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ASSESSMENT OF TEACHER EDUCATION AND DEVELOPMENT SYSTEM IN NEPAL

2025

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Executive Summary

Despite the formulation and implementation of several education policy documents in Nepal, significant challenges persist in improving the quality of teacher education programs, the quality of teachers, and the overall quality of school education. In this context, TECSES initiated a study to analyze the teacher education and professional development system in Nepal, intending to contribute to improvements in teacher education and training at the level of policy and practice.

The purpose of this analysis is to evaluate the effectiveness of the teacher education and development system in Nepal by systematically reviewing current practices, assessing institutional capacities, analyzing qualification requirements, identifying gaps in teacher recruitment and support systems, and providing recommendations for a cohesive national framework that enhances teacher professional development and aligns with international best practices.

The report also includes a description of the teacher education systems of three comparison countries—India, Finland, and Sweden. While no country's system can be directly transferred to Nepal, international comparisons offer an opportunity to consider which proven practices could potentially serve as models in the development of Nepal's teacher education system.

This assessment is primarily based on a review of education policy and program documents of pre-service and in-service teacher education, and consultations with the concerned stakeholders.

Pre-Service Teacher Education Policy

The establishment of the College of Education in 1956 marked a significant milestone in institutionalizing the teacher education system in Nepal. The Education Act 1971 and the National Education System Plan (NESP) 1971 emphasized mandatory teacher training as a prerequisite for teaching at both primary and secondary levels of schools. The NESP and Teacher Service Commission (TSC) Rules (200) set a minimum qualification and training requirements to become school teachers at various levels in Nepal. The School Sector Reform Plan (SSRP 2009-2015) reaffirmed the importance of professional teacher training before entering the teaching profession. The SSDP (2016-2022) and The School Education Sector Plan (2022–2030) have emphasized the need for professional training and university engagement in teacher education reforms. At the same time, the government mandates the TSC to allow candidates without teacher education qualifications to sit the teacher licensing exam and to select secondary school teachers with relevant subject degrees, even without formal pedagogical training. The National Education Policy 2019 recommends introducing professional teacher education after academic degrees, moving away from integrated programs. Despite these policies, neither the Ministry of

Education nor the university has taken concrete steps to review and restructure the existing teacher education programs of Nepal.

Pre-Service Teacher Education Practices

Tribhuvan University has long been the dominant provider of teacher education. However, other universities such as Kathmandu University (KUSOED), Purbanchal University (PU), Mid-Western University (MWU), Far-Western University (FWU), Nepal Open University (NOU), and Nepal Sanskrit University (NSU) now also offer pre-service programs. Curricula are developed mainly through university-driven processes, often without consultation with the Ministry of Education or other stakeholders. Curriculum development tends to prioritize theoretical knowledge over practical skills, resulting in programs that are disconnected from classroom realities.

The typical structure of teacher education programs includes pedagogical theory, school subject content knowledge with didactics, and teaching practice. Pedagogy courses cover educational foundations, psychology, curriculum development, evaluation, and instructional methods, but lack strong connections to practical teaching applications. Subject specialization areas include Nepali, English, Mathematics, Science, Social Studies, Health and Physical Education, and Information and Communication Technology (ICT), among others. TU's Faculty of Education offers teacher education across more than a dozen school-related subject areas, whereas KU, PU, NOU, MWU, and FWU cover fewer subjects. While the specialization courses provide sufficient and relevant preparation for school subject teachers, they lack strong integration between subject knowledge and pedagogical content knowledge and skills.

Inclusive education and digital pedagogy are offered as specialized programs but are not yet embedded across all teacher education courses in Nepal. Technical and vocational education has largely disappeared from teacher preparation programs, and there is no robust early childhood education teacher training, despite a large number of ECED centers.

Teaching practice (practicum) is a compulsory but often weakly implemented component. Although guidelines require micro-teaching, teaching planned lessons in schools, observations, and feedback, actual practice often falls short. Only a few constituent campuses of the Faculties of Education strictly follow teaching practice guidelines and systematic procedures to effectively engage student-teachers in school-based teaching practice. Students at most education campuses tend to attend school irregularly and receive minimal supervision and feedback. Similarly, the one-year teacher education program was originally designed to offer fast-track pedagogical training, but it has faced criticism for its low quality and ineffective implementation Recently, TU replaced it with a more comprehensive Postgraduate Diploma in Education (PGDE) program, which better integrates theory, practice, and ICT training.

The implementation of pre-service teacher education across more than 600 campuses nationwide varies significantly in both quality and delivery methods. While some urban campuses provide a good learning environment and integrate technology, most suffer from poor infrastructure, a lack of qualified teacher educators, outdated teaching methods, exam-oriented instruction and assessment practice. Practical components like teaching practice are often treated as formalities rather than genuine learning experiences.

Key Strengths of Pre-Service Teacher Education Programs

The Faculty of Education (FoE) of TU has played a central role in developing Nepal's teaching workforce through its nationwide network of constituents and affiliated campuses, offering various graduate and undergraduate programs in several subject areas. MWU, PU, FWU, and KU also contribute to school teacher preparation by offering B.Ed. and M.Ed. programs in a limited range of school-related subjects. NOU has implemented a one-year professional teacher education program for the last five years and recently introduced a four-year integrated B.Ed. through online and distance learning modes. The Faculty of Education at Tribhuvan University (TU) and Nepal Open University (NOU) recently introduced the Master's in Digital Pedagogy program through an online mode, in collaboration with HAMK and JAMK Universities of Finland, targeting university faculties and school teachers in Nepal. The undergraduate and master's programs combine pedagogical theory with content knowledge and practicum to ensure both content mastery and teaching competence. Recent curricular reforms across these institutions focus on the integration of inclusive pedagogy, experiential learning, ICT tools, and innovative pedagogy, collectively strengthening the professional capacity of Nepal's teacher education sector.

Key Issues and Challenges of Pre-Service Teacher Education Programs

The teacher education programs face several critical challenges, including an overemphasis on theoretical knowledge with minimal focus on practical teaching skills, and a lack of standard and uniform admission criteria. These programs are widely offered across six hundred campuses, primarily taught by full-time, contract and part-time educators, many of whom hold only M.Ed. degree and limited pedagogical skills and experience. Operating within poorly managed campuses lacking proper infrastructure, the programs fail to incorporate modern teaching methods, digital tools, and hands-on experiences. The curriculum is heavily focused on theoretical knowledge, with limited emphasis on practical teaching skills. The continued reliance on rote learning and examination-oriented teaching strategies further undermines the quality. Due to various factors, campuses under the Faculties of Education cannot attract good-performing students to teacher education programs. In the absence of strict admission criteria, virtually anyone who applies is able to get admission. Additionally, issues such as

irregular student attendance, unfair assessments, and a superficial approach to teaching practice contribute to the deterioration of teacher education standards. Ultimately, the lack of effective coordination among government agencies, the Faculty of Education, schools, and other key stakeholders undermines efforts to enhance the quality of the programs.

In-Service Teacher Education Policy and Practices

In-service teacher education in Nepal is seen as an important part of supporting teachers' ongoing learning and professional growth. It includes not only formal training but also practical learning in schools, reflection, and collaboration among teachers. Recent approaches aim to make professional development a continuous process rather than a one-time activity. However, many programs still focus mainly on solving immediate problems rather than helping teachers build long-term skills for changing classroom needs.

The National Teacher Competency Framework (2015) defines eight key areas for teacher skills, covering subject knowledge, teaching methods, understanding of children, classroom management, communication, continuous learning, ethics, and use of ICT. While the framework has provided a basic guide, it has not been updated to match the different career stages of teachers. Also, it is not fully linked with teacher education programs or teacher selection systems.

The Teacher Professional Development Framework (2023) offers a broader plan for teacher learning through three types of activities:

- **Training structured courses** such as induction courses for new teachers and one-month certification programs for in-service teachers, though there are concerns about the coverage, quality and linkage with the classroom issues of these programs.
- **Collaborative learning**, including mentoring, lesson study, professional networks, and peer observation, aimed at improving teaching practice, but with challenges in implementation and support.
- **Teacher-led development**, encouraging activities like self-directed learning and action research, although these are still limited in practice.

Implementation of professional development programs faces several barriers, including inconsistent training delivery, lack of experienced trainers, limited resources, and weak coordination among institutions. While some practices like mentoring and lesson study show potential, they need stronger leadership, better planning, and clearer guidelines to have a real impact.

Overall, Nepal's teacher professional development efforts have introduced important frameworks and activities, but more consistent implementation, better support for teachers, and stronger connections between policies and classroom realities are needed to improve outcomes.

Institutional Capacity of the In-Service Teacher Training System

Despite multiple initiatives, institutional capacity at various governance levels is inadequate:

- **Federal Level (CEHRD):** The Centre for Education and Human Resource Development has broad responsibilities but lacks mechanisms to systematically assess the relevance, adequacy, or effectiveness of professional development programs. Enhanced structural integrity and ongoing program monitoring are urgently required
- **Provincial Level (PETCs):** Provincial Education Training Centres operate without strategic plans and are largely dependent on centrally directed programs. This limits their ability to meet local needs effectively. Human resource constraints further weaken their functionality.
- **Local Level (LEUs):** Local Education Units often struggle with significant capacity challenges. They lack the resources and skills needed to promote inclusive teaching practices and to implement robust teacher support and professional development initiatives.

Linkages between Teacher Education and Professional Development

There are notable gaps between teacher education programs and ongoing professional development:

- Teacher preparation programs often resemble generic university courses and do not adequately prepare candidates with essential teaching competencies and attitudes.
- Many community schools offer limited opportunities for meaningful, hands-on workplace learning.
- The teacher management system, including performance evaluations and promotions, is seen as bureaucratic and not supportive of professional growth.
- Teacher development activities are often externally driven, with limited engagement by school leadership in fostering a sustained "learning culture."

A more integrated and cohesive approach is necessary, where teacher education, management, and development are aligned to nurture continuous professional growth and to achieve better educational outcomes.

Gaps in the Teaching License and Teacher Selection System

Critical issues have been identified in teacher licensing and selection:

- Teaching license examinations rely solely on written tests, focusing on general pedagogical knowledge without integrating them with subject content.
- Competency testing is limited by the use of multiple-choice questions, which do not effectively assess situational judgment or classroom-based competencies.
- The two-stage selection process of the Teacher Service Commission disproportionately filters candidates in the first stage based on general knowledge, often preventing strong candidates from advancing to the subject-specific testing phase.
- Teaching licence and teacher selection examinations are not properly aligned with the curricula of the pre-service teacher education. Only 40 percent of the contents of the Teaching License Examination matched with the pedagogical courses of the Teacher Education Program. Likewise, approximately 20 percent of teacher education courses are compatible with the content of the general paper in the teacher selection examination.
- A more balanced, competency-driven approach to testing and selection is needed to ensure high-quality teacher recruitment.

School-Level Professional Development Support

Local governments in Nepal have been assigned key roles in implementing teacher professional development under the Teacher Professional Development Framework (2024). Their tasks include running programs, managing mentoring, offering customized training, promoting self-directed learning, and tracking teacher participation. The aim is to strengthen local ownership and adapt support to local needs.

However, many Local Education Units (LEUs) face major capacity challenges. Staffing shortages impede the ability to effectively monitor schools, support teachers, and manage professional development programs. Although some municipalities have started basic activities like school visits and support, efforts remain limited.

The School Education Sector Plan adds further responsibilities, such as building Teacher Professional Support Networks and training headteachers for school-based supervision.

Plans also include ECED teacher training and local-level conferences, but many LEUs still struggle to promote inclusive education, leaving children with disabilities underserved.

Schools are expected to lead professional development initiatives and encourage teacher participation. However, access to training and certification remains limited, particularly for permanent teachers. Additionally, schools often struggle to manage classes when teachers are absent due to training commitments. These challenges are compounded by limited resources, weak institutional capacity, and persistent barriers to inclusive education, all of which hinder the effective implementation of teacher professional development at the local level.

Strengths and Challenges of Teacher Education and Training Programs

Despite facing numerous problems and challenges, teacher education in Nepal also has several strengths that may provide solid foundations for future improvement and sustainability. However, these strengths can only be fully realized if persistent structural, institutional, and policy-level challenges are effectively addressed.

Key Opportunities for Strengthening Teacher Education Programs in Nepal

- **Government policy commitment and institutional framework:** Nepal has made policy commitments to improve pre-service and in-service teacher education through various education acts and plans.
- **Comprehensive teacher professional development program:** Over 80 certification courses and 36 customized trainings are offered under the Teacher Professional Development Framework.
- **Nationwide expansion of pre-service teacher education institutions:** Around 627 Education Campuses now offer B.Ed. programs across the country. Teacher education programs are being further enhanced through online and distance learning systems.
- **Comprehensive pre-service teacher education:** Nepal's seven universities provide diverse undergraduate and graduate programs to prepare teachers for schools. This comprehensive approach, combined with strategic improvements and skilled educators, can strengthen the national teacher education system
- **External support to teacher training:** Development partners support the government in implementing the School Education Sector Plan.
- **Introduction of ICT in teacher training:** ICT use is expanding through initiatives like CEHRD's eLearning portal and the Master's in Digital Pedagogy program.
- **Advancing inclusive and learner-centred pedagogies:** Curricula increasingly include learner-centred, innovative, and inclusive teaching methods.

- **Professionalization and career development pathways**: Efforts are underway to introduce career frameworks, licensing systems, and performance evaluations for teachers.
- **Teacher continuous professional development system**: Policies promote the establishment of a Teacher Training Academy and dynamic support systems for continuous learning.
- **Policy commitment to teaching internship**: With the government's policy commitment, university students will receive support and remuneration from the UGC who want to engage in field-based internships for six months.

Key Challenges in Teacher Education and Training Programs

- **Policy gaps:** Limited implementation of the Teacher Competency Framework; no clear national teacher education policy to provide common standards and guide the universities to manage the teacher education programs.
- **Inconsistent management:** Confusion over roles due to federalism; local governments lack capacity.
- **Poor coordination:** Weak collaboration between the Ministry of Education and universities.
- **Weak link between pre-service and in-service training:** There is a lack of coordination and continuity between pre-service and in-service programs, resulting in fragmented teacher development.
- **Lack of monitoring and evaluation:** No strong system to supervise or assess pre-service and in-service teacher education programs.
- **Shortage of qualified teacher educators**: Many faculty members lack teaching and research experience and training in modern, innovative, and critical pedagogy of teacher education
- **Insufficient resources and infrastructure:** Poor facilities and lack of funding at training institutions and education campuses.
- **Lack of regular and fair selection of teachers/professors across universities and campuses**: The absence of regular and fair selection examinations in universities has led to the reliance on contract teachers to meet immediate staffing needs, resulting in a process that lacks transparency and does not prioritize merit. Recruitment and promotions are often influenced by political connections rather than qualifications, undermining the integrity and quality of education.
- **Lack of trust in university-issued teaching certificates:** Graduates must pass both licensing and recruitment exams to qualify for teaching jobs, reflecting a lack of trust in university-issued teaching certificates and concerns about the quality of teacher preparation.

- **Proliferation of education colleges:** Rapid expansion of poorly resourced teacher education colleges managed by the community without involvement of the government and relevant stakeholders.
- **Outdated pre-service education curriculum**: Programs are theory-heavy, with little focus on practical skills or modern methods.
- **Mismatch between theory and practice:** Not enough opportunities for practical classroom experience.
- **Inadequate practicum for teacher-students**: Short and poorly supported teaching practice for student-teachers.
- **Limited use of ICT and innovative pedagogy:** Insufficient integration of digital tools and modern teaching methods.
- **Inequity and inclusion issues:** Teachers are often unprepared to meet the needs of diverse learners.
- **Absence of pre-primary and primary/basic teacher education:** No structured and standard programs for training early childhood teachers and primary/basic school teachers. Pre-service teacher education programs lack courses that address multi-grade and integrated teaching, as well as competencies for multilingual instruction.
- **Poor quality and relevance of training: Training** programs fail to improve classroom practice and educational quality.
- **Low professional status and declining motivation:** In Nepali society, teaching is perceived as a low-prestige profession with limited career advancement and inadequate rewards, which reduces teachers' motivation and discourages talented students from pursuing teacher education and entering the profession.

Recommendations

The following initiatives and interventions are recommended for strengthening the teacher education system in Nepal, based on the findings of this analysis:

1. Develop a unified national teacher education policy framework to ensure quality and uniformity and standardize teacher education and professional development programs across institutions.
2. Establish a National Teaching, Training, and Accreditation Council (Teacher Education Council/Commission) to regulate, accredit, and ensure quality in teacher education institutions.
3. Review and reform pre-service teacher education programs to better integrate pedagogy theory and content knowledge with innovative strategies, digital tools, entrepreneurial skills, inclusive practices, and real teaching experience, aligning them with the national goals and labour market demands.
4. Integrate a minimum six-month teaching internship into teacher education programs, supported by strong partnerships with designated training schools.

