



The Status of Teacher Education and Development in Nepal

Case study 1: Karnali Province

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1. Introduction

This is one of three provincial case studies conducted as part of a study of teacher education and development in Nepal commissioned by the British Council. The case studies form annexes¹ to the main report, which provides full details of the objectives and methodology of the study. Overall, though, the goals of the research were to understand current approaches to teacher education and development in Nepal, with a focus on basic education teachers and secondary teachers of English, science and mathematics, and to make recommendations for improving the support teachers receive at both pre-service and in-service levels.

The fieldwork for this case study in Karnali was conducted by Vertex Consult in the period 11–16 September 2022. The fieldwork schedule is included in Appendix

1 and it consisted of a series of individual and group meetings with a range of stakeholders, including:

- university lecturers and campus chiefs
- school teachers
- School principals
- Education officials at federal, provincial, district and municipality levels.

In Karnali, a total of 84 stakeholders contributed to individual and group meetings. All meetings were conducted face-to-face in Nepali and, with consent, audio recorded. The discussions lasted 30–60 minutes.

The results of the qualitative work in Karnali are presented below, starting with the pre-service context. This report was drafted by Vertex Consult and finalised by Simon Borg.

2. Pre-service teacher education

Fieldwork for the pre-service component of this work was conducted at the Central Education Campus Surkhet campus of Mid-Western University² (MWU) in Surkhet district, which is a public university established in 2010, and in Bheri Multiple Campus located in Gurbhakot Municipality, Surkhet district, which is an affiliated campus of MWU.

2.1 Status of teaching profession

The views expressed by stakeholders suggested that the teaching profession does not enjoy high status in Nepal:

Almost all parents say ‘My son/daughter will become a doctor. I wish my son would become an engineer.’ But nobody says ‘My son/daughter will become a teacher in future.’ This perception indicates how the education stream is being looked upon by the current Nepalese society. (Lecturer)

Thus, the Education stream at university is often the least preferred (mostly the last choice) of students:

Students’ attraction is low towards Education faculty which might be due to job insecurity after obtaining the degree. Teaching profession is the most prestigious profession in international arena, but in our context, it is

¹<https://www.britishcouncil.org.np/status-teacher-education-and-development-nepal>

²<https://www.mwu.edu.np/>

considered as a low profile job. Nepalese society's mind set is that an individual becomes a teacher only after failing to enrol in other professions. Another mind-set is that those who have the lowest achievement in grade 12 should go for education faculty and other should go for high profile subjects such as science, management, etc. The government itself has discriminated between teachers and civil servants in terms of facility and other motivational aspects. As compared to males, females are more attracted to education faculty as they think it's an easy job for female to become teacher in nearby school in future. (Lecturer)

Many of the students who join Education programmes come from disadvantaged backgrounds, and this also affects their ability to attend classes and to graduate:

Majority of our students are from poor economic background. Therefore, majority of them are job holders. In semester system, regular attendance is a must which is creating a great hindrance for employed students (normally 75% attendance is required). About 10–20% students are regularly absent. Only 40–50% of the enrolled students continue till the last semester. And the success rate is also low (about 25%). (English department head)

More generally, it was noted that teachers were on a lower civil service pay scale than government staff of a comparable level. This further lowered the status of teachers in the country.

2.2 Education programmes

Before the new federal education policy in Nepal, some pre-service training was provided locally through a ten-month preparation course for prospective teachers who had not completed a university Education programme. However, this had been phased out and at present all pre-service work is provided by universities and community-level education programmes. Community-level campuses are affiliated to universities but provide easier access to education for students in remote locations. They tend to offer programmes in English education and Nepali education, among

others, but less so in science and maths education.

In Karnali, MWU has been offering Bachelor's (four years, eight semesters) and Master's level (two years, four semesters) programmes for ten years, including several streams in the Bachelor's of Education (B.Ed.) programme, which we focus on here. However, although science education is one of the advertised options for prospective teachers, it is not currently running due to a lack of students:

We are offering Master's and Bachelor's degree courses in Education. We have English and Mathematics Education. But we could not start Science Education due to lack of students. As per university rule, there should be at least 15 students to run classes on a particular subject. However, we are running Bachelor's and Master's courses in Pure Science. (Campus Chief)

The interviewees from MWU explained that Education was not perhaps as marketable as other subjects it offered:

Pure Science, Management and Technical Education are sellable subjects. So there is relatively more flow of students in these faculties as compared to Education stream. We have few numbers of students in B.Ed. which might be also due to presence of community level education campuses in other districts of Karnali province such as Salyan, Mugu and Jajarkot. (Campus chief)

2.3 Programme design

MWU informants were asked about the content of the B.Ed. programme for English. As shown in Appendix 2, the current version consists of 45 courses across eight semesters (six courses for seven semesters, plus three practical teaching courses in Semester 8). All courses are worth three credit hours and entail 45 teaching hours. The courses that relate specifically to English language teaching (ELT) are as shown in Table 1:

Table 1: ELT courses on Mid-Western University B.Ed.

