

MINISTRY OF EDUCATION: A glimpse 2010

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Government of Nepal

Ministry of Education

Monitoring, Evaluation and Supervision Division

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Foreword

The Ministry of Education is very delighted to bring the annual publication **Educational Information: A glimpse 2010** in front of our respected readers. This publication highlights the education information and activities of its Line Agencies, programmes and projects, guidelines, policies, researches, statistical data on higher education, etc.

We would like to express our gratitude to all who have contributed their time, resources and energy in preparing this publication. We also appreciate the efforts made by our editorial team and the REMIS, MoE for their valuable efforts in bringing this publication to a final shape.

Mahasharm Sharma
Joint Secretary
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Asar 2067

Preface

As we live in the age of information, the success in managing educational information lies in the use of information for development. Not managing information properly and not using them accurately and timely for monitoring development activities result in retarded development. Having realized these principles, MoE, from the very beginning of its establishment, has been striving incessantly for developing and promoting a sound and functional education information system for devising policy, formulating and implementing plans, decision making, and monitoring and evaluation of an education system. Well managed information also provides a fertile ground for comparing past and present progress against set goals and for assessing the performance of entire education system as well. Taking these considerations into account, MoE has been publishing annually education information covering main aspects of on going education system. This volume-**Educational Information: A glimpse 2010** also is the continuation of the same endeavour.

This volume highlights briefly the country context, goals, objectives and structure of Nepalese education system in the introductory part followed by an introductory profile of MoE and all institutions from central to the district and sub district level under and associated with it along with a brief introduction of major programs and projects undergoing. The second part highlights major aspects from existing policy and planning documents. The third part, annexes, presents organizational structures of each institution, curriculum structures, and some relevant statistical information on higher education level including their academic programmes.

This publication is the product of team work of the personnel at MoE. Particularly Section Officers Sita Ram Koirala, Sunita Shakya and Computer Engineer Govinda Ram Paneru have invested their rigorous effort to bring this volume into this shape. They deserve heart full thanks for their contribution. The editorial team is indebted to Under Secretary Prahlad Aryal, Section Officer Indra Kunwar and Ravi Shrestha for their support by providing relevant information on policy, plans and programs, for which a sincere thanks goes to them. Due thanks also goes to Section Officer Sulochana Parajuli for her valuable assistance in preparation of this publication.

The editorial team would also like to extend our sincere gratitude to the Secretaries Deependra Bickram Thapa and Shankar Prasad Pandey and all the Joint Secretaries of MoE for their encouragements, proper guidance and inputs to enrich this publication. Our heartfelt thanks go to all the central level institutions and their respective personnel for providing essential information of their respective organizations.

We would also like to thank those all who directly or indirectly involve and contributed while preparing this publication.

Finally, we would like to thank to MagicMinds Pvt. Ltd. and COLTRED, Nepal for its involvement in computer setting, layout and designing and to Classic Printing Service for taking the responsibility of printing.

The MoE hopes this publication will come into close scrutiny of politicians, policymakers, planners, researchers, journalists, educational activists in particular and wider society in general to identify its strengths and weaknesses of its own and entire system along with their suggestions for the measures for the further improvements in the days to come.

Gopal Prasad Bhatarai
Under Secretary
Research and Education Information Management Section
MoE

Acronyms

ADB	Asian Development Bank
APEID	National Group for Asia Pacific Education Innovation and
APIN	Asia Pacific Information Network
APPEAL	Asia Pacific Programme of Education for All
ASP	Associated Schools Project
AUSAID	Australian Aid
BN	Bachelor in Nursing
BPEP	Basic and Primary Education Programme
BPH	Bachelor in Public Health
CAS	Continuous Assessment
CBOs	Community Based Organizations
CBS	Central Bureau of Statistics
CDC	Curriculum Development Centre
CDNLAO	Conference of Directors of National Libraries of Asia and Oceania
CEHRD	Council for Educational Human Resource Development
CIA	Central Intelligence Agency
CLAs	Central Level Agencies
CLC	Community Learning Centre
CRC	Camera Ready Copy
CSSP	Community School Support Programme
CTEVT	Council for Technical Education and Vocational Training
DANIDA	Danish International Development Agency
DDC	Dewey Decimal Classification
DDCs	District Development Committees
DEC	Distance Education Centre
DEOs	District Education Offices
DFID	Department for International Development
DoE	Department of Education
EC	European Commission
ECD	Early Childhood Development
EFA	Education for All
EMIS	Educational Management Information System
ERO	Education Review Office
ETCs	Educational Training Centres
FEP	Food for Education Programme
FfE	Food for Education