5. Revise teacher licensing processes and selection curricula to better align qualifications with national education standards and classroom needs.
6. Fully implement the Teacher Professional Development Framework and strengthen the leadership and support capacity of schools and local education units.
7. Conduct a comprehensive capacity assessment of all institutions engaged in teacher education and professional development.
8. Strengthen Education Training Centres (ETCs) by investing in their capacity to plan, design, and deliver effective professional development programs.
9. Support the creation of teacher professional development networks and demonstration schools to serve as models and local hubs for teacher support.

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List of Abbreviations

B.Ed. – Bachelor of Education

BICTE – Bachelor of Information and Communication Technology Education

CEHRD – Centre for Education and Human Resource Development

CDC – Curriculum Development Centre

CPD – Continuous Professional Development

DoE – Department of Education

ECED – Early Childhood Education and Development

EDCU – Education Development Coordination Unit

EDD – Education Development Directorate

ETC – Education Training Centre

FINEEC – Finnish Education Evaluation Centre

FoE – Faculty of Education

FWU – Far-Western University

HAMK – Häme University of Applied Sciences (Finland)

ICT – Information and Communication Technology

JAMK – JAMK University of Applied Sciences (Finland)

JVC – Justice Verma Commission (India)

KU – Kathmandu University

KUSOED – Kathmandu University School of Education

LEU – Local Education Unit

M.Ed. – Master of Education

MoEST – Ministry of Education, Science and Technology

MWU – Mid-Western University

NASA – National Assessment of Student Achievement

NCED – National Centre for Educational Development

NCERT – National Council of Educational Research and Training (India)

NCTE – National Council for Teacher Education (India)

NESP – National Education System Plan

NOU – Nepal Open University

NPC – National Planning Commission

NPR – Nepalese Rupee

NSU – Nepal Sanskrit University

PETC – Provincial Education Training Centre

PGDE – Postgraduate Diploma in Education

PU – Purbanchal University

QAA – Quality Assurance Accreditation

SESP – School Education Sector Plan

Skolverket – Swedish National Agency for Education

SSDP – School Sector Development Plan

SSRP – School Sector Reform Plan

TECSES – Teacher Education and Continuous Support for Education System

ToT – Training of Trainers

TPD – Teacher Professional Development

TPDF – Teacher Professional Development Framework

TSC – Teacher Service Commission

TU – Tribhuvan University

UGC – University Grants Commission

UNESCO – United Nations Educational, Scientific and Cultural Organization

1 Introduction

The development and progress of any country are deeply rooted in the strength and quality of its education system. The status of the education system is primarily determined by the competence of teachers and the effectiveness of teacher preparation programs. Recognizing this, the Government of Nepal has undertaken several significant initiatives to institutionalize teacher education programs by establishing the College of Education in 1956 and the National Center for Education Development (NCED) in 1993, enacting the Education Act 2028 (1971) and national education polices. Before 1995, only the Faculty of Education (FoE) of Tribhuvan University (TU) was mandated by the government to design and implement the teacher education program in the country. Currently, pre-service teacher education (B.Ed. and M.Ed.) programs in Nepal are offered by the FoE TU, Kathmandu University School of Education (KUSOED), Purbanchal University (PU), Mid-Western University (MWU), Far-Western University (FWU), Nepal Open University (NOU), and Nepal Sanskrit University (NSU). The NCED was the apex body of the Ministry responsible for planning, coordinating, and implementing teacher training and professional development programs across the country before the establishment of the Center for Education and Human Resource Development (CEHRD) in 2018.

Current national policy documents such as School Sector Development Plan 2016; the National Education Policy 2019; the Fifteenth Plan, 2019; Sustainable Development Goal-Nepal National Framework 2019; School Education Sector Plan 2023-2030 in education have consistently highlighted the important role of teacher training and development to improve the quality of education. Recognizing the critical role of human resource competence in education quality, the Government of Nepal (GoN, 2019), through the National Education Policy 2019, has prioritized enhancing professional qualifications and competencies while fostering commitment and accountability among education personnel. The policy outlines strategies to attract high-performing university graduates to the teaching profession and to ensure an adequate supply of subject-specific teachers in schools. Additionally, it emphasizes the enhancement of teacher competencies and proposes the implementation of competency-based assessments for teachers and educators.

Despite the formulation and implementation of several education policy documents in Nepal, significant challenges persist in improving the quality of teacher education programs, the quality of teachers, and the overall quality of school education. One major issue is the gap between policy and practice; while policies emphasize teacher licensing, professional development, and performance-based evaluations, actual implementation often suffers from weak institutional capacity, inadequate monitoring, and insufficient resources (World Bank, 2016; British Council, 2023). Teacher education programs frequently face criticism for being too theoretical, lacking adequate hands-on training, and offering inconsistent quality across various institutions (UNESCO, 2015). One major

shortcoming of Nepal's teacher education programs is their inability to effectively translate training into improved classroom practices (MoEST, 2021). In addition, numerous teachers begin their careers without proper preparation or ongoing professional development, which results in reduced effectiveness in their teaching practices (Bhatta, 2011). In this context, TECSES aims to improve the quality of teacher education and training in Nepal, both at the level of policy and practice. The project intends to improve the quality of teacher training by bringing together the MoEST and its agencies and faculties of education of participating universities to develop a coherent teacher training system, including pre-service and in-service teacher training. As part of this effort, the project seeks to develop practical recommendations for a strong national system for teacher preparation and development, ensuring it meets both global standards and national priorities.

In Nepal, the Teacher Competency Framework 2015 (TCF) defines teacher competencies and standards, while the MoEST sets policies for teacher professional development, as stated in the Teacher Professional Development Framework. The CEHRD takes charge to the implementation of the Teacher Professional Development (TPD) Framework, and certification along with the development of in-service teacher training curriculum, trainer's guide, and trainee resource materials and conducting ToT (Training of Trainers) for trainers and roster trainers of Education Training Centers (ETCs) and Local Levels. ETCs are responsible for implementing in-service teacher training, and the Local Governments are responsible for implementing the Teachers Support System, including mentoring and coaching. Tribhuvan University, Kathmandu University, Mid-Western University, Nepal Open University have been conducting bachelor's and master's programs to prepare qualified and competent teachers in Nepal. The Teacher Service Commission is accountable for recruiting qualified teachers from university graduates who have completed teacher education Courses (B.Ed/M.Ed.). Together, these different institutions create the institutional structure for teacher development, recruitment, and continuous professional growth in Nepal.

1.1 Challenges

The role of UGC and implementation of Quality Assurance Accreditation (QAA), National Qualification Framework (NQF), including one door policy for recognition and equivalence of the issued certificate, the representation of government officers in university meetings and vice versa are still existing though they are to be fully activated for the fruitful result. Thus, a key issue in Nepal's teacher education system is on how to strengthen the coordination between universities and MoEST departments in teacher preparation, leading to consistencies in teacher preparation and continue professional development programs. Another is about the heavy focus on theoretical courses, with limited emphasis on practical teaching methods in pre-service training. Additionally, MoEST's teacher-related policies are fragmented, making it difficult to establish a unified and comprehensive

teacher education system. Despite having common recognition and equivalence system, it is still challenging to ensure consistency and quality in teacher education.

Although the Fifteenth Plan (2020/21–2023/24) recommends policies allowing high-achieving university graduates to enter the teaching profession directly, that has not been observed in the legal instruments, like the Teacher Service Commission Regulations. Though the selection of teachers in the approved positions on permanent service tenure is carried out through the Teacher Service Commission, hiring teachers in temporary positions is mandated at the local level. There are various modes of teacher recruitment including:

- Career-based employment: It is for the permanent teachers under the approved teacher positions, who enjoy all the post-retirement benefits, like pensions.
- Position-based employment refers to teachers appointed under grant-in-aid programs, such as Rahat[1] teachers or other contract teachers hired through grants provided by provincial or local governments, or by other sources like philanthropic organizations. These teachers are usually selected and appointed at the local level.
- Privately hired teachers to private schools[2]

Nepal Government Education Act and regulations have maintained consistency (as a mandatory) in the teacher selection process (qualification, license, training), and recruitment criteria have been followed across the system. However, recruiting teachers under different categories (with different terms and conditions of service) and through multiple entities makes it harder to maintain consistent teacher quality and competence across the system if the teacher is entered into the teaching profession following the different terms and conditions.

TECSES consultation meetings with Education Faculty members from Tribhuvan University (TU), Mid-Western University, and CEHRD gathered some comments about inconsistencies between the university curriculum, the TPD Framework, teacher recruitment criteria, and the in-service teacher training curriculum. However, there is no strong evidence to confirm whether these inconsistencies exist. Therefore, a study is needed to properly analyze the teacher education system in Nepal.

Currently, graduates from education faculties must pass both the teacher license examination and the teacher recruitment examination to qualify for teaching jobs, even if they have good academic records. This situation suggests a lack of trust in university-

[1] Teachers in Rahat positions are not selected by TSC; however, they may be selected from among long list of potential teachers prepared by the TSC, called 'contract list', who meet the basic minimum qualifications, but are unable to qualify in the competitive list, to be a permanent teacher)
[2] However, privately hired teachers by private schools seems not worth taking to justify the point that teacher recruitment policies are fragmented.

issued teaching certificates and raises concerns about how well university education prepares students for the teaching profession.

The approved Teacher Professional Development Framework provides a solid foundation for teacher development. CEHRD implements its teacher mentoring programs that include classroom observations, immediate feedback, and ongoing mentoring. While these programs have led to noticeable improvements in teaching practices, challenges remain. However, the claim of noticeable improvement is yet to be proved through research-based evidence. Mentors often struggle with disruptions to their own teaching responsibilities when substitutes are unavailable.[3] The Teacher Education System Analysis will help to rethink the modality of teacher mentoring in Nepal. Additionally, Education Training Centers (ETCs) have limited capacity to meet the professional development needs of a large number of teachers. Local governments also lack pedagogical resource persons to provide support and guidance to teachers.[4] Therefore, MoEST and education development partners in Nepal have agreed to conduct a study to establish a structured system for teacher support and development. This study will help MoEST design and implement a comprehensive institutional framework for an integrated teacher education and development system in Nepal, as discussed and identified during the 2024 Joint Review Meeting of the School Education Sector Plan.

1.2 The purpose and objective of the analysis

The purpose of this analysis is to evaluate the effectiveness of the teacher education and development system in Nepal by systematically reviewing current practices, assessing institutional capacities, analyzing qualification and recruitment processes, identifying key gaps, and providing recommendations for a cohesive national framework. The aim is to enhance teacher professional development, strengthen management systems, and align Nepal's teacher education practices with international standards while considering the national context.

The objective of this analysis is to assess the existing institutional arrangements, policies, and practices of teacher education and professional development in Nepal. It seeks to recommend improvements that will support a coherent, inclusive, and sustainable teacher management system, leading toward the establishment of a common national policy and framework for teacher competencies and professional growth.

[3] for teachers mentoring, the mentors are from among the existing schoolteachers taking regular classes in schools. Therefore, mentors often struggle with disruptions to their own teaching responsibilities when busy travelling to other schools for mentoring duties.

[4] School Education Sector Plan Joint Review Meeting - 2024, Aide Memoire (November 25- 29, 2024)

1.3 Methodology of assessment

This assessment is primarily based on the desk review and concerned stakeholder consultation. Considering the objectives and scope of the assessment, published and unpublished relevant literature was collected from online sources like the official web pages, and some documents were collected from the concerned office and library through personal contact. Policy documents such as the Education Acts, National Education System Plan 1971, The School Sector Reform Plan (SSRP 2009-2015), Education Sector Development Plan 2016–2023, School Education Sector Plan 2022-2030, National Education Policy 2019 (2076 BS), Teacher Commission Rules, the Teacher Competency Framework, Curricula of Teacher Education Programs of TU and other universities, Teacher Professional Development Framework, 2080 (2023), and other relevant literatures were reviewed and analyzed to identify policy gaps, issues and challenges. Attempts were made to assess the alignment and gaps between policy provisions and their implementation practice at the ground level through consultation and interviews with concerned stakeholders. Faculty members and Deans of TU, MWU, NOU and FWU, the Chair and the members as well as the administrative Chief of the Teachers Service Commission (TSC), the Director General of CEHRD, and the Director General of CDC were interviewed as key informants. Group Discussions were conducted with Teacher Educators, School Teachers, ETC trainers. A qualitative content analysis approach was used to analyse policy documents, and a thematic approach was followed to analyze data collected from the interview and discussion.

2 Review of Existing Teacher Education Policy and Practices

2.1 Pre-service Teacher Education

In Nepal, pre-service/initial teacher education programs like the Bachelor of Education (B.Ed), Postgraduate Diploma in Education, and Master of Education (M.Ed) are designed to prepare future school teachers and educators. These programs are primarily offered through the Faculty of Education at various universities. They aim to equip aspiring teachers with the knowledge, skills, and pedagogical training necessary for effective teaching in schools.

2.1.1 Pre-Service Teacher Education Policies

The College of Education was established by the government of Nepal in 1956 following recommendations from the Nepal National Education Planning Commission in 1954 to prepare schoolteachers, educational administrators, and other educational professionals by institutionalizing the teacher education program in Nepal (Wood, 1965; Graham and Pande, 1977). The College of Education immediately started a two-year program for Intermediate Education (I.Ed.), a two-year program for the Bachelor of Education (B.Ed.) and a one-year B.Ed. for liberal arts graduates, and the Master of Education (M.Ed.) program in 1964 (Wood, 1965). The College of Education became the Institute of Education (IOE) of Tribhuvan University in 1971 (Shakya, 1984; Shrestha, 1980). The Institute of Education was renamed the Faculty of Education after 14 years. Prioritizing the need for well-trained teachers to enhance the quality of school education, the National Education System Plan (NESP 1971-76) of Nepal made teacher training mandatory, leading to the gradual expansion of pre-service teacher education programs, including two-year Intermediate (I.Ed.), two-year Bachelor (B.Ed.), two-year Masters (M.Ed.), and one-year Bachelor (One-year B.Ed.) program in a different part of the country through constituent campuses of TU.

The National Education System Plan (NESP) 2071–76 highlighted the need for structured teacher education (MoE, 1971), while other education policies have consistently prioritized teacher preparation, with the SSRP (2009-2015) mandating professional training before entering teaching (MoE, 2009). The TSC Rules (2057/2000) specified minimum academic and training qualifications for primary, lower secondary, and secondary teachers (KKBS, 2000). The Teacher Competency Framework (TCF), developed by MoEST in 2015, identified eight core domains of teacher competence (NCED, 2015). Both the School Sector Development Plan (2016-2022) (MoEST, 2016) and the School Education Sector Plan (2022-2030) (MoEST, 2022) call for university engagement in reforming pre-service teacher education. The National Education Policy 2019 (MoEST, 2019) recommends introducing professional teacher education after academic degrees, moving away from integrated programs. Despite these policies, neither the Ministry of Education

nor the university has taken concrete steps to review and revise existing teacher education curricula accordingly.

Review of the existing policies related to teacher education in Nepal reveals several issues and shortcomings. There is a notable absence of a comprehensive policy framework to establish a common teacher education framework for the uniform implementation of the program across the universities. There is an unclear relationship and poor collaboration between the university and the Ministry of Education, Science and Technology (MoEST)/Government of Nepal (GoN) concerning teacher education and development initiatives. There is a lack of an education policy for the establishment of the accreditation system and formation of the national regulatory body to ensure that all teacher education institutions meet minimum quality standards and follow a uniform set of standards.

2.1.2 Pre-Service Teacher Education Practices

Tribhuvan University has been implementing teacher education programs since the establishment of the College of Education in 1956. The Faculty of Education at TU was the only higher education institution offering various teacher education programs and producing trained teachers before 1995. The Kathmandu University and Purbanchal University initiated the teacher education program on a small scale at the end of the twentieth century. At present, seven universities (TU), Kathmandu University (KU SOED), Purbanchal University (PU), Mid-Western University (MWU), Far-Western University (FWU), Nepal Open University (NOU), and Nepal Sanskrit University (NSU) have been implementing various programs of pre-service teacher education for decades, intending to produce competent schoolteachers. Both TU and KU offer a range of teacher education programs, from Bachelor's to Doctoral levels. However, the teacher education program at KUSOED is limited to a few specialized subjects, such as English, Mathematics, and STEAM education to prepare schoolteachers. FWU has teacher education programs from the Bachelor's to Master of Philosophy level. The MWU and PU offer both Bachelor's and Master's programs of teacher education. NOU offers a one-year teacher education program that emphasizes both subject-specific instruction and general professional education. Recently, it has also introduced a four-year B.Ed. program in Mathematics, English, and Social Studies. Despite the absence of the Faculty of Education and dedicated teacher educators, NSU has been implementing a poor-quality one-year program for more than two decades. TU, as the oldest and largest teacher education institution in Nepal, has a strong influence on the teacher education policy and program structure of other universities.