Semester	Course
IV	24. Introduction to English Language Teaching
V	25. Teaching Listening and Speaking
V	26. Teaching Vocabulary and Grammar
V	27. Teaching Reading and Writing
VI	31. Using Literature for Language Development
VI	32. Teaching English to Young Learners
VI	34. Writing English Language Tests
VII	37. English Teacher Professional Development
VII	38. ELT Materials Design Seminar
VIII	43. Planning in ELT
VIII	44. Student Teaching: on-campus
VIII	45. Student Teaching: off-campus

Points of interest to note from an analysis of the MWU programme are:

- 12 out of 45 courses (almost 27 per cent) relate to ELT
- The first ELT course is the 24th; i.e. students complete 23 other courses before doing any work on ELT; in contrast, 'Socio-Philosophical Foundations of Education' is the third course, 'Guidance and Counseling' is the 14th and 'Fundamentals of Research in Education' the 20th
- The practical teaching courses in Semester 8 carry the same number of credits as all other courses
- The course 'Introduction to SLA' (second language acquisition) is the 39th, in Semester 7.

The current version of the programme was designed in 2012, and although informants felt it was originally a strong programme, it had not been updated in the last ten years:

Regarding English Education curriculum, we can say with pride that our Bachelor's and Master's level English courses were better than those offered by other universities in 2012. However, it's time for revision in the curriculum to meet the present generation's expectation. (Department head)

It was also felt that the university curriculum was not well aligned with the realities of teaching in schools:

There is no coordination with university regarding school teachers' training and school level curriculum formulation. This has created a big gap between school education and university education. (Lecturers)

The lecturers interviewed also felt that the programme contained a large volume of material and that it was often difficult to find appropriate resources:

The syllabus has been designed very vast, lack of resource materials and certain contents are very difficult to find the resource materials. (Lecturer)

We feel that the contents are much more than the allocated time frame in the curriculum. The contents are made so vague that we have to refer to several sources for teaching a particular unit. Furthermore, the reference sources are not easily available. For better understanding and effective delivery of the courses, we lecturers should be provided with training by the curriculum experts. (Lecturer)

In the name of introducing new curriculum/courses, very tough courses should not be designed such that the reference material/textbook cannot be easily obtained. Meanwhile, the lecturers should be oriented on new curriculum. (Lecturer)

It would have been better if textbooks are prepared by university teachers. (Lecturer)

Another challenge noted by lecturers is that they have little or no involvement in the design of courses; these are created by a

curriculum design team, then passed to the lecturers to deliver:

Regarding curriculum formulation, there is no formal coordination between the curriculum designing team and curriculum implementer like us. We feel sad as we are not involved in curriculum designing. (Lecturers)

2.4 Teaching approach/method

According to MWU lecturers, the approach to teaching on the B.Ed. programme was largely lecture-based and teacher-centred, although this was not determined by any policy, and lecturers were free to utilise any method. Some used technology to support teaching ('Sometimes we teach by using PowerPoint slides'), though resources were limited:

We are delivering courses with conventional approach most (lecture method). Most of us are not able to use new technologies which might be due to being not updated ourselves as per the demand of time. Though some of us are good in IT skill we do not have even a projector here. (Lecturers)

The medium of instruction is generally Nepali in all B.Ed. subjects. Even in English education, the lecturers stated that the students do not understand the topics unless these are explained in the local language:

Regarding medium of instruction, first of all, it depends on the students' prior school level knowledge and capacity. In this connection, we have to use Nepali for making students understand. Students can answer in English but they cannot speak English. They do not talk in English with each other. Students' English proficiency is very low. (Lecturers)

Given these comments, the inclusion of only two courses (one each in the first two semesters) addressing student teachers' English language proficiency seems insufficient.

2.5 Assessment and evaluation

The B.Ed. programme for MWU includes course descriptions and these describe assessment. Generally, 40 per cent of the mark is awarded internally (attendance, course assignments and mid-term exams), while 60 per cent is external (final examination). For several courses, such as 'An Introduction to English Language Teaching' or 'Teaching Reading and Writing', the external evaluation scheme is described as follows:

Question type	Number of questions	Marks	Weighting
Multiple choice items	10	10 marks	10 marks
Short answer questions	6 with 2 'or' questions	6x5 marks	30 marks
Long answer questions	2 with 1 'or' question	2x10 marks	20 marks

Figure 1: Sample evaluation scheme on B.Ed. English

Examination papers reflect such schemes, with predominant use of multiple-choice and short-answer questions in the sample of papers that were made available. This applies to other specialisations such as mathematics too.