GATE	Global Academy of Tourism and Hospitality Education
GDP	Gross Domestic Product
GNP	Gross National Product
GoN	Government of Nepal
GOs	Governmental Organizations
GPI	Gender Parity Index
HDI	Human Development Index
HEP	Higher Education Project
HSEB	Higher Secondary Education Board
ICT	Information and Communication Technology
IHP	International Hydrological Committee;
INGOs	International Non-Governmental Organizations
JEMC	Janak Educational Materials Centre
JICA	Japan International Cooperation Agency
KPI	Key Performance Indicators
KU	Kathmandu University
LBU	Lumbini Bauddha University
LSGA	Local Self Governance Act
MAB	National Committee of Man and Biosphere
MGT	Multi-grade teaching
MoE	Ministry of Education
MOST	Market Oriented Short-Term
NATCOM	Nepal National Commission for Education, Science and Cultural Organization
NCED	National Centre for Educational Development
NCF	National Curriculum Framework
NER	Net Enrolment Rate
NESP	National Education System Plan
NFE	Non-Formal Education
NFEC	Non-Formal Education Council
NGOs	National Non-Governmental Organizations
NNL	Nepal National Library
NSU	Nepal Sanskrit University
OCE	Office of the Controller of the Examination
OPAC	Online Public Access Catalogue
PEDP	Primary Education Development Project
PEP	Primary Education Project
PMIS	Programme Management Information System
PoKU	Pokhara University
PPC	Pre-Primary Classes
PPTTCs	Private Primary Teacher Training Centres

PU	Purbanchal University
RCs	Resource Centres
REDs	Regional Education Directorates
RO	Review Office
RP	Resource Person
RTCs	Rural Training Centres
SEDC	Secondary Education Development Centre
SEDP	Secondary Education Development Project
SEP	Skills for Employment Project
SERDP	Seti Education Project for Rural Development
SESP	Secondary Education Support Programme
SHEP	Second Higher Education Project
SLC	School Leaving Certificate
SSR	School Sector Reform
SSRP	School Sector Reform Plan
STRO	School Teacher Record Office
TEP	Teacher Education Project
TEVT	Technical Education and Vocational Training
TITI	Training Institute for Technical Instruction
TMCC	Training Management Coordinate Committee
TMIS	Teacher Management Information System
TNA	Training Needs Assessment
TS	Technical School
TSC	Teacher Service Commission
TSLC	Technical SLC
TU	Tribhuvan University
UGC	University Grant Commission
UNDP	United Nation's Development Programme
UNESCO	United Nations Educational, Scientific and Cultural
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VDCs	Village Development Committees
VTCD	Vocational Training and Community Development
WB	World Bank
WFP	World Food Programme
ZTTCC	Zonal Teacher Training Coordination Committee

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Country Context

Location

Nepal lies between the 26°22' to 30°27' Northern latitude and 80°4' to 88°12' Eastern longitude covering 1,47,181 sq. km area, which occupies 0.03 percent of total land mass of the world. The average length and breadth are 885 km from East to West and 193 km from North to South ranging its elevation from 90 to 8,848 metres. Nepal is a land locked country in South Asia surrounded by Republic of India from three sides (South, East and West) and People's Republic of China from Northern side.

Geographically, the country is divided into three regions: Mountain, Hill and Tarai, which covers 35, 42 and 23 percent of total land mass of the country respectively. The Northern range of Himalayas contains national parks, conservation areas and eight among the ten highest mountains in the world, including the world's highest peak, Sagarmatha, which is, known as Mt.