Tribhuvan University and other universities of Nepal have established the Faculty/School of Education to develop and implement teacher education programs according to university rules and regulations. Subject Committees under the Faculty and the School of Education of the concerned universities prepare and revise curricula without conducting a

needs assessment and labour market demands and consultation with the MoEST as well as other stakeholders. While the Subject Committee/experts consider the intent of the National Curriculum Framework to ensure that the content aligns with school subjects, they often overlook the Teacher Competency Framework. Expert-led curriculum development practice leads to a curriculum that contains heavy theoretical knowledge and disciplinary depth, with or without limited practical activities, detaching from the local realities of Nepal. Both the Faculty Board and the Academic Council of the university approve the curricula prepared by the Subject Committee/experts before their implementation.

The Faculty of Education of TU and other universities implements the approved teacher education curricula that integrate courses of pedagogy and school subjects. TU runs a four-year B.Ed. in annual examination systems, and Bachelor of Information and Communication Technology Education (BICTE), Postgraduate Diploma in Education (PGDE), and M.Ed. in the semester system. KU, MWU, and FWU have been running B.Ed. and M.Ed. Programs in the semester system. The curriculum framework of the Bachelor's program includes four categories of courses: i) Language/communication skills; ii) Educational/pedagogical foundations; iii) Content knowledge related to the school subject; and Teaching Practice. Master's Programs include pedagogical courses, subject-specialization courses, and teaching practice. Traditionally, the teacher education framework in Nepal includes three domains: i) pedagogical theory, ii) school subject knowledge with didactics, and ii) teaching skill/practice.

A. Education and Pedagogy Theory

Pedagogical theory is the first foundational domain of the teacher education program, encompassing Social and Philosophical Foundations of Education, Educational Psychology, Curriculum and Evaluation, and Instructional Methods and Technology. These core courses of pedagogy theory provide basic pedagogical content knowledge to students in teacher education programs (B.Ed.) of TU (See Annex-1). The PU, MWU and FWU also include similar courses in their teacher education programs. The Teaching Profession course is offered as an alternative to the traditional Foundations of Education course in the four-year B.Ed. program at KUSOED. The M.Ed. program of TU has included eight courses of pedagogy theory, such as Foundations of Education, Advanced Educational Psychology, Curriculum Practices, Research Methods in Education, Measurement and Evaluation, Education and Development, and Contemporary Educational Issues, with 21 credits out of a total of 69. Five pedagogical courses (15 credits out of a total of 66) are offered in the M.Ed. program of the MWU and four pedagogical courses (12 credits out of a total 72) are in the Master's Program of FWU. Curriculum development practice, measurement, and evaluation, which are essential components of pedagogical knowledge, are missing in the M.Ed. programs of the MWU and FWU (See Annex-4).

The foundations of education deal with a basic understanding of education, Eastern and Western philosophical and sociological perspectives of education, trends in educational approaches, and innovation in teaching and learning. Educational psychology is an important course of pedagogy theory that includes child and adolescent development, understanding learners, motivation, reinforcement, and learning theories. Both courses are essential for developing a basic understanding of education, learners, and learning theories. However, there is a lack of learning opportunities that can link educational content knowledge with classroom pedagogy.

A basic understanding of curriculum development, test construction, measurement, and evaluation is essential for teachers. At TU, the teacher education program (B.Ed.) running in the annual system includes curriculum development and evaluation/assessment in one course. In the semester system, there are two separate courses: i) curriculum development, and ii) measurement and evaluation. Teacher education programs of other universities have included both courses in the B.Ed. program. These courses appear to be sufficient for developing a basic understanding of curriculum development and assessment for learning. Instruction methods and technology is a fundamental pedagogical course that emphasizes providing prospective teachers with fundamental knowledge in teaching methods and classroom instruction. The four-year program of MWU lacks courses related to instructional methods and technology. The Bachelor programs running in a semester system at TU, MWU, and FWU have also included Educational Research Methods and Education Development in Nepal at the Bachelor's level. The M.Ed. programs of TU include curriculum development, practice, measurement, and evaluation. However, these two courses are absent from the core pedagogical areas of the M.Ed. Programs of the MWU, KUSOED and FWU (See Annex-3). Research methods, education and development/contemporary education issues are compulsory courses for all M.Ed. students of the three universities. These courses are expected to enhance the understanding of contemporary educational issues and research methodological knowledge that may enhance the research efficacy of the students.

The core pedagogical courses of the teacher education program of three universities are essential for providing students with pedagogical knowledge. During the interview and discussion, teacher educators of TU, MWU and FWU agreed that the contents of core education courses are sufficient to provide basic theoretical knowledge of pedagogy, but they do not deal with how to translate theory into classroom practice. There is a lack of adequate learning opportunities for students to engage in practical activities such as curriculum development, test construction, measurement, assessment, and instructional strategies.

B. School Subject Content Knowledge Areas

The faculty of education designs and implements teacher education curricula, considering the intents of the national curriculum framework. The National Curriculum Framework 2076 has mentioned the need to prepare teachers with subject knowledge and academic skills (CDC, 2019a). Nepali, English, Mathematics, Science and Technology, and Social Studies are compulsory subjects up to grade 10, and health and physical education are compulsory up to grade eight. The Faculty of Education of TU has included Nepali, English, Mathematics, Science, Social Studies, Health and Physical Education, Population Education, Information and Communication Technology (ICT), Economics, History, Geography, Political Science, and Special Needs Education in B.Ed. and M.Ed. Program (FoE, 2015 and 2016). The MWU offers B.Ed. Programs in six subjects: Nepali, English, Mathematics, Science, EPM, Population, and Health Education at Bachelor's Level and M.Ed. Program with specialization in Nepali, English, Mathematics, EPM, Curriculum, and Population. Nepali, English, Mathematics, Population, Health and Physical Education, and Computer Science are offered at the Bachelor's Level, and Nepali, English, Mathematics, Curriculum, Planning and Leadership, Health and Physical Education, and Special Needs Education are offered at the Master's Level of the FWU. KUSOED offers English and technical education (ICT and civil engineering) in the four-year B.Ed. Program and English, Mathematics and STEAM education/TVET education at the Master's level with the aim of preparing school teachers (See Annex 1 and 4).

TU and the other three universities (PU, MWU and FWU) offer Nepali Education as a specialization in teacher education programs (B.Ed. and M.Ed.) to prepare Nepali language teachers for high school as well as teacher educators. Likewise, English Education courses are taught as a specialization subject at B.Ed. and M.Ed. Level to produce trained English Language Teachers. Both language courses encompass grammar, linguistics, literature, reading and writing, language teaching methods and strategies, language research methods, curriculum design and language assessment. TU has included only English Language Teaching Methods in B.Ed, while KU, MWU and FWU offer three courses related to teaching the English language, such as teaching grammar, teaching reading, writing, and listening. A review of both Nepal and English Language Education Courses reveals that existing English Language and Nepali courses in the B.Ed. Programs of the Faculty of Education can provide adequate content knowledge to the students intended to be English teachers in schools in Nepal. However, both Nepali and English Education lack adequate integration between the content of language, language pedagogy and professional development for language teachers.

Mathematics as a specialization subject is the main part of the teacher education program (B.Ed. and M.Ed) of TU, MWU, and FWU (See Annex 1 and 4). This subject consists of a variety of mathematics courses, including Geometry, Algebra, Calculus, Real Analysis, Vector Analysis, Topology, Graph Theory, Statistics, History and Foundations of

Mathematics Education, and Teaching Mathematics. TU has been implementing science education at B.Ed. level to prepare secondary school science teachers. MWU has been running science education at the B.Ed level for half a decade in one constituent campus. Science education consists of biology, chemistry, physics, environmental education, the foundation of science education and teaching science. Content analysis reveals that the science education course materials are sufficient for preparing teachers to teach science up to grade ten. KUSOED offers mathematics and STEAM education at the post-graduate level to prepare teachers and experts in the field of mathematics and STEAM education.

For several decades, social studies has been taught in schools as a compulsory subject up to grade 12 without the support of trained social studies teachers. The FoE TU has been running programs on social studies as a major and minor subject in the four-year B.Ed. program for the last seven years. It has also introduced the Master of Social Studies Education Program to produce social studies teachers and teacher educators since 2022. Other universities have not yet introduced similar programs. TU, PU, MWU, and FWU offer Health and Physical Education (HPE) in the four-year B.Ed. programs to prepare teachers to teach HPE at the Basic and Secondary Level. The national curriculum framework of school education also includes Creative Arts subjects from grades 4 to 8 in the Health and Physical Education subject. However, there is a lack of course content on creative arts in HPE Program.

Inclusive Education

Teachers in all schools should have knowledge and skills in inclusive education strategies because they can play a vital role in creating an equitable learning environment for all students, including those with disabilities or learning challenges. India's teacher education (B.Ed.) program has included components of inclusive education, focusing on preparing teachers to meet the diverse needs of all learners (NCERT, 2016, NTCE, 2014). The Faculty of Education at TU has been offering Special Needs/Inclusive Education as a specialization subject at the undergraduate and postgraduate levels since 2015. Recently, Purbanchal University, Midwestern University, and Far Western University have also offered specialized courses on inclusive education at the bachelor's level. But inclusive pedagogy has not yet been included in core pedagogy theory and professional courses. Since teacher education programs lack concepts, approaches, and instructional strategies of inclusive education across all subject areas, students who graduated from the Faculty of Education of TU and other universities are not capable of addressing issues of diversity and inclusion in the school classroom.

ICT Education and Digital Pedagogy

The Faculty of Education at TU has been offering ICT education as a specialization subject at the undergraduate level since 2010 and at the postgraduate level since 2015 to prepare teachers to teach computer science at the school level. KU and FWU also offer

undergraduate programs in IT and Computer Science Education. These programs prepare IT teachers and IT education experts. Recently, the FoE TU and NOU also offer a Master of Educational Science in Digital Pedagogy (MESDP) through a blended mode, targeting university and school teachers. The MES DP program was developed and launched in 2023 in collaboration with JAMK and HAMK Universities of Applied Sciences in Finland. ICT is included in the Postgraduate Diploma in Education program. Both Indian and Finnish teacher education programs integrate ICT and innovative pedagogy into their teacher preparation curricula. However, ICT as a pedagogical tool has not been incorporated as a common and cross-cutting subject across other disciplines of the teacher education program.

Early Childhood Education and Primary Education

n Nepal, 41,284 Early Childhood Education and Development (ECED) centers are currently operating (CEHRD, 2081 BS)with teachers who possess only a Grade 10 education and have not received formal professional training in early childhood education Since the minimum qualification for ECED teachers is grade 10, the Faculty of Education at TU has not implemented the ECE teacher training in the teacher education program. However, TU has included ECD courses as an optional subject in the three-year bachelor's degree program that was implemented between 1995 and 2015. KUSED offers a one-year Early Childhood Education and Development program at the postgraduate level. Teacher education programs in countries such as Finland, India, and Singapore include Early Childhood Education (ECE) and primary teacher education as an integral component of the teacher preparation program. However, the Faculty/School of Education of TU and other universities lack the pre-service education or training programs to prepare trained ECED and primary school teachers.

C. Practice Teaching/Practicum

Practice teaching is a third and critical domain of the pre-service teacher education program of Nepal. The course aims to help students integrate theory and practice in an authentic school environment. The Faculty of Education of TU, MWU and FWU has prepared practice teaching guidelines that include requirements for educational planning, micro-teaching and peer teaching, teaching planned lessons in school, evaluation of peer teaching, preparation of school records, conducting extracurricular activities, preparing case study report/school reports constructing sample questions, and analyzing curricula and textbooks (Timsinina, 2025).

The duration of teaching practice in schools varies from four weeks to six weeks. Revised teaching practice guidelines reduced the duration of teaching practice from six weeks to four weeks (TU Faculty of Education, 2018). The guidelines of the concerned university explicitly indicate that each student is expected to teach one lesson each day at the school during teaching practice. However, implementation remains weak, as many student-

teachers do not attend schools regularly for teaching practice, viewing it as a mere formality rather than a crucial step in transforming a novice into a qualified professional teacher (Kandel, 2023).

There is a common perception among school head teachers that the student-teachers coming from Teacher Education Campuses are not well prepared to teach effectively, and they are not allowed to teach the planned lesson every day (Adhikari, 2022). Consequently, most student-teachers are deprived of the opportunity to teach regularly in real classrooms and to receive feedback from experienced educators during the practicum. This serious gap in the implementation hardly ensures the acquisition of teaching skills and experience from the teaching practice.

During teaching practice, the supervisors assigned by the concerned Campus/Department should visit the respective school at least twice to observe the students' class teaching and provide necessary suggestions and feedback. However, about 42 percent of internal supervisors and 51 percent of external supervisors spent less than 15 minutes observing the class of student teachers in schools (TU Faculty of Education, 2025). Student teachers are less likely to receive sufficient, constructive, and meaningful feedback from both their internal supervisors during micro/peer teaching sessions and their practice teaching in schools. (Kandel, 2023). Both the supervisor and the students want to fulfil the requirements for teaching practice by collecting and compiling documents from different sources. After completing all requirements of practice teaching, the Teaching Practice Section of the Dean's Office assigns an external supervisor to evaluate the student's teaching practice in the assigned schools.

Several challenges continue to exist, including inconsistent involvement of both students and supervisors, insufficient cooperation and support from schools, and a poor connection between theoretical knowledge and practical classroom implementation (FoE, 2025). Most students complete their practice teaching/practicum by attending on-campus and off-campus activities for only a few days, without assuming full teaching responsibilities in schools. Students of the teacher education program under the Faculty of Education are less likely to acquire teaching skills and experience from the teaching practice program.

2.1.3 One-Year Professional Program

The Faculty of Education of TU started a one-year B.Ed. program to provide pedagogical training to those with a qualification of a bachelor's degree immediately after the establishment of the College of Education in 1956 (Wood, 1965). The FoE TU replaced the one-year B.Ed. Program by introducing the three-semester Postgraduate Diploma in Education (PGDE) program in 2024 (FoE, 2024). Purbanchal University and Nepal Sanskrit University have been conducting a one-year B.Ed. programs in a traditional way for more than two decades (See Annex-2). NOU and FWU recently introduced the professional one-

year (two-semester) program that includes professional pedagogical courses, such as perspectives and philosophy in education, education psychology, learning theories, learners and society, curriculum, instructional methods, assessment, ICT and e-learning, subject-specific teaching methods and teaching practice. The program that is operated in the annual examination system also consists of professional courses, including subject-specific teaching methods and practice teaching.

The one-year teacher education program was effectively implemented under the Faculty of Education at TU before 1990. In the absence of standard and strict rules and monitoring/supervision, almost all the education campuses of TU and other universities were found running the one-year B.Ed. program by just enrolling students and allowing them to appear for final examinations and teaching practice without teaching them on the Campuses. The implementation of the one-year program is very weak in terms of student attendance, classroom teaching, the quality of teacher educators, and the learning environment. The sub-standard one-year program has been popular for distributing teacher training certificates without equipping students with teaching skills.

There is a provision for teaching practice in the one-year program, and each student must go to school for teaching practice for a month at the end of the academic year. As reported by the head of teaching practice of the Office of the Dean and Campus Chief, most students attend the assigned schools for two or three days to complete the teaching practice. The minimum requirements and activities set by the Faculty of Education are not followed properly by the concerned Campuses/Departments. The competence of these graduates in teaching school subjects is often questioned by schools and some of the studies claimed that 'there is no significant difference in the teaching style/ practice of teachers with a one-year B.Ed. training and those without'.

The Postgraduate Diploma in Education program of TU covers education/pedagogy theory, subject-specific pedagogy, and practical skills like lesson planning and assessment (FoE, 2024). Moreover, school subject-related teaching method courses integrate both theory and practical activities in instructional planning, developing teaching materials, reviewing school curricula, and preparing and analyzing tests. It includes compulsory ICT training, as well as courses on yoga, inclusive education, and student counselling. Instead of brief teaching practice, the program features a one-semester internship where students work as trainee teachers, engage in microteaching, and conduct case studies and action research, aiming to make the internship more effective than the one-year B.Ed. teaching practice. Practical activities and the teaching internship make up 39% of the total 39 credit hours, which is a key strength of the newly introduced PGDE program (See Annex-3).