2.6 Teaching practice

All B.Ed. students complete a period of teaching in school in their final semester. This is how the process was described by MWU lecturers:

We let students make lesson plan for 10–15 minutes teaching/presentation in the classroom. Following the presentation, we provide feedback and accordingly, let the students do re-planning/revising the lesson plan. We let students exercise micro teaching for a week in college and they are sent to school for one-month teaching practice in the 8th semester. We also observe 1–2 periods of the practice teaching visiting the school

for 4–5 times. However, due to time constraint, we could not observe the practice teaching for the whole day. (Lecturers)

Dissatisfaction was expressed with the brevity of the school-based practicum and with the fact that it only took place at the very end of the B.Ed.:

The practicum courses should also be kept in earlier semesters instead of keeping in the last semester only. This will help to make required correction in the university students' teaching practice and they become fully well-tuned till being graduated. (Lecturers)

The duration of teaching practice in B.Ed. should be made more than a current provision of one month for preparing more efficient teachers in future. (Lecturers)

It was also reported that school principals are not satisfied with the short duration of student teachers' practice teaching in schools.

2.7 Alignment with Teacher Service Commission (TSC) examination

Graduates must pass the TSC examination to secure a licence to teach in public schools (Grades 1–12). However, the view among the lecturers interviewed and also teachers we spoke to was that there is no alignment between pre-service teacher education programmes and the requirements of the TSC. For example, the TSC is a general examination for teachers of all subjects, and its first paper consists of 100 multiple-choice questions across a range of topics such as mathematics, science, general knowledge, computer science, IQ test, constitution acts and education policies. Only candidates who pass the first paper are able to proceed to Paper 2, which has more open-ended, subjective questions. One fundamental difference between university courses and the TSC, as one informant explained, was that the 'university education curriculum is pedagogy centric. In contrary to this, the TSC curriculum is more content centric.'

Teachers also felt there was a gap between what they studied at university and what they needed to know for the TSC:

For TSC examination, 50–60% of the subject matter is in line with the things which we learnt in B.Ed. or M.Ed. But the remaining 40% questions are related to ICT, Constitution of Nepal, General Knowledge, etc. which we did not study in college. TSC syllabus is revised frequently but B.Ed. syllabus is not revised accordingly. There were about 300 examinees for English subject but only 45 of them succeeded last year in Karnali province. This might be due to mismatch between the contents of TSC curriculum and English Education curriculum. This might be also due to long term gap between graduation and the TSC examination. (Teacher)

Another teacher explained that 'if I had appeared in the TSC examination with preparation based only on the M.Ed. textbook, I would have not succeeded.'

Given these gaps, it was suggested that

To make the TSC preparation course compatible with university education, either a common foundation courses (like a bridge course) should be implemented or university and TSC curriculum should be revised. (Lecturers and teachers)

Furthermore, lecturers felt that completing an Education course at university should in itself suffice as a licence to teach, without the need for an additional state examination such as the TSC:

The compulsory provision of teacher license to appear in the TSC examination should be dissolved. Obtaining Education degree itself should be considered as a kind of teaching license. The government needs to rethink on it. The education graduates are already well tuned with pedagogy and eligible for becoming teachers. (Lecturers)

2.8 Lecturer motivation

Education departments are staffed by some full-time and many part-time lecturers. Generally, lecturers said they did not feel highly motivated, and one reason for this was that they felt their job was not given sufficient official recognition:

The lecturers are less motivated in teaching profession. In comparison to civil service and the priority given to them by the government, teachers and lecturers achieve less facility. Even the society looks upon civil servants with higher esteem than the teachers. (Lecturers and teachers)

Another factor that affected lecturers' motivation is the lack of professional development opportunities. As one lecturer explained:

Extrinsic and intrinsic motivation is compulsory for teachers' professional development. We would have

benefited if the university organizes training/workshops regularly. (Lecturers)

Covid-19, in particular, had highlighted the need for lecturers to update their online teaching skills, but no support was available:

Challenge created opportunity during COVID-19 pandemic. We conducted virtual classes though students' participation was not as expected. We were also not completely prepared and well equipped for virtual classes. The pandemic taught a lesson that ICT skill is quite essential for all and we have to upgrade ourselves regularly. (Lecturers)

3. CPD

This section focuses on continuing professional development (CPD) provision in Karnali Province. The insights reported here were obtained through interviews and group discussions with school teachers, school principals and education authorities at the provincial, district and municipality levels.

