

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

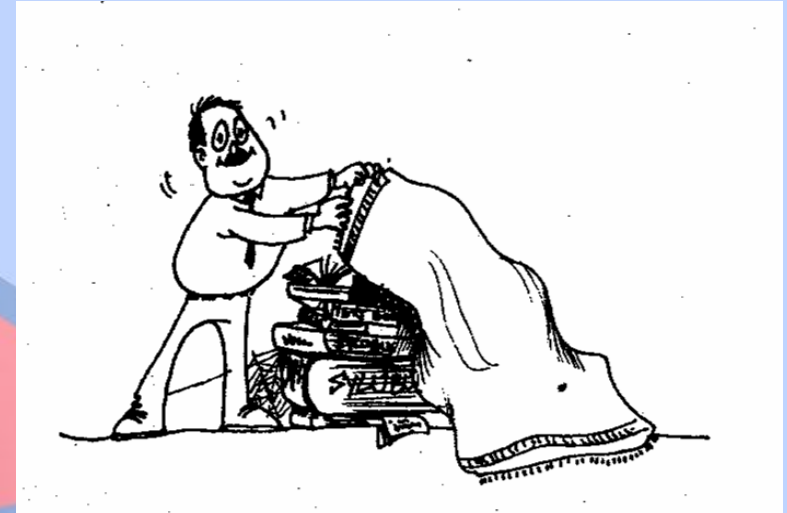
Higher Education

- 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?



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

Criterion	Weightage
Policy and Procedure	20
Curricular Aspects	10
Teaching, Learning and Evaluation	10
Research, Consultancy and Extension	10
Infrastructure and Learning Resources	20
Student Support and Guidance	10
Information System	10
Public Information	10

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

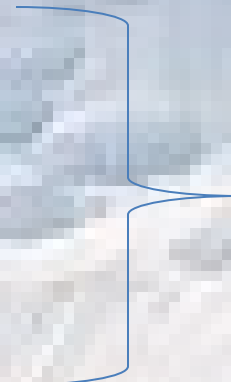
- Research Questions:
- 1. Has faculty development provisions helped institutions enhance motivation among teachers to contribute in quality assurance?
- 2. What is the perception of stakeholders on change in teaching- learning after teachers' professional development?

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



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)

A large, golden Buddha statue is seated in a meditative pose (Padmasana) on a multi-tiered stone pedestal. The statue is highly detailed, showing the texture of the robes and the serene expression on its face. The background consists of lush green foliage and a clear blue sky. The text "Thank you" is overlaid in a large, black, sans-serif font across the center of the image.

Thank you