2.1.4 Status of Pre-Service Teacher Education Program Implementation in Nepal

Admission criteria: The constituents and affiliated campuses under the Faculty of Education of TU and other universities implement the curricula as per the admission rules

of the concerned universities, and so they are not uniform. Students who have passed Grade 12 with a GPA of 2.1 or above are eligible to get admission to the four-year teacher education program at TU. In the absence of standard admission criteria, students having a grade 12 certificate can apply for a four-year teacher education program at other universities. To get admission in a teacher education program (B.Ed./M.Ed) running in the semester system, students must pass the entrance test conducted by the Faculty of Education. However, due to a declining number of applicants and the large number of education campuses operating across the country, teacher education programs (B.Ed./M.Ed) admit nearly all candidates who take the entrance test, limiting the ability to select only high-performing students. Hence, the admission process is quite lenient and does not guarantee the appropriateness of the candidate in terms of academic preparation and aptitude to be a teacher. The Faculties of Education in Nepal have not adopted the best practices found in international teacher education programs. In Finland, admission to teacher education programs is highly competitive, requiring secondary education completion, language proficiency, and success in written exams, aptitude tests, and interviews. In India, admission to Bachelor of Education (B.Ed.) programs typically requires candidates to hold a bachelor's degree with at least 50% marks, and selection is often based on entrance examinations and Teacher Eligibility Test (TET).

The implementation of teacher education programs in 567 campuses of TU and 60 campuses of six universities presents a complex picture, reflecting both strengths and challenges. The Education Campuses spread across the country have increased the accessibility of the program and support the government's goal of producing a large pool of trained teachers to meet the growing demand for school teachers. In addition, the curriculum includes pedagogy theory, modern instructional methods, subject-specific content and materials, and practical teaching practice aimed at linking theory with classroom practice, making it suitable for providing teachers with the necessary foundational knowledge and skills. Some colleges, especially a few constituent campuses in urban areas, have effectively implemented these curriculum goals by providing a good learning environment and integrating technology into teaching. However, most campuses lack qualified teachers, adequate classrooms, educational materials, and laboratories required for a teacher education program. Many campuses are running their program by employing school teachers as part-time educators in the morning from 7 to 9:30 am. This situation directly affects the quality of learning environments and teacher preparation at most of the Education Campuses.

Most of the employed teachers have not received professional training in teacher education. As a result, teachers may continue to use old teaching approaches and fail to integrate new materials or methods in the classroom as per the revised curriculum. This undermines the overall implementation of modern educational strategies envisioned in the revised curricula. In many campuses, teaching is largely lecture-based and exam-oriented, with little room for experiential learning, critical thinking, or practical application.

Many students studying on education campuses do not attend regular classrooms because they work somewhere. During discussions with educators and the Campus Chief, they reported that students prefer to take notes from the teacher rather than engage in interaction, and teachers who teach interactively without providing detailed notes are undervalued by the students. This may be attributed to an assessment system that primarily relies on written examinations, emphasizing theoretical understanding over the development of practical teaching skills. Teacher education programs under the annual system lack internal evaluations and project work, while despite the provisions for continuous assessment and active learning in the semester-based programs are poorly implemented in most campuses. The practicum components, although included in the curriculum, are often poorly implemented, lacking adequate supervision and meaningful student involvement in practical activities. This forces student teachers to complete internships as a formality without gaining real teaching experience and skills.

2.1.5 Key Strengths of Teacher Education Institutions

The Faculty of Education (FoE) at TU has long been a pivotal institution in shaping Nepal's teaching workforce, producing a large number of school teachers and educators over several decades through its extensive network of 26 constituent and over 545 affiliated campuses. The Faculty of Education (FoE) at TU offers a range of programs from Bachelor's to Ph.D. level across more than 15 subject areas, including Science, Mathematics, Social Studies, Language Education, Inclusive Education, and Health and Physical Education. These programs integrate pedagogical theory, content knowledge with didactics, and teaching practices to prepare qualified school teachers, educators and researchers.

The PU, MWU and FWU have also contributed to secondary teacher preparation for over a decade, offering specializations in English, Nepali, Mathematics, Population Education, and Health and Physical Education. Complementing these efforts, KUSOED plays a critical role in advancing teacher education through diverse undergraduate and graduate programs, including M.Phil. and Ph.D. degrees in English Language Teaching, Mathematics Education, and STEAM Education. In 2023, the Faculty of Education at Tribhuvan University (TU) and Nepal Open University (NOU) launched the Master of Educational Science in Digital Pedagogy (MESDP) program through an online mode, in collaboration with HAMK and JAMK Universities of Finland, targeting university faculties and school teachers in Nepal. A notable strength of pre-service teacher education in Nepal is the diverse range of undergraduate and graduate courses offered through over six hundred campuses across the country, along with online and distance education programs, which help ensure equity and access for aspiring school teachers. However, the lack of a national statutory body to oversee and regulate these programs has led to inconsistent standards and poor implementation practices among universities and education campuses. Consequently, the quality and rigor of teacher preparation have faced criticism.

Across these institutions, recent curricular reforms reflect national educational priorities and global pedagogical trends, with a focus on inclusive education, ICT integration, and innovative instructional strategies. Programs incorporate essential experiential learning components such as microteaching, student teaching and classroom observation at schools, fostering reflective practice and practical teaching competencies. At the graduate level, M.Ed. programs also emphasize educational leadership and research, preparing graduates for advanced roles in academia, policy, and educational management. Collectively, these institutions continue to make substantial contributions to the professionalization and capacity-building of Nepal's educational sector.

2.1.6 Key Issues and Challenges of Teacher Education Programs

- **Poor curriculum design and implementation**: The curriculum is heavily focused on theoretical knowledge, with limited emphasis on practical teaching skills.
- **Lack of a standard admission criterion and norms**: In the absence of strict entry requirements, Education campuses admit almost anyone who applies, regardless of their aptitude, interest, or passion for the teaching profession.
- **Lack of quality teacher educators**: Most teachers at education campuses hold only an M.Ed. degree and lack both pedagogical training in teacher education and a thorough understanding of teaching methods and materials. As a result, teacher educators focus on delivering theoretical knowledge, even in practical aspects of the courses, such as lesson planning, material development, curriculum design, application of instructional methods, test construction, and item analysis.
- **Poor teaching-learning environment and infrastructural facilities**: The building, classrooms, white/blackboard, projector, libraries, canteen, toilets, and playground are in very poor condition at most Education Campuses. There is no laboratory room for designing and preparing instructional materials and tools. Additionally, teacher education institutions are burdened by politics, internal disputes, mismanagement, and poor cooperation among teachers, students, staff, and administration.
- **Traditional contents and methods**: Many subjects are not updated regularly to incorporate and reflect changes like innovative pedagogy, digital tools, inclusive education, climate change education and global teaching trends.
- **Examination-oriented teaching and assessment:** Teacher educators continue to adhere to the banking model of education, focusing on delivering notes, key points, and potential exam questions, while promoting rote learning and memorization to help students pass the exam.
- **Lack of regular classes and fairness in assessment**: The 80% attendance requirement is merely a formality, as even students who rarely attend classes or participate in practice teaching are allowed to sit for exams and receive a degree. In some cases, irregular students get high scores in the internal assessment and final examination.

- **Poor quality of teaching practice and supervision**: The teaching practicum frequently suffers from a limited duration, inadequate mentorship, support, and feedback. Supervisors may not observe students frequently to offer constructive feedback to the students.
- **Insufficient Focus on Professional Competencies**: Teacher education programs inadequately deal with professional competencies and classroom management. The Teacher Competency Framework is seldom incorporated into course design or assessment.
- **Lack of coordination and monitoring**: There is a lack of strong coordination between government agencies, the Faculty of Education, and the schools. eacher education programs suffer from weak monitoring and quality assurance mechanisms, resulting in ineffective implementation and inconsistencies across universities.

2.2 In-Service Teacher Education Policy and Practice

In Nepal, the design and implementation of in-service teacher education policies and programs are solely managed by CHERD under the Ministry of Education, without formal collaboration and engagement with the Faculties of Education.

2.2.1 National Teacher Competency Framework, 2015 (B.S. 2072)

The Competency Framework, as approved by the Government of Nepal, provides a broader policy and standards for teacher preparation, training and development and selection decisions. It has identified eight main competency areas and competency standards under each of these areas. The Competency areas and the standards include:

Content knowledge: A basic understanding of the concepts, principles, and interrelationships is considered important for teachers to be able to effectively design and deliver instruction to the learners. This also includes an understanding of the relevant school subject curricula with situational awareness to present the content in a contextually relevant manner.

Pedagogical knowledge: Pedagogical knowledge encompasses the ability to design and deliver instruction using appropriate strategies that effectively support student learning. Emphasizing the value of *active learning*, it requires teachers to make informed choices regarding instructional methods and assessment practices, taking into account the content to be taught as well as the diverse characteristics and needs of their learners.

Knowledge about children: This includes an understanding of children's physical, cognitive, social, and emotional development. It involves the ability to assess learners' prior knowledge and connect it to new learning experiences. Teachers must recognize and respect cultural differences among learners, hold the belief that all children are capable of learning and have the right to learn, and maintain high expectations for each

student. Additionally, it requires the ability to identify students' special needs or exceptional qualities and to design appropriate and responsive instruction accordingly.

Learning environment and classroom management: Effective classroom management involves fostering active learner engagement by establishing a safe, collaborative, and appropriately challenging environment. It requires creating conditions that encourage all learners to participate constructively, promoting inquiry-based learning, and nurturing creativity through positive discipline and meaningful incentives.

Communication and collaboration: Communicate effectively with students and parents, providing constructive feedback to enhance learning. Collaborate with colleagues to support professional development and contribute to the school's overall achievements.

Continuous learning and professional development: Actively participate in professional development activities, engage in reflective practice, and stay updated on advancements within relevant professional fields.

Knowledge of Legal Bases and Code of Conduct: Demonstrate the highest standards of ethical behavior and earn the respect of all stakeholders. Adhere to behavior guidelines as outlined in applicable regulations and directives, while showing respect for local culture and maintaining tolerance toward diverse value systems.

Use of Information communication and technology (ICT): Design and integrate digital materials into instruction, utilize ICT for personal professional growth, and uphold professional standards in the use of ICT and digital technologies.

It has been ten years since the development of the Competency Framework. The Framework, which encompasses eight comprehensive domains, has served as a valuable guide in the design of the teacher licensing system, the teacher selection curriculum, and the structure of pre-service teacher education and professional development programs. However, it remains static, as it does not account for the evolving stages of teachers' professional growth journeys. Additionally, teacher preparation programs have not been fully aligned with the Competency Framework, limiting their effectiveness in shaping the foundational skills and competencies of new teachers.

Considerations for Effective Implementation of the Competency Framework

- Given the wide variety of teacher education programs offered by universities, the standards set by the Competency Framework are expected to provide a common foundation for the selection of content and activities across these programs.
- There is a need to achieve stronger alignment between the teacher licensing examination system and the teacher selection system, as administered by the Teacher Service Commission (TSC), and the Competency Framework.

- The Framework should also accommodate the career stages of incumbent teachers, making it more dynamic and better suited to supporting the design and implementation of teacher professional development programs.

2.2.2 Teacher Professional Development Framework, 2080 (2023)

The Framework as approved by the Ministry of Education, Science and Technology, outlines a comprehensive set of strategies and activities aimed at strengthening teacher competencies across the nationally identified competency areas. It encompasses ten distinct components, incorporating both structured training programs and self-directed learning opportunities, thereby offering a balanced and flexible approach to professional development. These components are designed to support teachers at various stages of their careers and to foster a culture of continuous improvement and reflective practice within the education system.

Based on their nature the components could be categorized as: A) Training programs (e.g., job induction training, certification training, and needs-based customized training courses), B) Collaborative learning programs (e.g., teacher mentoring, lesson study, professional networks, and peer class observation), and C) Teacher led professional development programs (e.g., self-directed learning, action research, and self-assessment-based learning). Here is the brief description of the components of the Framework and their implementation status.

A) Training Programs: There are provisions for job-induction training, customized training and certification training programs.

Job-induction training: A 30-day induction training is designed to support all newly appointed teachers in transitioning into the school environment. It aims to orient new teachers to their professional roles and responsibilities, familiarize them with the working culture of schools and the education system and help them to build positive relationships within the school community and supporting a smoother transition into the teaching profession.

The program is being implemented by the Education Training Centers through a mix of online training (15 days) and school-based learning opportunities (equivalent to 15 days). However, by design, there is the possibility of implementing the program through the Education Development Coordination Unit (EDCU) at the district level or by the Local Education Units (LEU).

- **Variations in Program Implementation:** Field interactions reveal inconsistencies in both content and delivery across program sites. Providing comprehensive orientation sessions and a detailed trainer's guide can help ensure greater consistency and effectiveness in implementation.

- **Importance of School Leadership:** The active involvement of school leadership is critical for the successful execution of school-based activities. This can be further strengthened through dedicated leadership training programs for headteachers.

- **Incorporate mentoring or peer-support components** into the program for enhanced learning and reflection.

- **Leveraging Novice Teacher Reports:** Requiring novice teachers to submit reflective reports—and systematically analyzing these—can offer valuable insights for refining program design and improving implementation in future cycles.

One-month Certification Training for Teachers: The Government of Nepal mandates a one-month certification training program for in-service teachers. The training aims to enhance teachers' capacity to effectively deliver the school curriculum and improve professional competence.

***Key features**:*

- **Duration**: One month, including a 15-day school-based component

- **Curriculum Development**: Led by the Center for Education and Human Resource Development (CEHRD) and approved by the Council, which has given scope for 20% of the content can be adapted to reflect local needs. There are more than 80 such courses approved by the Council for Educational Human Resource Development (see annex 1).

- **Delivery**: Conducted through the Provincial Education Training Centers (PETCs), one in each of the seven provinces

- **Certification**: Awarded upon successful completion, including satisfactory performance on learning assessments

- **Focus**: Enhancing practical knowledge and instructional skills aligned with the school curriculum

- **Incentives**: Under the Teacher Service Regulations, 2057 (Rule 31-4), certification training is incentivized. Upon completion of the training, participants earn points for promotion, which also takes into account the 'merit' of the candidates during the training period, thus encouraging active engagement during the process

- **Selection criteria**: The training is mainly reserved to the teachers in the 'career employment'. Further, for fair selection, the Regulations consider 'seniority' as the criterion, thus, limiting such opportunity to new teachers, and to those teachers appointed under the '*rahat*' or in other contract positions

***Key challenges**:*

- Limited Institutional Capacity: There are only seven PETCs, hardly sufficient to implement the programs. There are six trainer positions in the PETCs, and many of the trainers are fresh, with almost no previous preparation on instructional design and management, facilitation skills, and training management and evaluation. Further, some of these PETCs conduct training courses through its satellite centers, which have helped meet the targets and expanded access by reaching out to the nearby districts. However, the quality of training heavily depends on the competence of the trainers, and there appears to be a clear gap in the system.

- Training opportunity: Setting priorities for the selection of trainees that is based on seniority often ignores the **developmental needs** of the participants. The trainees in the early years may benefit more from such programs. Further, the teachers in the non-permanent positions are often barred from participating in such training courses.

Customized Training: These training programs are need-based, implemented as refresher courses, and offer flexibility in implementation to respond to the local needs or specific needs of teachers. They are usually of five-day duration, and more than 36 such courses have already been developed, approved, and are available on the CEHRD website. Further, there is a possibility for Education Development Coordination Units at the district level or the Local Education Units (LEU) to develop such courses to serve local needs or the immediate development needs of the teachers.

According to the officials from the Education Development Directorates, Bagmati, Karnali, and Gandaki, there are some such programs under the Provincial budget, in addition to the ones from the federal budget. Similarly, there are cases where local partners support in funding and implementing such needs-based training programs, both at the provincial and local levels.

There is a need for a comprehensive mapping of these courses, capturing participant numbers, coverage, and program effectiveness. Such an analysis will provide valuable insights to inform strategic decisions and help set the direction for the next phase of implementation. Moreover, teacher motivation can significantly impact performance both during professional development activities and in the workplace. Therefore, the success of professional development initiatives depends on a supportive work environment, one that offers constructive feedback, encourages learning, and presents meaningful challenges that foster growth and performance.

B) Collaborative Learning Programs

This category encompasses professional development activities such as teacher mentoring, lesson study, professional networks, and peer classroom observations. These initiatives are characterized by collaborative engagement, where teachers work in pairs or groups to reflect, share experiences, and deepen their professional learning in a supportive environment.

Teacher Mentoring Program: The program is spread over six months, where a senior experienced teacher, the 'mentor' will help develop the novice teachers in different areas of professional practice.

During the discussion with the Director and Chief of the Teacher Training Section of the CEHRD, and the trainers, several key challenges relating to the implementation of the mentoring program emerged:

- Mentor assignment and workload**:** Under the current structure, each mentor is responsible for supervising a minimum of 11 classes and providing feedback and support to five mentees. Since these mentees are often from different schools, mentors are required to travel frequently. This not only reduces the mentor's availability for their teaching duties but also disrupts instructional time in their schools. To address this, alternative approaches could be explored, such as using mentors from the same school and engaging retired teachers, when they are available as mentors.