3.1 The need for CPD

As explained above, the students who join Education programmes and become teachers are often those with modest levels of academic achievement. Additionally, pre-service programmes do not prepare graduates sufficiently for the realities of classroom life. CPD thus has an important role to play in allowing teachers to continue their development in-service, as one respondent explained:

Pertaining to teachers' professional development, the challenge has been added due to the education graduates with just pass division entering in the profession. In this connection, the only one best alternative is the effective teachers training. For this, the training module should be well prepared in coordination with EDCU, Municipality Education Units, School principals and other stakeholders. (Education officer)

3.2 Teacher induction

The most recent teacher recruits located

for this study had qualified three years previously. They were consistent in stating that they had not received an induction to their job. ETC/EDCU did in the past provide two days of induction where teachers were given information about their roles and responsibilities, including how they were expected to work with colleagues and the school administration. However, since the new federal policies had been enacted, induction had been lacking:

It's true that we have not conducted any induction training for the newly appointed teachers after federalism. We had some policy hurdles. But, we have already drafted the module for training the newly recruited teachers. We will start training them once they are selected. (Education officer)

3.3 CPD as centralised training

The study team found that respondents were often unclear about CPD and understood it rather narrowly as formal training courses. When teachers were asked about CPD they had taken part in, they referred to formal training, while even some of the education unit heads in the municipalities discussed CPD as training:

As a part of professional development, I have recently participated in two days' IC [Integrated Curriculum] dissemination. I have also received one-day training on

psychosocial counselling for students. Now, I am again participating in four days' ICT training being conducted by EVENT project and Municipality Education Unit. (Teacher)

I was recruited as primary teacher 3 years ago. I was not provided service entry training (might be due to corona). I got TPD online (1st phase 10 days) from Human Resource Development Centre (HRDC), Surkhet. I also participated in Nepali subject IC dissemination event. I also received five days' Digital Skills training (Zooms, Teams, Google Meet) conducted by Save the Children. (Teacher)

Training was also provided centrally, with teachers travelling to training centres to attend. This was not seen to be efficient by one education officer we spoke to:

For effective teacher professional development, the trainings should be school based/need based/on the job based. I think there is maximum waste of time and resources if we deliver training to teachers from remote areas like Humla and Jumla in Surkhet. It would have been better if ETC delivers training from decentralized training centres in different clusters targeting the remote area teachers. (Education Officer)

There was, though, some recognition that CPD involved more than training:

For continuous professional development of a teacher, training is only one of the major components. The teacher should have self-learning and experience sharing with other teachers after returning to the school. (Education officer)

Just delivering training (TPD and customized training) does not account for overall professional development. Evaluation should be done and constructive feedback should be provided accordingly so that teachers can amend teaching methods and update themselves with new things. (Education officer)

3.4 Independent CPD

Although training is the dominant form of CPD available to teachers in Nepal, some teachers did give examples of what they do to support their own development:

I generally prepare reference material in advance in my laptop. I mostly prefer peer work/group work along with Power Point presentation support. I found group

work very effective. I also use singing, dramatization for making study enjoyable. Though I have not still got chance for formal training, I receive support and feedback from Principal and my colleagues which helps me to improve my teaching methods. (Teacher)

For my professional development, I search science experiment videos from You tube to teach students. However, due to lack of required materials, some experiments cannot be demonstrated practically. Regarding TPS, Principal sir visited my class in the beginning days and provided feedback for improving my teaching methods. I have not seen observation or support from local education unit so far. (Teacher)

In the TPD training, theme based Power Point presentation mode was used. I found myself very different pre and post training. At present, I keep on searching new ideas and methods of teaching. We also have respective subject committees in the school. I share my teaching learning experiences in the meeting. (Teacher)

3.5 Teacher professional support

Teacher professional support (TPS) is being advocated as part of the new federal education policy. It implies alternative approaches to CPD, including those that are school-based. The evidence obtained from Karnali suggests that TPS is not being implemented. Some teachers said that they received support from principals, but this tends to be incidental or limited due to the staff shortages and their impact on teacher workloads:

Normally, we keep on monitoring and evaluating the teachers teaching in the classroom indirectly through the windows. We provide feedback to them whenever required. But frankly to say we have not developed any formal monitoring and supervision mechanism to supervise and evaluate the teachers in the school. (Head teacher)

We have extreme scarcity of required teachers in the school. Hence, the teachers have pressure of teaching many periods in a day. In such scenario, implementing strategies for supporting in their TPS and CPD is really challenging practically. (Head teacher)

