TEACHERS’ PROFESSIONAL DEVELOPMENT AND QUALITY EDUCATION: A CASE OF AN ACCREDITED INSTITUTION OF NEPAL

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Outline

• Trend of Higher education : Global and Nepalese
• Changing Role of Teachers
• Accreditation in Nepal
• Role of Teachers in Accreditation
• Professional Development of Teachers
• Professional Development and Quality Education
Higher Education

- Major driver of economic competitiveness
- Sector which influences all the other sectors
- Internationalization of higher education
- Demand of Quality and global relevance
- However,........
HE system of most of LDCs

The Traditional Classroom

Covering the syllabus

Affiliation to universities
Accreditation as a means of transformation

- Accreditation / Quality Assurance / Quality Audit / Benchmarking: a means of transformation of conventional higher education
- Accreditation: criterion based evaluation
- Widely used criteria: Research, Teaching-Learning, curricular aspects, Infrastructures, ISR, Outreach, EMIS etc
Why Accreditation?

Students:
- More Opportunities
- Recognized Degrees
- Sellable

External Stakeholders:
- Quality Graduates
- Addressing of their needs and demands

Faculty Members/Academic Leaders:
- Professional Development
- Exposure
- Recognition

Campus/Institutes:
- Meet statutory requirements
- Satisfy professional obligations
- Achieve stakeholders' confidence including employers
- Networking
- Development

Higher Education
QAA in Nepal

- UGC introduced the system in 2007 (A component under system Capacity Building)
- SHEP established QAA as a successful model for the transformation of institute
- Consequently, UGC regularized the system
# Criteria and Weightage

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Role of Teachers??

• **Merely Teaching- Learning?**
• From single role to multiple role
• Facilitator/ Counselor/ Learning-sharing/ guiding/ mentoring/ administrator/ researcher
• Unlike other developed countries, Nepal has opted for at least 50% full time faculty members to make teachers play these roles
Capacity of Teachers

• Playing multiple role
• Questionable?
  How can they do?
  What can they do?
  Why should they do?

• TEACHERS’ PROFESSIONAL DEVELOPMENT
A CASE OF ACCREDITED INSTITUTION OF NEPAL

• Research Questions:
• 1. Has faculty development provisions helped institutions enhance motivation among teachers to contribute in quality assurance?
2. What is the perception of stakeholders on chance in teaching-learning after teachers’ professional development?
Methodology

• Qualitative
• A Case study
• Study area: Lumbini Banijya Campus, Rupandehi, Nepal
• Data Collection Tools: KII and observation
Data Analysis and Findings

- Faculty Development Provision - A must for an institution to get accredited
- Grants provided for community institutions by GoN
- Faculty Development and Motivation

[Diagram showing Maslow's Hierarchy of Needs with Faculty development highlighted]
Lumbini Banijya Campus

- Two faculty members for higher education each year
- Seed money for research projects

“When your articles get published in national and international journals, you are motivated further”- Campus Chief

-Motivated teachers and quality assurance

“There is a strong link between teachers’ motivation and quality performance and quality education, all involved in guaranteeing quality assurance.” (VSO, 2002 as cited in IAARR, 2010, p.403)
Stakeholders’ perception

- Students: full time teachers
- Administrators: mobilization of teachers in internal quality assurance system
- Employers: Recognized graduates
- Society: involvement of institution in different social causes
Conclusion

- Teachers’ professional development help teachers be motivated and perform better than before.
- Students and stakeholders shared performance of teachers improved after accreditation.
- Teachers’ professional development help the institution meet educational goals (Quality Education).
Thank you