- Uniform guidelines vs. individual needs**:** The national guidelines prescribe a uniform structure for supervision and feedback sessions across all mentees. However, in practice, the developmental needs and maturity levels of mentees can vary significantly. A rigid, one-size-fits-all approach may not be effective. It is therefore important to incorporate flexibility into the guidelines, allowing for adaptation based on contextual and individual needs.

- Importance of school-based mentoring relationships**:** One of the most critical success factors in mentoring is the proximity and relationship between mentors and mentees. Mentoring is more effective when both parties are based in the same school or nearby schools, allowing for regular interaction, stronger trust, and more responsive support. Physical closeness fosters psychological bonding and open communication, which are essential for meaningful professional growth. Additionally, localized mentoring models offer better results with lower costs.

Lesson Study: Lesson Study is a collaborative, school-based approach to teacher development that focuses on enhancing student learning outcomes. In this model, teachers work together to plan, implement, assess, and reflect on lessons, engaging in

ongoing cycles of improvement. This reflective practice enables teachers to continuously refine their teaching strategies based on evidence from classroom experiences.

Through the Lesson Study process, teachers often question their prior assumptions and develop deeper insights into effective teaching practices, discovering "what works" in their specific contexts. The process is iterative, involving repeated cycles of lesson planning, implementation, and reflection. Rather than a one-time intervention, Lesson Study fosters a collegial culture of continuous learning, contributing to sustainable professional growth and a more collaborative school environment. The successful implementation of Lesson Study relies heavily on the leadership capacity of local education officials and school leaders, as well as the commitment and professionalism of teachers involved in the process. While the approach holds significant potential, it requires a supportive environment and strong facilitation to be effective.

Following the adoption of the Teacher Professional Development Framework (TPDF), full-scale implementation of Lesson Study is still in progress. As such, it is premature to draw definitive conclusions about its overall impact or effectiveness at this stage.

Teacher professional networks: As stated in the TPDF, the professional networks of subject teachers will be encouraged at the local level to share experiences in curriculum implementation and in teaching. The network may be extended beyond the local level to have wider participation. Local levels may organize a subject-specific educational symposium every year. Local levels may support the mobilization of such learning networks.

Peer class observation: Schools are encouraged to actively promote peer class observation as a means of fostering professional growth among teachers. Through regular observation and feedback, teachers can engage in collaborative reflection and pedagogical improvement.

- School-Level Implementation**:**
  Headteachers will maintain records of teacher participation and the feedback provided during peer observation sessions. These practices contribute to a culture of continuous learning within the school.

- Local-Level Support:
  Local governments may organize subject-based peer learning sessions and encourage participation in pedagogical improvement activities. These efforts can be aligned with ongoing Teacher Professional Development (TPD) programs, with at least one session during training dedicated to peer observation.

- Recognition and Motivation:
  Teachers who demonstrate active engagement in peer observation and

professional collaboration may be formally recognized. Schools are encouraged to honor such contributions, for example, through awards presented during the annual school day function.

As outlined in the Teacher Professional Development Framework (TPDF), the active involvement of school management and local education units is essential to the successful implementation and institutionalization of peer observation practices.

C) Teacher-led professional development programs

Externally designed professional development programs are often criticized for minimizing teacher agency, resulting in lower levels of ownership and engagement. In contrast, teacher-led professional development emphasizes teacher initiative, autonomy, and reflective practice. Key activities under this approach may include:

- Self-directed learning
- Action research
- Self-assessment-based learning

Action Research in Practice: Action research is formally recognized as a professional development activity under the Teacher Service Regulations, 2057 (Regulation 32 (2)). Teachers can earn one point in their performance appraisal upon validation of their research work by the headteacher and school supervisor.

While some local and provincial publications feature successful examples of action research annually, concerns remain about its widespread implementation. In many instances, it is perceived as a compliance-oriented, paper-based activity, rather than a meaningful tool for professional growth.

The role of instructional leadership is pivotal in shaping outcomes, schools with strong and supportive leaders are more likely to foster genuine teacher engagement in action research and other self-directed initiatives.

Gaps in Implementation: Despite the inclusion of teacher-led development models in policy, large-scale implementation of self-directed learning and self-assessment-based development remains limited. There is insufficient evidence to assess their overall effectiveness or impact on teacher practice at this stage.

There could be a possibility of designing a system of incentives and disincentives for teachers to pursue and advance the self-initiated PD programs. For example, to begin with, teachers may be required to complete at least one online course in the respective area of teaching while submitting the performance appraisal form. Similarly, the teachers leading

professional development activities for their colleagues may be incentivized accordingly, with certificates and accreditations

3 Institutional Capacity of the In-Service Teacher Training System

3.1 Federal – CEHRD level

A dedicated institutional body under the Ministry of Education, Science and Technology (MOEST), the National Centre for Educational Development (NCED), was responsible for supporting the Ministry in policy formulation, designing and implementing capacity development programs, and strengthening Educational Training Centers to carry out related activities. Following the transition to a federal system, the former Department of Education (DoE) and NCED were merged to establish the Centre for Education and Human Resource Development (CEHRD). Currently, a division within CEHRD known as the Human Resource Development Division is tasked with planning and strategizing teacher professional development initiatives, designing relevant programs, and implementing them through the Educational Training Centers at the provincial level.

The Division is entrusted with the following specific responsibilities:

a) Formulating and implementing standards for teacher management and professional development.

b) Developing curriculum frameworks for in-service teacher training, including training courses, resource materials, instructor preparation, training standards, certification, and equivalency frameworks.

c) Providing technical support, coordination, monitoring, and regulation of teacher training programs.

d) Developing policies and standards, curriculum frameworks, and establishing coordination mechanisms to support training on inclusive education, gender equality, mother tongue-based education, and special education programs.

Given the breadth of responsibilities, the current institutional capacity appears to be insufficient. At present, there is no established mechanism to assess the relevance, adequacy, or effectiveness of program implementation, despite the wide array of initiatives conducted under the umbrella of professional development. This underscores the urgent need to establish robust structures and mechanisms that can regularly inform and update the Centre for Education and Human Resource Development (CEHRD) regarding ongoing programs. Such systems would enable CEHRD to gain a comprehensive understanding of professional development efforts, spanning the full continuum from induction to continuous professional development (CPD).

To develop a robust and well-coordinated system across various tiers of governance, it is essential to strengthen CEHRD's capacity in several key areas: formulating teacher standards and development policies, designing diverse programs and curricula, creating sample training materials, and providing technical support to Education Training Centers. In addition to traditional training models, there is a growing need to establish a system that encourages and facilitates self-initiated or teacher-led professional development. This must be supported by a coherent teacher management policy framework that motivates professionals to perform at their best. Furthermore, local education units and school leadership should play an active, supportive, and inspiring role in this process.

Designing such a comprehensive framework and ensuring the availability of support mechanisms at the local level is a critical responsibility for CEHRD. However, the existing institutional capacity to undertake this task remains limited.

3.2 Provincial – EDD and ETC level

The National Assessment of Student Achievement (NASA) reports published by the Education Review Office (ERO) in 2011, 2015, and 2018 indicate that learning outcomes among students in public schools remain consistently low. Additionally, there are significant disparities in student achievement across provinces, with Madhes, Karnali, and Sudurpaschim provinces regularly recording lower performance across various grade levels and subject areas.

A recent consultation report involving provincial government authorities in Karnali Province further corroborates that student learning outcomes in the region remain below average, typically within the 40–49% range. Despite efforts toward teacher professional development (TPD), there is currently no documented evidence demonstrating a corresponding improvement in student learning outcomes.

Several factors may contribute to this gap, including:

a) limited teacher motivation and the absence of supportive systems such as teacher mentoring;

b) inadequate classroom environments and insufficient teaching and learning materials; and

c) a lack of responsive and context-specific training programs to meet local educational needs.

Provincial Education Training Centers (PETCs) currently operate without strategic plans to guide the formulation of their annual programs or to set measurable targets for delivering a diverse array of teacher professional development initiatives. Consequently, their activities are largely shaped by centrally planned programs, limiting their ability to address local needs and priorities.

For instance, in PETC Karnali Province, only a limited number of programs are funded through the provincial budget with an allocation of approximately NPR 2 million for the current fiscal year, a modest improvement from an almost negligible budget in the previous fiscal year. Additionally, a variety of development partners are actively engaged in the region, highlighting the urgent need to establish effective coordination mechanisms among stakeholders to ensure the coherent and efficient implementation of teacher professional development programs.

Human resource capacity within the PETCs also presents a significant challenge. In regions such as Karnali, a majority of the trainers (five out of six) have been recently recruited and possess limited experience in areas critical to their roles, such as training design and management, instructional design and delivery, and the facilitation of teacher-led professional development initiatives. Their understanding of the complexities involved in designing, delivering, and assessing the impact of training and other professional development programs remains minimal.

Moreover, the number of full-time trainers available at the PETCs is insufficient to effectively manage program implementation. To address this gap, PETCs have been relying on part-time, external roster trainers. However, these individuals often have limited exposure, typically restricted to a few short-term training modules (usually around five days), and may not be adequately equipped to deliver programs that require more comprehensive pedagogical and contextual understanding.

The recent consultation report, based on visits to Karnali, Madhesh, and Gandaki Provinces, highlighted several critical challenges related to the management and effectiveness of teacher training programs:

- Low Effectiveness of Online Training: A significant number of training programs, including job induction training, are conducted online. According to the management of PETC Karnali, participation in these programs is low, and the effectiveness of online delivery is limited due to various factors. Many participants fail to complete the training, indicating challenges in both engagement and retention.

- Lack of Contextual Relevance: The training programs are generally broad in scope and fail to address the specific and diverse needs of learners. For example, critical themes such as inclusion and equity in education are insufficiently covered. This is particularly concerning given that many students in public schools come from disadvantaged socio-economic backgrounds and may require tailored pedagogical support to succeed academically and remain in school. Professional development programs could be made more responsive by regularly assessing their relevance to the needs and contexts of participants.

- Ineffective Career Progression Practices: Consultations with senior management at the Education Development Directorates (EDD) in Gandaki and Karnali revealed that teacher promotion mechanisms are largely procedural and do not foster a culture of continuous learning, performance, and professional growth. This undermines teachers' motivation to meaningfully engage in professional development activities.

- Limited Local Coordination Capacity: Visits to the Education Development Coordination Units (EDCUs) in Dhanusha and Kaski districts revealed significant limitations in their capacity to coordinate teacher development initiatives, such as mentoring programs, which are vital for ongoing professional support.

- Teacher Shortages and Overcrowded Classrooms: In Madhesh Province, there is a notable shortage of qualified teachers. Many schools face the additional challenge of overcrowded classrooms. Existing training programs are often criticized as being theoretical, lacking practical application, and failing to inspire teachers or improve the quality of teaching and learning.

- Need for University Collaboration: Discussions with senior officials at Madhesh University, including the Vice-Chancellor, Dean, and Department Director, confirmed that the university is in the early stages of developing its teacher education programs. There is a clear need for collaboration to strengthen curriculum design and enhance institutional capacity to meet the pedagogical needs of local educators and teachers.

3.3 Municipality/Local Government Education Unit (LEU) level

According to the *Teacher Professional Development Framework (TPDF), 2080* (MoEST, 2024), local governments are entrusted with a critical role in the implementation of teacher professional development initiatives. Their responsibilities include:

- Executing federal or provincial programs funded through conditional grants;

- Implementing teacher support programs and initiatives, and managing teacher mentoring programs;

- Organizing needs-based, short-term customized training courses for teachers;

- Encouraging and incentivizing teachers to actively participate in professional development activities, including self-directed learning; and

- Maintaining comprehensive records of teacher participation in professional development activities to monitor and support each teacher's professional growth journey.

This decentralized approach underscores the importance of local-level ownership and contextual responsiveness in strengthening teacher capacity and improving educational outcomes.

Despite the important responsibilities assigned to local governments under the *Teacher Professional Development Framework, 2080*, their institutional capacity remains limited. A consultation meeting with Local Education Unit (LEU) chiefs in Madhesh Province revealed that both rural and urban municipalities face significant challenges in managing and monitoring programs and conducting teacher support programs for improving teacher quality.

While some municipalities have initiated basic monitoring efforts, such as convening headteacher meetings and conducting school visits, these efforts are constrained by acute staffing shortages. In most cases, only one or two education personnel are available to oversee all educational functions at the municipal level. This severely limits their capacity to provide consistent teacher support, including mentoring and follow-up on professional development initiatives.

Under the *Compulsory and Free Education Act, 2075 (2018)*, local governments are mandated to ensure equitable access to education for all. Specifically, Article 37 of the Act obliges local levels to prepare detailed reports on Dalits, persons with disabilities, and economically marginalized groups residing within their jurisdiction, for the purpose. These reports must be shared with the relevant federal and provincial ministries, as well as with concerned schools, to support inclusive planning and targeted educational interventions.

The *School Education Sector Plan (SESP) 2022/23–2031/32* of Nepal proposes the establishment of Teacher Professional Support Networks at the local level to strengthen ongoing professional development. Additionally, it assigns local governments the responsibility of designing and implementing a school-based monitoring and supervision system, to be led by headteachers. To support this, the plan includes provisions for capacity development training for headteachers, enabling them to take on supervisory and instructional leadership roles effectively.

Moreover, the SESP outlines a provision for 15-day training programs for Early Childhood Education and Development (ECED) teachers, as well as the organization of online and offline conferences and seminars on pedagogical methods to enhance the instructional practices of teachers across the country, to be implemented at the local level.

However, Local Education Units (LEUs) face significant capacity constraints, which hinder their ability to fully realize the right to education and effectively implement teacher support programs aimed at improving the quality of education. Most Local Education Units (LEUs) have limited capacity to promote and implement inclusive teaching practices across schools. As a result, children with disabilities are often left with no option but to either stay

at home or enrol in residential resource schools located far from their communities. However, these resource schools themselves often lack the necessary resources, trained personnel, and infrastructure to provide quality care and foster a truly inclusive learning environment.

3.4 Schools and Teacher Level

According to the Teacher Professional Development Framework, schools are expected to implement school-based teacher development programs and encourage teachers to participate in training activities, including job induction for new teachers. Creating a supportive learning environment depends heavily on school leadership and management.

However, consultations with teacher groups in Karnali Province revealed that training opportunities to support children with disabilities are limited. While some courses on inclusive education exist, they often lack practical elements. Despite the presence of 32 resource schools in the province, teacher education and disability support systems remain poorly resourced, with gaps in learning materials and trained personnel.

Teachers also pointed out that certification training, linked to career advancement, is often only available to permanent teachers. Those on contract (rahat) appointments are excluded, limiting their professional growth. Schools also struggle to maintain regular classes when teachers leave for face-to-face training.

At the school level, teacher support mainly comes from local governments, school management committees, principals, and peer collaboration. Federalism has given local governments more responsibility for teacher management, but they face major staffing shortages that limit their ability to support teachers effectively.

The TPDF emphasizes school-based learning: Fifty percent of certification training, induction training, mentoring, lesson study, peer observation, professional networks, and self-directed activities are intended to be implemented in schools. However, challenges remain. Many headteachers lack leadership skills needed to guide professional development, and mentoring is weakened by mentors and mentees being based in different schools, making frequent meetings difficult. Mentors often lack strong leadership and coaching skills.

These problems reflect broader weaknesses in institutional culture and capacity. New teachers often find little real support for their development. Local governments also struggle to arrange skilled trainers, monitor teachers' classroom activities, and provide feedback. While school management committees could help support teacher training, they currently lack the authority, awareness, and resources to manage it well. If properly empowered and trained, they could play a larger role. Local education officers also have

the potential to manage school-based instructional support and guidance but need better resources and training.

4. Institutional Capacity of Higher Education Institutions for Pre-service Teacher Education

Currently, TU alone implements the teacher education program through its 26 constituent campuses and 541 affiliated campuses (private and community). Similar programs are conducted by 27 Campuses of PU,16 Campuses of FWU, and 10 Campuses of MWU. Nepal Sanskrit University runs a one-year B.Ed. program through its five campuses and NOU implements a one-year professional program through online courses. KU (KUSOED) offers four-year Bachelor, one-year, and two-year postgraduate (M.Ed) programs in limited areas of teacher preparation education through face-to-face and online modes.

In the early decades of the establishment of the College of Education, initiatives and efforts were made by the university in collaboration with the government and internal donor agencies to create the necessary infrastructure and a suitable environment for conducting teacher education programs in a standard manner. As part of the initiative, two laboratory schools (one in Kirtipur and one in Sanothimi) were established to engage students in practical activities and meaningful teaching practice. Likewise, there was provision of scholarships for teachers and students to pursue Master and doctoral studies from foreign universities.

After the establishment of the multi-party democracy in 1990 in Nepal, the local leaders and community took the initiative to establish education campuses in various places in the country. By 2015, about 600 affiliated campuses had been established under the Faculty of Education of TU. Considering the growing demands of the local community and leaders, TU granted permission to operate the affiliated campuses in their own resources and investment without assessing the institutional capacity of the proposed campus.