Subject committees at school also provide a forum for teachers to talk about teaching,

but it was felt these would be of more value if some external support was available:

We have subject wise committees. There is regular meeting in the committees to discuss about teaching learning related issues. But we have no external experts to support our teachers. (Head teacher)

One detailed example of TPS, though, was cited from one school:

For teachers' professional development, we had several trainings such as five days ICT training by EVENT project. At present, all teachers are using multimedia in the classroom for effective teaching learning. They also use downloaded lessons from learning portal of CEHRD. They also prepare presentation slides. I also frequently monitor their class and provide required feedback. We have also developed a system in which any trained subject teacher delivers the learning from the training to his/her colleagues in school. There is also trend of experience sharing in respective subject committee meetings. This has certainly helped other teachers who did not get opportunity for formal training so far. Thus we are making some attempts for teachers' continuous professional development. Meanwhile, it's sad to state that there is no provision of supervision from local education unit. (Head teacher)

We were also told of another attempt at TPS which had been unsuccessful:

Regarding TPS, we tried an approach in the past. An experienced teacher from a school was sent to another nearby school as an expert. Later, this approach was lost as head teachers did not allow to send the experts saying that their regular classes were hampered. (Education officer)

3.6 Selection of teachers for TPD

Many teachers hold only temporary status, and such teachers do not have the same access to TPD as permanent teachers, as these quotes illustrate:

I have been serving as a temporary Science teacher for five years. I have not got any opportunity for any kind of professional development training so far. The TPD trainings are first targeted to permanent teachers. (Teacher)

All kinds of teachers irrespective of category such as temporary, permanent, subsidy, self-service quota

should be equally prioritized for TPD training. Otherwise, the teachers (except permanent) without training for long service tenure will slowly get frustrated and their professional development remains in the dream only. Meanwhile, the newly recruited permanent teachers should be given first priority rather than repeating the old permanent teachers in the training. (Teacher)

I have been appointed as a subsidy teacher at secondary level. I have been teaching in the school for seven years. I have seen the Head Teacher recommending permanent teachers for TPD. But, my turn has never come. I am so much astonished with such activity and totally demoralized and frustrated in the profession. (Teacher)

Grade 11–12 teachers also felt that that they were often overlooked for CPD:

I have been teaching in grade 11 and 12 science stream for the last ten years. I have not achieved any training till date. I think the government has completely ignored us. When I compare our fellow teachers who are selected through TSC and teach till grade 10, I feel myself inferior to them regarding the facilities and remuneration they are provided. (Teacher)

In addition, as teachers were nominated for TPD training by their head teachers, it was sometimes felt that the selection process was not objective, even though, according to head teachers, they selected teachers for TPD training based on the school's needs. They did, though, confirm that priority was given to permanent teachers.

3.7 Impact of federal system on CPD

The general view among education authorities in Karnali was that the federal educational policy had had a negative impact on the provision of CPD for teachers. One respondent explained the situation as follows:

There are currently seven ETCs, one in each province. But, earlier mechanisms: 1053 resource centres (training provider for basic level teachers), 29 education training centres and 46 lead resource centres (training provider for secondary level teachers), School Inspectors and Resource Persons have been dissolved. Ultimately, the mechanism of supervision and monitoring part has been paralyzed and TPS as well as CPD are not seriously dealt with or over-looked. (Education officer)

Human resources to support teacher CPD, therefore, have been significantly reduced, meaning that more emphasis was placed on administration than on teacher CPD:

At present, Education unit in the municipality is supposed to monitor secondary level school education ... in one way, they need to support educational development whereas in another way, the human resources are limited and they are focused more for administrative work than supervision and monitoring of the schools as in the past. Hence, TPS and CPD were less prioritized. (Education officer)

While the federal policy was meant to empower decision making at provincial level, control seemed to remain centralised or, where it had been devolved, the resources to support provincial educational authorities had not been provided as the new laws have not been formulated in accordance with constitutional provisions. An example of how central control had been retained was provided by one respondent:

Evaluation of basic level education is still centralized. The local government has no authority. Regarding grade 10 and 12, there is no role of local government in exam conduct and management. The secondary level curriculum design, examination, evaluation everything is still centralized. (Education officer)

It was also noted that:

All activities like teachers' selection, promotion, retirement, etc. are [still] done by federal government. The local government is provided with only administrative responsibilities like recommendation of teachers for training, recommendation of teachers' salary, etc. (Education officer)

For CPD, the resources were lacking, and as a result it was felt that:

All the decentralized structures pertaining to teacher's professional development are now very limited. This has adversely affected the TPD training and TPS. In fact, we are very lagging behind in teachers' professional development. (Education officer)

A key problem related to the new federal system was that the roles and

responsibilities of various levels of the educational system were now unclear; as one respondent put it, 'due to unclear education acts as well as rules and regulations, the concerned bodies roles and responsibilities are in limbo.' The newly formed Education Development and Co-ordination Units (EDCUs) also now had a limited direct role in teacher CPD – 'we simply coordinate for collecting names of participating teachers from different municipalities of the district.' Most responsibility, then, was assumed to lie with the ETCs.