Everest in the world. The middle range (Hill) is covered with gorgeous mountains, high peaks, hills, valleys and lakes. The Southern range (Tarai) consists of the plain of fertile soil and dense forest area, national parks, wildlife reserves and conservation areas. The country has many ever flowing rivers, thick tropical jungles, greatest mountain ranges and different climatic conditions. Due to its unique climate, the country is also a paradise for many rare and migrant birds, seasonal insects and animals. Various species of animals, rare in the world such as the one horned rhino, Bengal tigers, red panda, etc. also roam freely in the natural world of this area.



Administration

From the administrative point of view, the country has been divided into five Development Regions, fourteen Zones and seventy-five Districts. Each district has been further divided into Village Development Committees (VDCs) and Municipalities. At present, there are 3,915 VDCs, one Metropolis, four sub-metropolis and 58 Municipalities in Nepal. The only one metropolitan city, Kathmandu is the capital of

Nepal. These VDCs, Municipalities and Metropolitan city serve as the local level government.

Nepal has been transformed as a Federal Democratic Republic country abolishing the familiar regime of the monarch in 2006 (CIA, retrieved June 27, 2010). The Constituent Assembly was elected in April 2008 to draft and promulgate a new constitution by May 2010 (CIA) within a federal framework of governance, abiding by the principles of parliament democracy. However, it was not accomplished within the time line and extended for one year more. However, one of the noteworthy achievements is the Parliament which has secured 33 percent seats for women.

Population

The National Population Census 2001 has reported that the population of Nepal has reached 23.1 million with a growth rate of 2.25 percent per annum (CBS, 2002). Based on this growth rate, the Central Bureau of Statistics (CBS) Nepal has projected that the population has reached approximately 27.5 million in 2009 with nearly equal proportion of female (49.9 percent) and male (50.1 percent) (CBS, 2066). The CBS has also recorded the crude birth rate as 27.7 and crude mortality rate as 8.3 per 1000 population. Likewise, the life expectancy rate is 64.1 with the slightly higher rate of female (64.5 percent) than male (63.6 percent).

Nepal is a highly diverse country not only geographically but also linguistically, religiously, culturally and in terms of caste and ethnicity. The 2001 Census has recorded 101 different castes/ethnic groups, including those that are not identified categorically (CBS, 2002). Altogether 92 different languages are spoken in the country and a number of dialects have been registered as mother-tongues. Nepali is the official language which is the mother-tongue of around 49 percent of people.

The major religions that people have been practicing here are Hinduism, Buddhism, Kirant, Islam, Jain, Shekh, Christianity, etc. As per castes/ethnicities, religions and localities, people are practicing various cultures. Most of them are also assimilating their cultures and religions in their daily lives.

Economy

Nepal is one of the poorest and least developed countries in the world, with 30.8 percent of its population living below the poverty line (CBS, 2066 & UNDP, 2009). It has been ranked at 144th position in the Human Development Report 2009 (UNDP, 2009). The same Report has recorded Nepal's Human Development Index (HDI) as 0.553, which shows Nepal falls under the category of low human development countries in the world.

The GDP and GNP of the country were estimated as 8 and 32.31 percent respectively in the year 2008/09. The per capita income is estimated as 473 US\$ (CBS, 2066).

Agriculture is the core of the economy, providing a livelihood for three-fourths of the population and accounting for about one-third of GDP. Industrial activities mainly involve the processing of agricultural products, including pulses, jute, sugarcane, tobacco, and grain. Besides agriculture and industrial inputs, tourism and hydropower (approx. 42,000 MW of feasible capacity) are the considerable scope for its economic development, which are not yet fully exploited. Remittances from foreign workers abroad are another source of economy which reached approximately 2.8 billion \$ in the year 2009 (CIA, retrieved June 27, 2010).

Membership

Nepal has been a member of the United Nations (UN) since 1955 and became a member of several UN and regional organizations. Some of them are: FAO, UNESCO, WHO, Economic Council for Asia and the Far East, ADB, BIMSTEC, G-77, WB, IBRD, ICAO, IDA, IFAD, IFRC, ILO, IMF, UPU, International Red Cross; Interpol; IOM; ISO, SAARC, SACEP, ITUC, MIGA, WIPO, WTO, WFTU, UNWTO, UNCTAD, UNIDO, WCO, OPCW, etc. (CIA, retrieved June 27, 2010). Nepal has also participated in various missions of UN since its membership such as UNMIS, UNMIT, UNOCI, UNTSO, UNAMID, UNIFIL, UNMIL, MONUC, MINURCAT, MINUSTAH, etc.)