Some campuses including the Central Department of Education at Kirtipur, Prithvi Narayan Campus at Pokhara and a few constituent campuses, and selected QAA-certified community campuses under the FoE TU as well as central campuses of MWU, PU, and FWU, have a sufficient number of competent and experienced teacher educators (faculties). Similarly, the School of Education at Kathmandu University (KUSOED) offers teacher education programs with academically qualified faculty. While faculty across these institutions and campuses demonstrate strong subject matter and pedagogical content knowledge, many struggle to effectively integrate theory and practice, particularly through the use of digital tools, innovative and participatory teaching methods. Despite the presence of qualified educators, the overall implementation of teacher education programs remains weak, especially in promoting interactive learning environments, student-centered pedagogy, assessment for learning, and fair evaluation. Although KUSOED adopts more interactive and student-centered approaches, including project-

based learning, its scope is limited to a few subject areas and a relatively small number of students.

Many affiliated campuses are still operating the B.Ed. program using school teachers as part-time faculties. Discussion with teachers reveals that most part-time teachers and many full-time teachers of the Education Campuses lack the expertise and experience to be teacher educators in teacher education institutions. Teacher educators lack dedication in their teaching profession because of their low motivation, low salary, lack of professional commitment and competencies, and minimal engagement with students' learning. Moreover, part-time teachers are less likely to get opportunities to participate in pedagogical training. Only less than one-third of educators working in constituent campuses of the Faculty of Education TU reported that they got opportunities to attend workshops, seminars, or conferences (TU Faculty of Education, 2025). Therefore, most teachers working in the Education Campus teach through the traditional lecture method, which is not suitable for developing teaching competencies among pre-service students.

There is a shortage of experienced and qualified teachers for over six hundred education campuses scattered in different parts of the country. Many campuses fail to manage regular classes and rigorous teaching and learning activities due to poor governance. Student attendance is poor, as many students join education campuses as the last option, not out of genuine interest and motivation to be teachers, leading to a lack of classroom motivation and seriousness. Some teachers are irregular in their classes because they spend a lot of time on external activities like part-time teaching elsewhere, consultancy work, or other hidden work. Numerous educational institutions encounter ineffective leadership, bureaucratic hindrances, insufficient strategic planning, and fragile internal quality assurance frameworks. Monitoring of class regularity, faculty performance, and student engagement is often minimal, creating a culture of indifference and low accountability. Education campuses often lack the capacity to effectively manage practicum and field experience programs, resulting in limited student engagement in practical activities and teaching practice.

Ultimately, financial limitations hinder campuses from enhancing their physical infrastructures, providing faculty development initiatives, updating technology, and fostering research and innovation. Education campuses are deficient in properly equipped classrooms, libraries, laboratories, ICT resources, and teaching materials that are crucial for contemporary teacher training. Some campuses operating in urban areas have adequate teachers and have built the necessary infrastructure for implementing teacher education programs. Most of the teacher education campuses lack the institutional capacity to implement teacher education programs in a standard manner.

5. Review of International Practice of Teacher Education Systems

5.1 India

The teacher education program in India, Nepal's neighboring country, has a long history. The first teacher training school under the name "Normal School" was established in 1793 in India by the British India to improve native primary schools by providing training to school teachers (Ahmad, 2023). During the British rule in India, the work of training teachers and forming departments of education in universities began in the mid-nineteenth century (Balwaria & Gupta, 2014).

Post-Independence India made significant efforts to reform the Indian education system, including the establishment of the University Grants Commission (UGC) in 1956 and the National Council of Educational Research and Training (NCERT) in 1961. The NCERT and UGC played important roles in curriculum development and research programs in teacher education and training. A one-year B.Ed. program was started in India in 1954. India's National Education Policy (revised in 1986 and 1992) emphasized teacher education as a central pillar to improve the quality of schools.

The National Council for Teacher Education (NCTE) was established as a statutory body in 1995 to regulate and standardize teacher education programs in India. After 1990, when India adopted neoliberal economic policies, the number of private higher education institutions offering teacher education programs increased significantly with the permission of the NCTE, doubling from 7,300 in 2007 to 14,704 in 2011 (Batra, 2017a). As the number of private teacher education colleges increased, the quality of teacher education programs declined, and a mismatch between theory and practice in classroom teaching became more visible.The National Curriculum Framework for Teacher Education (2009) attempted to address the gap between theoretical knowledge and practical application by integrating socio-cultural contexts of education and placing greater emphasis on students' practical experiences in teaching (NCERT, 2016).

India's teacher education system is governed by a centralized regulatory framework led by the National Council for Teacher Education (NCTE), which prescribes the curriculum framework, norms, and standards for teacher education programs across the country. While Universities and their Faculties of Education are responsible for implementing teacher education programs, they have limited autonomy in developing their own curriculum. The UGC and State Councils of Educational Research and Training (SCERTs) play supportive roles to ensure alignment with national and regional priorities of teacher preparation.

Given the concerns about the declining quality of teacher education institutions, the Government of India appointed the Justice Verma Commission (JVC) in 2012 to review the regulatory framework for teacher education in India. The Commission Report pointed out

that teacher education curricula were outdated and theoretical, and that the one-year program was insufficient to provide students with teaching skills and experiences. The JVC report suggested converting the one-year teacher education program into a two-year program as well as four-year integrated B.Ed. Program.

Following the recommendations of the JVC Report, the National Council for Teacher Education (NCTE) revised its regulations, norms, and standards for various teacher education programs in 2014. According to the new regulations, the length of the B.Ed. and M.Ed. programs was increased from one year to two years. Additionally, the integrated four-year B.A. B.Ed. / B.Sc. B.Ed. program was recognized as a standard model for teacher education (NCERT, 2016).

Under the revised system, candidates who have earned a bachelor's degree with a minimum of 50 percent marks in school-relevant subjects are eligible to apply for the two-year B.Ed. programs. Students with a Grade 12 qualification are eligible for admission to the integrated B.Ed. program.

The National Education Policy 2020 (GoI, 2020) has emphasized running a four-year B.Ed. program by integrating the contents and practices of pedagogy and school subjects. NEP 2020 recognizes that many bachelor's degree holders may lack sufficient knowledge of school subjects. Therefore, aspiring teachers must select and study school-related subjects in the integrated four-year teacher education program. According to the NEP 2020, only multi-disciplinary Higher Education Institutions are eligible to implement the integrated four-year B.Ed. program through an interdisciplinary approach in collaboration with the Department of Education and other subject departments (e.g., Language, Arts, Mathematics, IT, Science, and so on) with a strong emphasis on practical training, including teaching internship, classroom observation, reflective practice and mentorship (Ahmad & Sharma, 2023). NEP 2020 also mandated that the minimum qualification for school teachers will be a four-year B.Ed., and isolated teacher education institutions will be abolished by 2030. Recent reforms introduced under the National Education Policy 2020 aim to modernize teacher education by promoting multidisciplinary training, inclusive and learner-centered pedagogies, and a greater emphasis on experiential learning and practical components, thereby making teacher preparation more contextual, holistic, and effective.

5.2 Finland[5]

The Finnish teacher education system has been grounded in academic training since the 1970s, when teacher education departments were established within universities. A key feature of the system is the strong professional autonomy granted to teachers, supported

[5] See the full analysis on the Finnish teacher education in **Annex 5**.

by their high level of academic education. Instead of relying on external inspections, Finland uses systematic feedback from students, principals' observations, and national evaluations conducted by the Finnish Education Evaluation Centre (FINEEC) to monitor educational quality. Teachers are trained to think critically and to understand their work in a broader societal context, a mindset that supports both professional competence and well-being. Teaching enjoys high societal prestige in Finland, rooted in historical developments where education was seen as a pathway to social mobility.

Finland's university-led teacher education programs are deeply research-driven, encouraging prospective teachers to engage in academic inquiry, adopt evidence-based practices, and gain early experience in school teaching environments. In Finland, a master's degree (M.Ed.) with a duration of five years is the standard qualification for both primary and secondary school teachers. It emphasizes a strong integration of theory and practice, combining rigorous academic coursework, applied research, and extensive internships.

Pre-service education for class teachers, who teach grades 1–6, involves completing both a bachelor's and a master's degree in educational sciences, amounting to 300 ECTS credits. Their studies focus on pedagogy across multiple subjects rather than deep subject specialization. Practical teaching experience is emphasized through extensive practicum periods in university-affiliated teacher training schools, where students teach and receive systematic feedback. Special education teachers often have a background in class teacher education, although direct entry programs into special education also exist. Subject teachers, who teach grades 7–12, complete a master's degree in their subject area alongside a year-long pedagogical program. Their education includes both theoretical coursework and intensive teaching practice, aiming to bridge theory and real classroom experiences. Teacher training schools not only support student practicums but also contribute to research and ongoing professional development within the education system.

Teacher selection in Finland is highly competitive, particularly for primary education programs. Applicants typically undergo a multi-stage process involving entrance examinations, motivation assessments, and interviews. Although Finland does not require a national licensing examination after graduation, shortages of teachers in specific subjects like mathematics and special education remain a concern.

In-service teacher education is largely voluntary, aside from a few mandatory training days organized by employers each year. Many teachers actively seek out continuing education opportunities to enhance their skills, particularly in areas such as special education, classroom management, and the use of digital technologies. Despite this, many teachers feel that current professional development opportunities are not sufficient or closely connected to practical classroom realities. University-affiliated teacher training schools

foster a strong culture of professional knowledge-sharing through seminars, workshops, and national networks such as eNorssi.

Despite its recognized strengths, the Finnish teacher education system faces emerging challenges. The number of students requiring special educational support has grown significantly, placing new demands on teachers and highlighting gaps in their preparation. Digitalization has transformed the learning environment, creating both new possibilities and challenges, particularly related to maintaining students' attention and ensuring meaningful learning outcomes. Earlier enthusiasm for educational technology was sometimes driven more by optimism than by research evidence, emphasizing the need for a critical and evidence-based approach in teacher education moving forward. Overall, while Finland's system remains a global model, continuous adaptation to societal changes and the realities of the classroom is necessary to sustain its success.

5.3 Sweden[6]

The Swedish education system provides ten years of compulsory schooling, starting from a preschool class at age six through grade nine. Although upper secondary education is not mandatory, the majority of students continue their studies, choosing between academic and vocational tracks. Both types of programs are publicly funded, and vocational tracks integrate workplace-based learning. Sweden has a prominent private school sector, with publicly funded private schools operating under the same national curricula as public schools. Higher education is free for EU and EEA citizens, requiring only small administrative fees.

Teacher education in Sweden is governed by the National Agency for Education (Skolverket). A university degree, including mandatory practical training and proficiency in Swedish, is required for a teaching license. Teacher education became part of the university system in the 1970s, shifting from specialized colleges. Programs usually take between four and five and a half years, depending on specialization. Class teachers, typically teaching grades preschool to six, and subject teachers, teaching grades seven to twelve, follow slightly different paths. Class teacher education emphasizes general pedagogical skills across multiple subjects, while subject teacher education focuses more on subject-specific didactics. Aspiring subject teachers are more likely to complete master's degrees compared to class teacher students.

Special needs teachers must first qualify as general teachers before completing an additional postgraduate program lasting about 1.5 years. This program prepares them to address learning difficulties, neuropsychiatric conditions, and assessment within special education. Practical training is an essential part of all teacher education programs. Unlike

[6] See the full analysis on the Swedish teacher education in **Annex 6**.

Finland, Sweden discontinued separate teacher training schools in the 1970s; practical training now takes place in regular schools, although there is renewed debate about reinstating dedicated training schools to better support teacher preparation.

Admission to teacher education is primarily based on upper secondary school grades or performance on a national university entrance exam. Unlike Finland, Sweden does not use national aptitude tests for teacher program admissions, although this has been a topic of political debate. Due to teacher shortages, minimum GPA requirements were recently introduced, but challenges remain, particularly with attracting enough applicants to teacher education programs. Teacher shortages are a pressing concern, with teaching perceived as a stressful and lower-status career compared to previous decades.

Continuing professional development for teachers in Sweden is not compulsory but strongly encouraged. Teachers generally desire practical, school-relevant training. However, the current professional development system is often fragmented, poorly coordinated, and limited by teachers' heavy workloads. Many newly qualified teachers are assigned to schools with the most challenging environments, leading to additional strain at the start of their careers. Although efforts to improve teacher induction systems have been made, consistent and structured support remains limited. Sweden is now planning a major reform of its continuing professional development system to ensure better access and coordination.

Education and teacher education reforms in Sweden have been highly politicized, with shifting priorities between governments. Centre-right coalitions have emphasized subject knowledge, while Social Democratic governments have focused on developing teachers' generic skills. The 1990s school choice reforms, which allowed the establishment of publicly funded private schools, introduced new demands on teachers and widened inequalities between schools. Public debates continue regarding the balance between theory and practice in teacher education and concerns over the decline of teacher authority and professionalism. Critics argue that the embrace of overly student-centered pedagogies and relativistic approaches to knowledge has contributed to the weakening of the teaching profession's status.

In summary, while Sweden's teacher education system shares similarities with that of Finland in its university-based structure and research emphasis, it also faces significant challenges related to teacher shortages, practical training quality, and professional development. Ongoing reforms seek to address these issues but must contend with long-standing structural and political tensions within the Swedish education system.

6. Analysis of the Link between the Teacher Education and Teacher Professional Development Programs of Nepal

In Nepal, the Faculty of Education of TU and other universities conduct teacher preparation education programs, while the CEHRD under the Ministry of Education conducts teacher professional development programs. The existing teacher education programs (B.Ed. and M.Ed.) that focus on pedagogical theories, subject knowledge, and teaching practice have limited practical exposure to students for teaching skill development, leading to a disconnection between theoretical knowledge and the realities of classroom teaching. The teachers who graduated from the teacher education programs have not been able to improve the classroom instructions and students' learning outcomes (TU Faculty of Education, 2003). A substantial gap exists between the theoretical training provided to pre-service teachers and the realities of classroom practice of schools (Gautam, 2016). However, theoretical knowledge of pedagogy and subject matters (Nepali, English, Mathematics, Science, etc.) provided by the teacher education programs among pre-service students can be a foundation for teacher development training programs of the Ministry of Education.

As discussed earlier, the Teacher Professional Development Framework, approved by the Ministry of Education, Science, and Technology, is being implemented under the leadership of the Centre for Education and Human Resource Development (CEHRD). The Framework encompasses a range of programs, from certification and customized training programs to collaborative learning engagements and teacher-initiated professional development activities. These programs aim to build upon the foundations established during initial teacher preparation, creating a continuum from pre-service training to in-service professional development. Collectively, they seek to not only strengthen teachers' basic competencies but also develop them into reflective practitioners and confident professionals. Achieving this, however, requires more than attending a few courses; it demands sustained engagement in a continuous learning cycle.

Despite these efforts, several challenges persist in the process of teacher education and development in Nepal:

- Teacher preparation programs often resemble general university courses and frequently fail to provide a strong foundation in essential teaching skills.
- Very few community schools offer a challenging and supportive environment for learning through workplace experiences.
- The teacher management system, including performance appraisal and promotion processes, is widely perceived as bureaucratic, rather than as an opportunity to recognize, reward, and nurture professional growth.

- Teacher development is often viewed as an externally driven initiative, with limited evidence of systematic efforts by school leadership to foster continual development, learning, and a 'learning culture' within schools.

Though various trainings and opportunities have been offered for school teachers from a child-centred and activity-based learning approach, there has been little transfer of the training skills into classroom teaching (MoEST, 2016). Therefore, teacher education, management, and development efforts must be studied and addressed together to enhance teacher professional growth and achieve better outcomes in schools.

7. Qualification Requirements for the Teaching Workforce in Pre-Service Teacher Education

In Nepal, the qualifications of the educators in teacher education programs (B.Ed./M.Ed.) generally require individuals to hold at least a Master's degree in Education (M.Ed.) or a related discipline in second class or above. Educators teaching Nepali, English, Mathematics, Science, Social Studies, Health Education, Physical Education, and so on must have passed the M. Ed. in the second division in the relevant subject. To be an educator of education/pedagogical courses, one must hold a Master's Degree in Education Studies, Curriculum and Assessment, Education Planning and Management, or other subjects. The campuses can select and appoint part-time and contract teachers as per their needs. The campus authority usually selects teachers and makes appointments based on nepotism, favouritism, and political influence. There are many examples of less qualified teachers being selected in this way. Most teacher educators who entered the teaching profession as permanent faculty after passing the university teacher selection examination conducted by the University Service Commission seem to be more competent than those appointed by the Campus Chief.