Another consequence of the restructuring prompted by the federal system was that previous channels of communication and co-operation for teacher support – for example, between schools and educational supervisors, had now been broken:

I also worked as a school inspector. There was a clearly defined and channelized mechanism in the education sector earlier. Now the channel is completely broken. We are like orphans – no guiding body/agency. (Education officer)

In earlier provision, at least we had direct interaction with school inspectors, resource persons and could solve our teaching learning related problems. At present, there is neither supervision nor support mechanism for professional development. (Teachers)

3.8 Role of ETC

From fiscal year 2075/76 BS (AD 2018/19), the main responsibility for CPD lies with ETCs. They do not, though, have budgetary independence and must follow centralised decision making:

The training quota and budget everything is already decided by CEHRD. We have to just blindly follow the conditional framework of teacher training. Very limited budget (NPR 100) is provisioned for education materials for a teacher participating in the TPD training. (ETC official)

ETC provides two forms of training for teachers: one-month certification (divided

into two blocks of 15 days each) and needs-based customised training (lasting 2–5 days) for the teachers in the province. The certification training was described as follows:

The in-service one-month certification training is conducted in two phases of fifteen days each. The phases are further divided into two sub-phases of 10 and five days. In the 10 days of the first phase of TPD training, the generic contents such as curriculum, lesson planning, evaluation framework are focused on, which is the same for all kinds of teachers irrespective of level and subjects. After the completion of 10 days' generic content-focused training, the teachers go back to respective schools and complete a project work of five days' credit hour. The project work should be submitted to ETC within 45 days of reaching back to the school. The training is delivered in face to face mode (presentation, sharing and micro teaching). There are three sessions (each of 1.30 hrs) in a day. (ETC official)

Some teachers we spoke to, though, complained that they never received any feedback on the project work they submitted.

Teachers completing the first phase of the training could then attend the second phase; it was also possible to complete the second phase first, then do the first phase later. However, one risk with this two-phase model is that there might be a long gap between the two phases, and as a result the effectiveness of the training might suffer or teachers might drop out of the programme. One alternative suggested by an ETC official was:

Either the one-month training (20 days in training centre based and 10 days' school based project work) should be delivered in a single phase or there should be provision of certifying after completion of one phase of training right after the training.

A 20-day phase of training, though, would exacerbate teacher shortages and hinder student learning.

Around 1,000–1,200 places are available each year on the one-month certification programme. Trainers are given a training manual, but this was developed centrally



and may not cater for varying teacher needs around the country:

A province-wise customized training manual should be developed. The training manual focusing and addressing needs of school in Kathmandu might not be suitable for the whole country. (Education Unit Head)

In addition, ETC provides customised training (needs-based) on cross-cutting issues and topics that are not accommodated in general TPD training. Mathematics, science and English are the subjects focused on most, though training is also offered for other subjects such as Nepali and social studies.

3.9 Resource constraints

Education officials at different levels of the provincial system commented on how their work was limited by the resources available and explained how this affected what they were able to do in relation to CPD. One general challenge was that human resources and budgets had been reduced, meaning that the staff available had much more to do:

In earlier provision, there were school administration unit, planning unit, supervision unit, and examination unit but now, we are overloaded with all responsibilities under this single unit. (Education officer)

We have limited budget disbursement for the Education unit in the municipality. Moreover, we are loaded with many tasks: salary disbursement of teachers, provision of scholarship to students, maintaining quota of teachers etc. Hence, frankly to speak, we are unable to supervise and monitor teachers. The mechanism has overburdened us with deskwork rather than fieldwork. (Education officer)



There are in general 2–3 staff in municipality education units. But the officials are overloaded with deskwork in relation to teachers' remuneration and other activities. So they hardly manage time for school monitoring. (Education officer)

Regarding supervision and monitoring of effectiveness of the training, we do not have any mechanism in place. Thus, there is neither monitoring nor feedback for teacher support in school. Though the local government is made responsible by law for overseeing the secondary level education of the concerned municipality, they are not well equipped with adequate human resource and budget. They are not given significant authority either. The local government is more focused on other developmental activities rather than investing in the education sector. (Head teacher)

