education and Non-formal Education

1. Longitudinal Study on System Indicators (a part of Formative Research Project for School Sector Reform Program): This study project was coordinated by Prof. Dr Kishor Shrestha and Mr Raju

Manandhar worked as a researcher in it. The study conducted in 2014 is based on 15 schools of five districts (Dhankuta, Rasuwa, Syangja, Banke, Dadeldhura); and it has generated interesting and useful data on various aspects and indicators of the SSRP being implemented in the country. As the analysis has demonstrated, one out of ten students enrolled in grade 1 was able to reach grade 10 in the country without repeating any grades within the period of 2002-2011. Overall, Grade 1 to Grade 2 appears to be the most difficult hurdle for students of all the cohorts analyzed in the study (those enrolled in grade 1 in the years 2002, 2003 and 2004). However, ECD experience of the students prior to their enrolment in grade 1 was found to be helpful to tackle this hurdle. It has been suggested that the characteristics of the schools and students such as physical facilities, qualification/training of teachers, sex, attendance, achievement scores, students' family background, etc. need to be statistically analyzed further in order to get relevant feedback for enhancing the internal efficiency of school education. Besides, the study report has suggested the stakeholders to take ownership of the data collected in the schools and use it for planning. The need for giving ECED (early child education and development) experience to the children

prior to their enrolment in Grade 1 has also been stressed.

2. Baseline Survey for Promoting Equality and Security in Schools in Nepal: With the financial support of Plan Nepal, the survey was conducted in Sunsari district and completed in May, 2014. It was led by Dr Renu Thapa. Thirty schools (15 from Plan program area and 15 from non-Plan program area) of the district were included in the survey. Children of grades 8-9 were selected as samples for the survey. The study has revealed that schools have not been equal for boys and girls, whereby girls get less opportunity than boys in games as well as other school activities. The condition of toilets is really pitiable particularly for girls, as they do not get any help even during menstruation. Girls find it difficult to tell their problems to the teachers. Boys often annoy girls in school; and girls do not feel secured on the way to school (being teased here and there). Beautiful girls are behaved badly even by teachers. The study, in this way, has focused on the nature and magnitude of gender-based violence in school, with particular concentration on the institutional and programmatic responses for making school a safe and secured space for children. The report has suggested that support system is required in schools to address the problem of

school-related gender based violence (SRGBV), and also recommended key actions for effective program designing and strategy to reduce SRGBV in schools.

3. Inventory of Non-Formal Education Providers in Nepal: The project of preparing an inventory of non-formal education providers in the country was coordinated by Dr Binod Luitel; and Non-formal Education Centre (Ministry of Education) had provided the financial support for its undertaking. The task aimed at preparing the database of NFE providers that included the international agencies working in the field of non-formal education in Nepal, the national NGOs, governmental line agencies providing non-formal education, community learning centres (CLCs) and other organizations. It is expected that using this inventory various stakeholders including students, development workers/activists and governmental-non governmental agencies will benefit from it, as the inventory contains the details on the NFE providers' aims-objectives, areas of works, working priorities, activities being carried out in the recent years, and their main achievements including publications works (if any).
4. Verification of Incentives Linked Indicators (ILIs) on Student Database: Supported by Department of

Education (DOE/MOE), the project was coordinated by Mr Hari Prasad Upadhyaya – which was undertaken with the objectives of obtaining the relevant information (ILI achievement report for grades 11-12) from MOE/DOE, verifying consistency between reported ILI achievement and the databases in the case of scholarship, doing sample verification of reported achievement through field survey, identifying potential reasons for inconsistencies (if existed) between reported results and survey results,

and suggesting ways and means towards improvement in the overall reporting mechanism (of DOE). The study had covered 15 districts of the country. It was revealed that all the students had received the scholarship granted by the government; schools had also distributed several kinds of scholarships at the local level in addition to those provided by the government; the amount of scholarship ranged from Rs. 500/- to Rs. 30,000/-. However, DEO's list of scholarship recipients did not totally match with the

list collected from the field. In some cases the number of scholarship recipients in the field was found greater than that recorded in the office. It has been recommended that DOE and HSEB should decentralize the authority of providing scholarship to the children of grades 11 and 12 to DEO so that they can provide scholarship to the needy children and the problem of mismatch in the names of the scholarship recipients between the central and district levels could be addressed properly.

Ongoing Research Activity

CERID, with the support of UNESCO Office in Kathmandu, is undertaking a research entitled “Promoting Quality Learning through Enhanced Multigrade Teaching in the Asia and Pacific” coordinated by Dr Ganesh Bahadur Singh – which was commenced in the month of May 2014 and will continue till the end of this month (September 2014). It is being conducted with the objectives of assessing the prevalence of multigrade teaching including the national policies and implementation strategies, examining teaching-learning conditions in schools, documenting the innovative and promising practices found in the workplaces (if any), and developing options for improving policies and practices in the promotion of multigrade teaching.

Upcoming Activities

Dialogue sessions: In 2014-15, CERID has planned to organize dialogue sessions on: Literacy mission in Nepal, status of school sector reform program, reforms in Tribhuvan University (including semester system), and early childhood development.

Seminar: A seminar is going to be organized by CERID on ‘Role of Public Campuses in Promoting Higher Education’, in collaboration with Public Campus Association of Nepal.



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