Teacher educators need expertise and experience in subject content knowledge, teaching methods, educational foundations and psychology, curriculum development, and proficiency in assessment and evaluation. Teacher educators should have good knowledge of teaching about teaching and knowledge of learning about teaching (Loughran, 2008; Srinivasan, 2026). In India, educators of teacher education colleges should have two key attributes: the first pertains to their good knowledge and expertise in the subject area for which they hold a master's degree, and the second relates to their master's degree in education or pedagogy (Jamal, 2023).

Central Department/Campuses, some constituents and QAA-Certified Community Campuses of the Faculties of Education of the concerned universities have a substantial number of competent and experienced educators with additional training and M.Phil./Ph.D. degrees. However, most of the education campuses are running B.Ed. and M.Ed. programs with full-time and part-time educators without sufficient experience and expertise in teacher education. As most of the affiliated colleges in rural and peripheral

areas employ schoolteachers as part-time teacher educators, there are serious concerns about the competency of teacher educators and recognition of the teacher education program. It is neither appropriate nor sufficient to select teacher educators for the teacher education programs based solely on MEd degree certificates. Therefore, in addition to an academic degree certificate, it is necessary to establish standard criteria for selecting teacher educators, which should include pedagogical training, teaching experience, expertise in education, and related subjects.

8. Gaps in Teaching License/Teacher Selection Course against the Curricula of the Teacher Preparation Program

The Teacher Service Commission is responsible for implementing the teacher selection and licensing examination system to uphold national standards for teacher recruitment. Those candidates with Grade 12 qualifications, having studied two papers of education or a B.Ed. or Bachelor's Degree with at least 10 months of teacher training course, are allowed to participate in the teaching license examination for lower secondary teachers. BEd/MEd qualification is a minimum requirement for a few secondary school subject teachers (Nepali, Social Studies, etc.). Those who have graduated in English, Mathematics, Science, and technical subjects and want to be school subject teachers at the Secondary level can participate in the teacher license examination if they do not have a teacher education degree (B.Ed.). After receiving a teacher license issued by the Teacher Service Commission, they can teach in community schools in Nepal. However, a teacher's license requirement is not fully enforced in private schools in Nepal.

The Commission conducts examinations for teacher licensing, for teacher selection from open competition, and for internal competitive examinations for promotion purposes. The Commission abides by the principles of merit, principles of impartiality, principles of fairness, principles of equal opportunity, principles of inclusiveness, principles of double blinding, principles of identity masking, principles of non-involvement, and principles of confidentiality.

Licensing Exam (Lower Secondary and Secondary Level)

As per the curriculum, the license examinations plan, which is a written exam, consists of three areas: a) general knowledge, b) content knowledge, and c) professional knowledge. There are 50 Multiple Choice Questions (MCQ), each carrying 2 points, thus 100 points in total and candidates are required to secure a minimum of 50 points in aggregate to be considered qualified for the license.

There are no Teacher Preparation Courses (TPC) offered for the primary or the lower secondary level for teaching purposes. Candidates with grade 12 as the minimum academic qualification, with at least two courses from 'education' are considered eligible to sit for the licensing examinations. It is to be noted that the then higher secondary (grades

11-12) curriculum is considered as a single-track curriculum, with several elective subjects. For example, a candidate may choose courses from the humanities or management and two courses, like the foundations of education and education psychology, from the education field, and could be considered eligible for teacher licensing purposes. Those candidates who have only two such education-related general courses in grade 11 or 12 are actually not trained to be teachers. They take these courses, like any humanities courses, and are meant to provide some general understanding of education, rather than full-fledged professional preparation to be a primary or a lower-secondary teacher. In fact, they do not have any exposure to teaching practice or school-based practicum.

The TSC has not conducted examinations for licensing for the primary teachers. The last time such an exam was conducted was more than five years back (Bikram Sambat 2076). The reasons for not having the exam for the primary teacher licensing exam is not very clear. However, it appears that there is a leeway to use the lower secondary or secondary teacher license that could be used for the selection examinations for the primary level. It is because of the same qualification requirement for both the primary and lower secondary teachers (i.e., grade 12 qualification). As per rule 6 (NG) of the Teacher Service Commission Regulations 2057, candidates licensed for the higher levels of education (e.g., lower secondary and secondary levels) are considered eligible to apply for a teacher position at the lower levels of school education (e.g., primary teacher). So, the teaching license for the lower secondary level may be considered equally good for the primary level as well.

The number of candidates qualified for a teaching license in the last exams, by level

	Year	Appeared	Licensed	Pass %
Primary	2076		3882	
Lower Secondary	2080	179,437	12,006	6.69
Secondary	2080	59,075	24,366	41.24

Here is a brief overview of the teacher licensing curriculum for the lower secondary and secondary levels:

- The examination plan consists of 50 objective (MCQ) questions, each carrying 2 points, and candidates are required to answer the questions in an hour.

- There are two sections in the curriculum: a) general education, carrying 40 points, and b) educational management and instructional processes, carrying 60 points.
- As defined by the curriculum, the teaching license test is general, common to all different subjects of the school curriculum.
- The plan has specified a weighting for several test items for different difficulty levels. Accordingly, there are three groups of test items, with different difficulties, level 1 being the low to level 3 being the high difficulty level. As per the plan, there would be 50, 30, and 20 percent of test items in each of these groups, respectively.

Unit	Section A General Education	Weight (%)
1	National Education Management System of Nepal	8
2, 3	Modern thinking in education; learning and child psychology	12
4	School community relations	6
5	Teacher professional development	6
6	Quality education	8
	Section A Total	40
	Section B Educational Management and Instructional Process	
7, 8	Educational governance and leadership; Classroom management and instructional planning	14

9	Curriculum and student support system	10
10, 11	Teaching strategies and instructional process, Student assessment	14
12	Use of research in teaching / learning	8
13, 14	Information and Communications Technology, General IQ test	14
	Section B Total	60
	Grand Total	

Some critical issues emerged from the review of TSC documents and consultation with the concerned stakeholders.

- As stated in the teaching license curriculum the examinations is only based on the written test. Further, it is general, without link to teaching subject and is limited to objective test (using 50 MCQs).
- Development of objective test items with considerations for these requirements of three distinct difficulty levels is a challenging job. Further, there are no standard textbooks, or reading materials that provides an authentic resource on these questions. Further, the general question which asks for opinion, or critical insights, or higher order thinking, may not converge to a point, that could be considered a right answer. Hence, this adds a challenge to the validity of the testing system itself.
- The examination plan as per the curriculum, includes testing of pedagogical knowledge, without its linkage with subject content. Much of the pedagogical knowledge can be implemented with particular reference to the subject content to be taught, and that is often referred to as, 'pedagogical content knowledge'. When detached from the subject content to be taught, the pedagogical knowledge often loses its significance and gets limited to 'know what' rather than 'know how' and 'know why'.

- The teaching competency is not free from the subject content, the nature of the learner and the social-cultural setting. The testing of these situationally mediated competencies requires the candidates to analyze the problems, argue on the issues, and offer their judgement. These competencies are likely to be tested more effectively through open questions. Perhaps this is due to administrative difficulty, as one can imagine the huge burden in scoring the answer papers in essay type questions, to limit on the subject-content free MCQ based testing.

This curriculum is under implementation for last three years and it is right time to review and assess the effectiveness of the curriculum scope, examination plans and the test specifications. During the discussions with the Chair and members of the TSC together with the technical staffs, there are demands for relaxing some of the requirements for teaching license targeting to specified subjects, or to the geographical areas, issue conditional temporary license with very 'light' screening to be renewed within a year; and make provision of online course and conduct examinations- (more frequent exams, online exam could be an option). Further, there are options being discussed within the TSC to relax the requirement to some of the subject areas, to allow reasonable level of competition, and make it a mandatory requirement for eligibility to promotion purposes. At the technical level, there are a few options under considerations for revisiting the exam system: e.g., increasing the number of questions to 100 (rather than existing 50 items) to have wider content coverage.

What is interesting here is that, once the candidates qualify (by securing a 50% score in stage 1) to sit in the second stage, 50 percent of the score they obtained in the first stage is carried to the second stage selection decisions as well. Thus, the first stage selection has not only a screening role, but also with the selection decisions. However, there are no such studies to establish the role of the scores obtained in the first stage in determining the final selection decisions.

There are some criticisms against the two-stage selection system, which relies heavily on a general paper. It is often argued that the pass rate of candidates in the first stage, i.e., the general paper, is low, and the promising candidates in some of the subjects fail to secure minimum marks in the general education paper and fail to reach to subject-based paper (paper two). This has serious implications for the teacher recruitment process.

a) The promising candidates do not reach to the subject-based test, resulting in limited competition in the second stage. Also, the candidates competent in the teaching subjects may lose interest due to the requirements of the first stage general paper,
b) The weight or the minimum pass marks for stage one is another question. The minimum pass mark for stage one is 50 percent, a bar considered as 'high',

c) The first stage test serves more than screening. Once the candidate secures a minimum pass score in the second stage, 50 percent of the score in the first stage one added to it, to get the aggregate score.

Approximately 40 percent of the contents of the Teaching License Examination are similar to those of educational/pedagogical foundations courses of the Teacher Education Programs. Likewise, around 20 percent of the coursework in teacher education programs aligns with the content covered in the general paper of the teacher selection examination (Part 1). A study indicated that merely 9% of universities' TE courses are relevant to the course of TSC's teacher selection examinations (Panthee, Khanal & Adhikari, 2023). Contents of a general paper, such as general knowledge, good governance, application of ICT and research, and a general mental ability test, are notably absent from the curricula of teacher education programs. However, content analysis reveals that school-related subject courses of the teacher education program and school subject contents of teaching license tests (part II) and teacher selection tests (part II) are well matched. There is over 95 percent similarity between the course content of English, Nepali, Science, and Mathematics in the Teacher Education Program and the subject matter covered in Paper II of the subject teacher selection examination.

TSC examinations have overemphasized the general knowledge and mental ability tests, which are less relevant to the teaching profession. Hence, this is right time to review the existing exam system: so as: a) to give more weight on content knowledge; less weight on subjects like general knowledge - b) reduce the pass marks requirements for the first stage, c) reducing the score to be carried to stage two, and making the impact of first paper less severe, to encourage high achievers in the subject based testing in the universities.

9. Strengths and Key Challenges

9.1 Strengths of the Nepali Teacher Education System

Despite the many problems and challenges, teacher education in Nepal shows some encouraging signs that could, if strengthened, support future improvement:

The Government policy commitment and institutional framework: Nepal has made policy commitments to institutionalize and improve the teacher education program, both preservice and in-service training, through the Education Act 1971 (9th amendment), Education Rules 2059 (with amendment), the Teacher Service Commission Rules 2057, and the School Sector Development Plan (SSDP 2016-2023). All of these outline future strategies to improve teacher management, teacher education, and professional development in Nepal.

Comprehensive teacher professional development and support program: The Government of Nepal has approved the Teacher Professional Development Framework,

which contains more than 80 certification courses and more than 36 customized training CEHRD at the federal level, PETCs at the provincial level and the Local Education Units (LEUs) at local level are responsible for implementing the TPD courses.

Availability of qualified and experienced educators at the main institutions: The Central Department and selected constituent campuses of Tribhuvan University, along with other universities in Nepal, have a substantial number of competent and experienced teacher educators holding M.Phil. and Ph.D. qualifications. Similarly, KUSOED conducts its academic programs by engaging highly qualified and experienced full-time and part-time faculty members, most of whom possess doctoral degrees. This reflects a strong academic foundation and a commitment to maintaining high standards in teacher education through the involvement of academically and professionally sound educators.

Expansion of pre-service teacher education institutions/campuses: Teacher Education Campuses have been expanded throughout the country under the Faculty of Education of TU, PU, MWU, and FWU. Approximately 627 education campuses across the country offer Bachelor of Education (B.Ed.) programs, expanding opportunities for aspiring teachers nationwide.

External support to teacher training: There is external support available to the government of Nepal from various development partners for the implementation of the School Education Sector Plan.

Introduction of ICT in teacher training: The integration of ICT has been gradually advancing in both pre-service and in-service teacher training. The use of ICT and digital platforms like CEHRD's eLearning portal in teacher education has been promoted through online and blended training models. The Faculty of Education at Tribhuvan University (TU) and Nepal Open University (NOU) introduced the Master of Educational Science in Digital Pedagogy (MESDP) program through an online mode, in collaboration with HAMK and JAMK Universities of Finland, targeting university faculties and school teachers in Nepal.

Advancing inclusive and learner-centered pedagogies: There is growing recognition in Nepal of the need to apply learner-centered, innovative, and inclusive teaching strategies and to create supportive learning environments. Teacher education curricula at the Faculties of Education and in-service training modules developed by the CEHRD have increasingly incorporated participatory methods, classroom assessment techniques, digital pedagogy, and inclusive practices (MOEST, 2019). Faculty development programs at TU have also emphasized research, innovation, and entrepreneurship, while updated teacher education curricula now reflect 21st-century skills and pedagogies. These efforts offer important opportunities to reform and reorient teacher preparation and development programs toward modern educational needs.

Professionalization and career development pathways: There is growing advocacy for career progression frameworks, licensing systems, and performance-based evaluations for teachers. These efforts can help to professionalize teaching, motivate teachers to engage in ongoing development, and improve retention.

Teacher continuous professional development system: National Education Policy 2019 and SSDP emphasize the promotion of teachers' continuous professional development by converting the existing Education Training Center to a Teacher Training Academy. The School Education Sector Plan also recognizes the need for dynamic teacher professional support systems for the continuous capacity development of teachers.

Policy commitment to teaching internship: According to the National Education Policy 2019, university students will be supported to participate in field-based activities or internship programs, with a provision for minimum remuneration. The UGC has started to provide support to the selected students for the internship program. This initiative will contribute to the improvement of teaching practice by engaging students in meaningful and practical teaching activities in a real classroom for a prolonged period.

9.2 Key Challenges of the Nepali Teacher Education System

Systemic and Policy-Level Challenges

Policy gaps in teacher education programs: Although the Teacher Competency Framework was approved by the government ten years ago, its consistent implementation in teacher education programs remains limited. There is a gap between the education goals set at the national level and the actual practices in teacher training programs and schools. As a result, Nepal does not have a clear and practical national policy for teacher education that meets today's school needs and global trends.

Inconsistent in the management of teacher Education and training programs: The shift to federalism has created confusion about the roles and responsibilities in teacher management and training. In the absence of a School Education Bill, there is confusion about the roles of federal, provincial, and local governments in teacher education and professional development. The constitution has made the local governments more responsible for managing school education and conducting teacher training. However, local governments lack the capacity or resources to deliver quality teacher education programs consistently at the local level.

Poor coordination between the Faculty of Education and the Ministry of Education: There is poor coordination between the MOEST and the Faculties of Education of Universities while designing and implementing the teacher education programs. The Faculties of Education prepares curricula and implements teacher education programs

according to the university's rules and regulations without consulting the MOEST and other relevant stakeholders.

Weak link between pre-service and in-service training: There is poor continuity and connection between pre-service and in-service teacher training. The two systems operate in isolation, with no coherent professional development strategies. Most teacher educators are unaware of in-service teacher training initiatives and the performance of their graduates in schools.

Lack of monitoring and evaluation: Universities in Nepal lack the resources and systems needed to regularly monitor and supervise the teacher education programs offered across hundreds of campuses under the Faculties of Education. As a result, pre-service teacher education programs have been run for decades with weak management and oversight. Similarly, there is no regular monitoring and evaluation system for in-service teacher training programs conducted by CEHRD and NCED. Without strong feedback mechanisms, it is difficult to assess effectiveness, identify areas for improvement, or ensure accountability in teacher education institutions across the country.

Structural and Institutional Challenges

Shortage of qualified teacher educators: There is a lack of qualified and experienced faculty in teacher training programs. Numerous teacher educators lack practical teaching experience and are not familiar with innovative and participatory teaching methods, student assessment techniques, constructions, and the use of various instructional materials.

Lack of trust in university-issued teaching certificates: Currently, graduates from education faculties must pass both the teacher license examination and the teacher recruitment examination to qualify for teaching jobs, even if they have good academic records. This situation suggests a lack of trust in university-issued teaching certificates and raises concerns about how well university education prepares students for the teaching profession.

Insufficient resources and infrastructure: Insufficient resources and infrastructure are critical issues affecting teacher education programs in Nepal. Many teacher training institutions suffer from insufficient funding and inadequate facilities such as classrooms, libraries, science labs, ICT labs, and teaching materials.

Challenges in faculty recruitment and promotion processes: The absence of regular and fair selection of teachers/professors in universities has led to the reliance on contract teachers to meet immediate staffing needs, resulting in a process that lacks transparency and does not prioritize a merit-based system. Recruitment and promotions are often

influenced by nepotism and political connections rather than qualifications, undermining the integrity and quality of education.