The allocated education budget for local government is mainly spent on teachers' remuneration and on the physical infrastructure of schools. The budget is decreased substantially as compared to earlier provision. It can be stated that there is no budget for training and other aspects of teachers' professional development. (Education officer)

These constraints were reflected in the number of ETC trainers available:

There is provision of six trainers' quota but we are only two working now. It's already five years of restructuring but still there is no provision of staff as per the provision, no regulations formulated, and no adequate budget. (ETC official)

Given the lack of full-time trainers, ETC relies on part-time staff:

We try hard to conduct the training through the trainers in ETC. But, due to shortage of human resources in the centre, we are compelled to maintain a roster of the trainers. There is provision of roster of trainers in which retired school teachers and university professors are associated. (ETC official)

This situation was not, though, seen to be effective:

The TPD trainers are mostly the old teachers who are in vicinity of the training centre. Rather than this, concerned subject experts should be managed for more effective training. (Teachers)

Similarly, resource limitations in the federal system had limited how much support teachers could receive from educational supervisors:

As of now, we have actually no time going for monitoring teachers due to lack of human resource, budget and additional administrative work load post the federalism. (Education officer)

There was at least regular supervision of schools by school supervisors in earlier provision before the federalism in the country. Nowadays, the part of TPS is almost zero. Only providing training to the teachers

does not work efficiently. Without supervision, the teachers slowly adopt the conventional lecture based teaching method. (ETC official)

The management of school level education was kept under the authority of the local level education units in the constitution of Nepal legally only. But we were not empowered technically and financially for the same. Before the federalism, as a school supervisor, I used to visit all schools under my responsibility in a month. I used to be in the field work for two weeks in a month. I could interact with teachers and Head Teachers for the betterment of teaching learning outcomes. (Education officer)

Earlier when I was school inspector, I had to supervise only 10 schools but now, I have to supervise about 60 schools of this rural municipality along with other administrative workload. So I have actually no time to visit schools. (Education officer)

Head teachers also noted that staff shortages in their schools meant that ensuring classes were covered was the main priority rather than CPD, including any school-based teacher support:

This school is extremely suffering from deficit of teachers. The approved teachers' quota for this school is only 29 while we actually need 56 teachers. (Education officer)

The vacant quotas of teachers are not filled yet. The schools are compelled to teach their students by managing different sorts of teachers. As of now, the teacher quota management is a great challenge for us. The training and professional development comes only after that. We did not have any customized training last year. No significant TPS as well from our side last year. (Head teacher)

3.10 Transfer of CPD to the classroom

While teachers commented positively on the training they had received from the ETC, the implementation of new ideas in the classroom was a challenge; as one respondent noted:

It's a good matter that teachers are interested for different sorts of training, however, classroom implementation of the training is very low. We are still hanging on to the chalk and talk method of instruction. (Teacher)

Various barriers to change in teachers'

classroom practices were noted. One was that all the CPD was delivered in training centres which were a very different context from the real classroom. As one respondent explained, 'TPD training is 100% centre-based which cannot be transferred as such in the real classroom.' Lack of follow-up support in schools was also seen to work against pedagogical change following training:

Recently trained teachers have committed for better performance and they did something new in the beginning as well. But, in the absence of formal TPS mechanism, they slowly returned to the earlier teacher centric lecture method. (Head teacher)

Regarding the limited effectiveness of TPD training, we provide the training and send the teachers back to schools without any additional support or teaching materials. It's just like sending the trained army in the war without weapons that cannot fight against the enemies. We have no control on the budget for training. (ETC official)

Formal examinations – which reinforce conventional modes of teaching and learning – were another factor that made it difficult for teachers to update their methods:

We are taught about better teaching methods in TPD training. But, the final evaluation of basic and secondary education is still paper pencil based three hours' examination. Due to compulsion of completing course as per the syllabus for final evaluation, we could not implement different teaching methods rather than focusing on teacher centric lecture method. (Teacher)

It was also felt that closer evaluation of teachers after training was needed:

Unless and until there is formal provision of reward and punishment in teaching sector, it would be very difficult to make good learning achievement despite provision of teachers training and other professional support. I find teachers are not using the things in classroom teaching which they learnt from training. (ETC official)

But the factor that was most often cited in explaining why teachers were unable to adopt more student-centred pedagogical approaches was class size:

Due to big class size (80–85 students), we feel it is very difficult to handle the classroom. It is difficult to arrange the benches for group division and group work. There is also a lot of noise during group work. In my subject (Science), practical teaching is very difficult due to lack of educational materials. So, I have to focus on teacher centric teaching method though I got TPD training on new method of teaching. (Teacher)