The proliferation of education campuses across the country: Nepal has seen a rapid expansion of teacher education programs across both public and private colleges, many of which operate in poor learning environments. Most of the teacher education campuses lack the institutional capacity to implement teacher education programs in a standard manner.

Curriculum and Pedagogical Challenges

Traditional and theoretical curriculum: Despite some improvements, pre-service teacher education programs in Nepal still rely on traditional, teacher-centered curricula. These programs focus heavily on theoretical knowledge of pedagogy and school subjects, while giving little attention to practical teaching skills. The curriculum often misses important components, such as modern teaching methods and inclusive education practices. The faculties of Education at the universities continue to run programs based on theory-heavy curricula that are disconnected from the realities of classrooms, with insufficient emphasis on hands-on teaching skills, modern pedagogy, and classroom management.

Mismatch between theory and practice: One of the significant challenges is the big gap between theoretical knowledge and practical teaching skills in teacher education programs for pre-service teachers. Programs often emphasize educational theory without providing sufficient opportunities for hands-on classroom experience. Trainers of in-service training may lack the capacity and experience to contextualize training concepts and skills in real classroom problems of the schools.

Inadequate practicum and real classroom exposure: Teacher education programs offer insufficient time and support to student-teachers during teaching practice, making it difficult for them to gain real teaching experience.

Limited use of digital technology and innovative pedagogy: The limited use of ICT and modern teaching methods is a major issue in teacher education programs in Nepal. Many training institutions, especially in rural areas, do not have enough computers, internet access, projectors, or multimedia classrooms (UNESCO, 2019). Teachers also often lack training on how to use online learning platforms and digital tools in their classrooms. This gap weakens the effectiveness, relevance, and modernization of teacher preparation across the country.

Inequity and Inclusion Issues: Despite policy emphasis on inclusive education, teachers are often unprepared to address the needs of students with disabilities and from

marginalized communities. Curricula of pre-service and in-service teacher training still lack sufficient content of inclusive and culturally responsive pedagogy.

Absence of Pre-Primary and Primary Teacher Education program: Teacher Education Institutions/universities in Finland, Sweden, and Singapore design and implement specific programs to produce pre-primary and primary school teachers. In Nepal, individuals with a Grade 10 qualification are considered to be qualified to teach children at Early Childhood Education and Development Centers (Pre-primary) and Primary levels. Therefore, the Faculties of Education lacks a pre-primary and primary teacher education program.

Professional Development and Career Challenges

Quality and relevance of teacher education programs: One ongoing issue is the poor quality and limited relevance of both pre-service and in-service teacher education programs. Past training has not prepared teachers well, improved classroom teaching, or raised the quality of school education. In addition, teachers often receive infrequent and general in-service training, with little follow-up or support.

Low professional status and declining motivation: Teaching is not seen as a prestigious profession in Nepali society, which leads to low motivation among teachers. The limited prospects for career advancement, coupled with insufficient financial rewards and a lack of societal recognition, result in low enthusiasm and commitment among teachers. This perception also deters talented high school graduates from pursuing teacher education and entering the teaching profession, ultimately weakening both teacher preparation and the overall school education system.

10 Recommendations

The following policy initiatives, program interventions, and practices are strongly recommended for addressing prevailing issues and challenges, strengthening the Teacher Education and Professional Development System in Nepal:

1. Establish a unified framework and a comprehensive policy for teacher education

A Unified and Comprehensive Teacher Education Policy is essential for countries like Nepal to ensure high-quality, standardized teacher preparation by integrating pre-service and in-service training, advancing inclusive education, and fostering continuous professional development. There is an urgent need to develop a unified and comprehensive policy framework for designing and implementing standard and uniform teacher education programs across universities and campuses by setting national professional standards and developing a national teacher education curriculum framework. This framework should guide all teacher education and professional development programs, ensuring consistency across institutions and a shared understanding of expectations for teacher quality and performance.

2. Create a national regulatory body

The government should establish a National Teaching, Training, and Accreditation Council to oversee the implementation of national teacher standards. Developing a comprehensive National Teacher Education Curriculum Framework for pre-primary, primary, basic, and secondary education through the establishment of a national council or commission would be instrumental in ensuring quality, coherence, and the maintenance of national standards across universities implementing teacher education programs. This council would regulate and accredit teacher education programs and institutions, ensuring quality and adherence to established benchmarks.

3. Ensure effective implementation of the teacher professional development framework

The Teacher Professional Development (TPD) Framework is comprehensive, offering a variety of structured and self-initiated learning opportunities, and needs fuller implementation. Concurrently, it is essential to strengthen the capacity of school leadership and local education units to ensure they can effectively implement and support professional development initiatives.

4. Review and reform the pre-service teacher education

The pre-service teacher education program urgently requires a comprehensive review and reform to prepare competent teachers equipped with technological pedagogical content knowledge and professional skills. The reform can be achieved by restructuring the existing program, updating the curriculum to align with the national educational goals and labor market demands, and integrating twenty-first-century skills and technology. The revised and renewed curricula should balance subject content knowledge with didactics, pedagogical theory, and supervised teaching practicum, integrating inclusive pedagogy, digital tools, entrepreneurial skills, innovative teaching methods, professional skills, teaching experiences, student counselling, action research, community engagement, and ethics in teaching across various courses.

5. Strengthen teaching internship programs

Teacher education programs must integrate an intensive teaching internship or practicum component, requiring students to complete a minimum of six months of practical experience. Strong partnerships between Teacher Education Colleges and designated 'training partner schools' should be forged to ensure that internships provide authentic, meaningful classroom

6. Review and refine teacher licensing and selection curricula

Informed by the teacher standards and experiences from existing program implementations, there is a need to review and revise the teacher licensing processes and selection curricula. Such updates will align teacher qualifications with national education quality goals and evolving classroom needs.

7. Conduct a comprehensive institutional capacity assessment

A thorough capacity assessment should be conducted for all institutions engaged in teacher education and development, including local-level support structures. This will help identify strengths and weaknesses and guide targeted strategies for institutional improvement.

8. Strengthen education training centres (ETCs)

The institutional capacity of Education Training Centres must be enhanced to ensure they are capable of planning, designing, and delivering effective teacher professional development programs. Investment in expanding training facilities and strengthening teacher support systems at the district and local levels is critical.

9. Support teacher professional development networks and demonstration schools

Local education authorities should actively support the establishment of teacher professional development networks and mentorship programs for newly qualified teachers. Furthermore, select schools should be developed as demonstration schools, serving both as models of exemplary practice and as local hubs for professional development and teacher support coordination.

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Annexes

Annex- 1

Courses offered in four-year (B.Ed.) Teacher Education Programs in Nepal

Course Categories	Courses	TU	MWU	FWU	KU
Language and Communication skill	General Nepali /Compulsory Nepali	✓	✓	✓	✓
	General English/ English Language Proficiency/English for communication	✓	✓	✓	✓
	Full Marks/Credits	200 (6 credits)	12 credits	6 (Credits	6 credits
Education/Pedagogical Foundations	Philosophical/Sociological Foundations	✓	✓	✓	
	Teaching Profession				✓
	Educational Psychology/Learning Theories	✓	✓		✓
	Curriculum and Evaluation/Assessment	✓	✓		
	Curriculum and Materials/Curriculum Development			✓	✓

	Learning, Teaching and Assessment			✓	
	Measurement and Evaluation				✓
	Human Development/ Developmental psychology	✓	✓	✓	
	Educational Development in Nepal	(Semester only)	✓	✓	
	Alternative thinking in Education			✓	
	Education and Society			✓	
	Instructional Technology or ICT In Education	✓	✓	✓	
	Full Marks/Credit Hours	400	15 Credits	24 Credits	12 Credits
Understanding Research	Research methods Research project	50 Marks 6 credits (Semester)	3 Credits	3 Credits	6 Credits
Subject Specific Content Knowledge	▪ Nepali Language Education	1000 Major and 500 Minor	✓	60 credits	
	▪ English Language Education	1000 Major and 500 Minor	✓	60 Credits	✓
	▪ Math Education	1000 Major and 500 Minor	✓	60 Credits	

	▪ Science Education	1000 Major and 500 Minor			
	▪ Health and Physical Education	1000 Major and 500 Minor	✓	60 Credits	
	▪ Population Education	1000 Major and 500 Minor	✓	60 credits	
	▪ Geography Education	1000 Major and 500 Minor			
	▪ Economics Education	1000 Major and 500 Minor			
	▪ History Education	1000 Major and 500 Minor			
	▪ Political Science Education	1000 Major and 500 Minor			
	▪ Education Planning and Management	1000 Major and 500 Minor	✓	✓	
	▪ Social Studies Education	1000 Major and 500 Minor			
	▪ Special Needs/Inclusive Education	1000 Major and 500 Minor	✓		
	▪ Technical Education (ICT)	63 credits		60 Credits	60 Credits
	▪ Technical Education (Civil Engineering)				60 Credits

Understanding diversity/inclusion	▪ Diversity in Education			3 Credit	
	▪ Social Justice and Education		3 Credit		
Pedagogy/Teaching Methods	Methods of Teaching (subject specific)	100 (6 Credits)	6 Credits	6 credits	12 credits included in content course (TESOL)
Vocational pedagogical course					20 Credits
Student Counselling	Guidance and Counselling				
Leadership and Class Management		✓ (in content course)			✓
Teaching profession and professional development			3 credits in content course	3 credits in content course	3 credits in content course
Practice /Internship	Practice Teaching	100 (Equivalent to 6 credit)	6 credits	3 credits	6 credits

Annex-2

One-Year B.Ed./Professional B.Ed./ Postgraduate Diploma in Education

Course Categories	Courses	TU	PU	KU	NOU
Core Pedagogical Courses	Foundations of Education/Theories of Education	✓	✓	✓	✓
	Educational Psychology	✓	✓		
	Curriculum development	✓	✓	✓	✓
	Assessment for learning	✓		✓	
	Child Development				✓
	Contemporary practice and issue in Nepali Education		✓		
	Integrated Approach to Education				✓
	ICT in Education	✓			
	Inclusive Education	✓			
	Guidance and Counselling	✓			✓
	Yoga and Physical activity/Art	✓			
	Teacher Professional Development				✓
	Instructional Design and Material Development				✓

	E-Pedagogy				✓
	Indigenous Pedagogy and Community Engagement				✓
Subject Specific Pedagogy	Teaching Nepali	✓	✓		
	Teaching English	✓	✓		✓
	Teaching Mathematics	✓	✓		✓
	Teaching Social Studies	✓	✓		✓
	Teaching Science	✓	✓		✓
	Teaching Health Education	✓	✓		
	Teaching Population Education	✓	✓		
	Teaching Physical Education	✓			
	Teaching Geography	✓			
	Teaching Economics	✓			
	Teaching History	✓			
	Teaching Political Science	✓			
	Teaching ICT	✓			
	Instructional planning and management	✓			

	Educational Management and Supervision		✓		
	Assessment of Inclusive Education	✓			
	STEAM Education			✓	
	Civil Engineering				✓
	Agriculture				✓
Action Research/Project work	Action Research and reflective practice	✓		✓	✓
Practice Teaching/Internship	Practice Teaching Teaching internship Practicum	 ✓ ✓		✓	

Annex-3

Course Structure of Postgraduate Diploma in Education (PGDE) of TU

Semester	Nature Course	Course Code	Course Title	Credit Hours	Total
First Semester	Core Education Courses	Ed. 461	Educational philosophy and Curriculum development	3	15
		Ed. 462	Social and educational psychology in classroom	3	
	Pedagogy courses	Sp. Ed. 471	Subject A – pedagogy I (Theory +Practical)	2+1	
		Sp. Ed. 471/472	Subject B – Pedagogy I (Theory +Practical)	2+1	
	Applied Course	Ap. Ed. 463	Yoga and Physical Activity for Health Promotion (Theory and Practical)	2+1	
Second Semester	Core Education Courses	Ed. 481	Assessment for learning	3	12
		Ed. 482	Application of Information and Communication Technology (ICT) (Theory +Practical)	2+1	
	Pedagogy courses	Ed. 491	Subject A – Pedagogy II (Theory +Practical)	2+1	
		Ed. 491/492	Subject B – Pedagogy II (Theory +Practical)	2+1	

	Elective courses (Any once course)	El. Ed. 493	Guidance and Counselling	3	3
		El. Edu. 494	Inclusive education and classroom management	3	
		El. Ed 495	Application of arts in education (Theory +Practical)	2+1	
Third Semester	Teaching internship	Ed. 496	Practicum - (lesson plan, micro teaching and teaching students in schools)	3	9
			Project Work - Material development, testing and Learning Improvement Plan (LIP) (analytical report)	2	
			Organization of extra/cocurricular activities and school report on inclusive classroom management (Report)	2	
			Seminar in reflective practice and teacher development	2	

Total Credit Hours		39
Weightage of Practical Courses including teaching internship is 39%		15 Credits

Annex-4

Courses offered in the Master of Education (M.Ed.) Programs

Course Categories	Courses	TU	MWU	FWU	KU
Total Credits hours		69	72	63	54
Education/Pedagogy Theory	Foundations of Education/Philosophical /Foundations of Education	✓	✓	✓	
	Theory and Philosophy in Education				✓
	Dimension of Educational Thoughts			✓	
	Advanced Educational Psychology	✓			
	Application of learning theories in Education				
	Education and development	✓	✓		
	Curriculum Practice				
	Measurement and Evaluation				
	Educational Research Methods	✓	✓	✓	✓

	Contemporary educational issues			✓	
	Managing Diversity in Education		✓		
	Teacher Development				✓
	Full Marks/Credit Hours	21Credits	12 Credits	12 Credits	9 Credits
Research	Thesis Writing/Research Project	6 credits	12 Credits	6 Credits	6 Credits
Subject Specific Content Knowledge	▪ Nepali Language Education	39 credits	39 Credit	45 credits	
	▪ English Language Education/Teaching	39 credits	39 Credit	45 credits	36 Credits
	▪ Math Education	39 credits	39 Credit	45 credits	
	▪ Science Education	39 Credits			
	▪ Health Education	39 credits	39 Credits		
	▪ Physical Education	39 Credits			
	▪ Health and Physical Education			45 Credits	

	▪ Population Education	39 credits	39 Credit		
	▪ Geography Education	39 credits			
	▪ Economics Education	39 credits			
	▪ History Education	39 credits			
	▪ Political Science Education	39 credits			
	▪ Education Planning and Management	39 credits	39 credits		
	▪ Curriculum and Evaluation	39 credits			
	▪ Curriculum, Planning and Leadership			45 credits	
	▪ Social Studies Education	39 credits			
	▪ Inclusive Education/Special Needs Education	39credits		45 credits	
Practicum	Practice Teaching	3 Credits	3 credits	3 credits	3 credits

Annex 5: An Overview of the Foundations and Key Elements of the Finnish Teacher Education System

Annex 6: Key Features of the Swedish Teacher Education System

Annex-7

List of Key Informants (stakeholders consulted during the assessment)

	Name	Position	Office / Organization
1	Mr. Madhu Prasad Regmi	Chair,	Teacher Service Commission
2	Ms. Pabitra Subedi	Member	Teacher Service Commission
3	Mr. Ramsharan Sapkota	Member	Teacher Service Commission
4	Mr. Sriprasad Bhattarai	Chief Administrative Officer	Teacher Service Commission
5	Mr. Rudrahari Bhandari	Chief	Education Training Centre, Kavre
6	Mr. Dharmajit Shahi	Chief	Education Training Centre, Surkhet
7	Mr. Nepalhari Ranabhat	Chief	Education Training Centre, Tanahu
8	Mr. Ghanashyam Paudel	Director General	Education Development Directorate, Gandaki
9.	Mr. Gaurishanker Pandey	Director	CEHRD, Teacher Training Section
10	Mr. Girman Thapa	Former Director	CEHRD, Teacher Training Section
12	Prof. Dr. Yam Bahadru Karki	Dean	Graduate School of Education Mid-Western University

13	Prof. Dr. Bed Raj Acharya	Dean	Faculty of Education Tribhuvan University
14	Dr. Bhawan Singh Chalaune,	Dean	Faculty of Education Far-Western University
15	Dr. Lalmani Acharya	Campus Chief	Mahendra Multiple Campus, Nepalgunja, Constituent Campus of TU
16	Dr. Madhav Kumar Shrestha	Campus Chief	Sanothimi Campus, Sanothimi Bhaktapur
17	Two Teaching Faculty		Faculty of Education, Nepal Open University
18	Two Teaching Faculty		Constituent Campus of Mid-Western University
19	Four Teaching Faculty		Three Constituent Campuses of Faculty of Education of Tribhuvan University
20	Four Teaching Faculty of		Three Community Campuses under Faculty of Education of TU
21	Former Campus Chief		Saptagandaki Multiple Campus, Chitwan, affiliated to the FoE TU
22	Campus Chief		Wahaki Community Campus, Parbat, affiliated to the FoE TU