We learnt about classroom management, students' seat arrangement, use of educational materials while studying Bachelor's of Education. Moreover, we are taught about group discussion, presentation and student-centred method of teaching in TPD training as well. But it's a matter of sadness that we could not implement those things/activities in day to day classroom teaching due to extremely big class size and lack of sufficient educational materials. (Teacher)

The TPD training which we learnt is appropriate only for 20–25 students in the classroom but we have around 50 students in a class. We are mostly adopting lecture based discussion method to teach our students. It's very inconvenient to divide students into groups due to lack of space and furniture in the classroom. Therefore, we are unable to implement what we learnt in training. (Teacher)

A trainer acknowledged that training was not designed with the needs of large classes in mind:

During the supervision in one of the schools, I saw a classroom with around 100 students which I had never thought during training to teachers. We simply train a small group of teachers but the real scenario in many of the schools in our context is totally different than we generally imagine. (ETC official)

In response to such challenges, it was recommended that training be linked more closely to actual classrooms and supported with effective follow-up mechanisms:

The teacher training should be designed/given in the real situation setting i.e. the training should be such that which can be implemented in a rural setting classroom with about 60 students with limited infrastructure for its effective implementation. No doubt, it should be demand based rather than trickle down. Along with this, regular supervision and feedback from experts will be better for teachers' professional development. (ETC official)

Appendices

Appendix 1: Karnali fieldwork schedule

Karnali Respondents	Location	Activities
ETC head	Birendranagar	KII
EDCU head, Surkhet	Birendranagar	KII
Municipality Education Unit	Birendranagar	KII
Municipality Education Unit,	Barahatal RM	KII
Central Education College, Mid-West University	Campus road, Birendranagar	KIIs and FGD
Saraswoti Secondary School	Suripata, Barahatal	KIIs and FGD
Bheri Multiple Campus	Gumi, Gurbhakot	KIIs and FGD
Sharada Secondary School	Chhinchu, Bheriganga-12	KIIs and FGD
Municipality Education Unit	Bheriganga-12	KII
Parwati Secondary School	Gurans RM,	KIIs and FGD
Municipality Education head	Gurans RM	KII
Saraswoti Secondary School	Tartang, Narayan Municipality-8	KIIs and FGD
EDCU head	Dailekh bazar	KII
Municipality Education Unit	Narayan Municipality	KII
Shree Jana Secondary School	Birendranagar-6	KIIs and FGD

Appendix 2: MWU B.Ed. Programme (2012)

Semester Course	Semester Course
Semester I	
1. COMP 311: English Language Proficiency I	24. ENG 346: Introduction to English Language Teaching
2. COMP 312: Compulsory Nepali I	Semester V
3. EDU 313: Socio-Philosophical Foundations of Education	25. ENG 451: Teaching Listening and Speaking
4. EDU: 314: Human Development	26. ENG 452: Teaching Vocabulary and Grammar
5. ENG 315: Language and Linguistics	27. ENG 453: Teaching Reading and Writing
6. ENG: 316: Study Skills and Academic Writing	28. ENG 454: Researching English Language
Semester II	29. ENG 455: Bilingualism and Multilingualism
7. COMP 321: English Language Proficiency II	30. ENG 456: English for Business Communication
8. COMP: 322: Readings in Nepali Language	Semester VI
9. EDU: 323: Emerging Theories of learning	31. ENG 461: Using Literature for Language Development
10. EDU: 324: Curriculum and Assessment	32. ENG 462: Teaching English to Young Learners
11. ENG: 325: Fiction Study	33. ENG 463: Interdisciplinary Reading
12. ENG: 326: English for Academic Purposes	34. ENG 464: Writing English Language Tests
Semester III	35. ENG 465: Drama Study
13. EDU 331: Educational Development in Nepal	36. ENG 466: Critical Reading and Writing
14. EDU 332: Guidance and Counseling	Semester VII
15. ENG 333: World English	37. ENG 471: English Teacher Professional Development
16. ENG 334: Writing Workshop	38. ENG 472: ELT Materials Design Seminar
17. ENG 335: Listening and Speaking for Academic Purposes	39. ENG 473: Introduction to SLA
18. ENG 336: Introduction to Translation Studies	40. ENG 474: Reading, Writing and Critical Thinking
Semester IV	41. ENG 475: Phonetics and Phonology
19. EDU 341: Social Justice and Education	42. ENG 476: Language and Power
20. EDU 342: Fundamentals of Research in Education	Semester VIII
21. ENG 343: Creative Writing Seminar	43. ENG 481: Planning in ELT
22. ENG 344: Media English	44. ENG 482: Student Teaching: on-campus
23. ENG 345: Poetry Study	45. ENG 483: Student Teaching: off-campus

Bachelor's of Education (B.Ed.) English