Education

In 1954, Nepal National Education Planning Commission laid the foundation for a national education system within the framework of national unity, democracy, and development¹. The All-round National Education Commission, 1962 added nationalism and the prevailing political ideology to the national education system. However, during the period of 1956-1970, national education efforts were focused more on expanding access rather than on doctrine.

The adoption of the National Education System Plan (NESP) for 1971-76 nationalized education and moulded the system in line with the values of the Panchyat Political System. In late 1980s and 1990s, many projects were initiated to improve the access and quality of school education. Some of the major projects were: Primary Education Project (PEP), Basic and Primary Education Programme (BPEP) I and II, and Secondary Education Development Project (SEDP). During this period, the government

¹ Education in Nepal, the report of Nepal National Education Planning Commission, Published by College of Education, 1956.

had formed two high-level Commissions – the National Education Commission, 1992; and the High Level National Education Commission, 1999 – for policy recommendations to address inconsistencies, streamline the system, and to improve education. After 2000, the government policies shifted towards "fundamental reforms" such as decentralization and community involvement to improve school performances. All the programmes were also launched accordingly. The Education for All (EFA), Teacher Education Project (TEP), Secondary Education Support Programme (SESP), Community School Support Programme (CSSP) and Food for Education (FfE) were the programmes implemented in line with the spirit of decentralization and community support.

Recently, the Ministry of Education (MoE) has developed a Core Document for the School Sector Reform (SSR). The Core Document has elaborated policy directions, articulated strategies, and introduced new sets of quality led interventions for improving governance, management and resource mobilization in school education, aiming at improving efficiency and ensuring students' learning with restructuring the school structure as Basic Level (grade 1-8) and Secondary Level (grade 9 to 12). Besides these programmes for school education, Higher Education Project (HEP) I and II also have been implemented under the University Grant Commission (UGC) for the overall development of the Tertiary Education of Nepal. The Council for Technical Education and Vocational Training (CTEVT) of Nepal is offering vocational education programmes to produce technical human resources of basic and medium level necessary for national development.

With all these programmes and interventions in education, Nepal has achieved considerable success in the aspects of access and equity whereas the quality aspects still needs some more remarkable interventions to improve.

Education status

The National Census 2001 (CBS, 2002) has recorded the literacy rate of 6+ years population of Nepal as 54.1 percent (female 42.8 and male 65.5) and 15+ years as 48.6 percent (female 34.9 and male 62.7) with the Gender Parity Index (GPI) of 0.65 of 6+ years and 0.56 of 15+ years. The Nepal Labour Force Survey 2008 (CBS, 2009) has reported the improved trend of literacy rate as 63.7 percent of 6+ age group (female 53.3 and male 75.6 percent) and 55.6 of 15+ age group (female 43.3 and male 70.7 percent) along with the improved GPI of 0.71 of 6+ age group and 0.61 of 15+ age group population.

At present, there are 32,130 schools and 29,089 ECD/PPC centres in Nepal (DoE, 2009/10). Among them Primary Level education is running in 31,555 schools where 27,028 are community and 4,627 are institutional schools. There are 11,341 Lower

Secondary schools running in the country among them 8,449 are community and 2,892 are institutional schools. Similarly, there are 6,928 Secondary Level schools out of which 4,715 schools are running under community and 2,213 are institutional. Likewise, 24,773 ECD/PPC centres are running under community and 4,316 are running privately.

Along with the expansion of number of schools, students' enrolment is also increasing year after year. The Flash Report I 2009/10 has reported that there are total 75,75,880 number of students in school system. Among them 49.7 percent are girls and 50.3 percent are boys. Out of them the enrolment portion for *Dalits*, *Janajatis* and students' with disabilities constitutes 16.7, 38.7 and 1 percent respectively. Similarly, students' flow in ECD has also been impressively increased i.e. out of the total 9,47,278, girls and boys constitute 47.6 and 52.4 percent respectively.

Gradually, the NER is also improved in all levels i.e. 93.7 percent in Primary (girls 92.6 and boys 94.7), 63.2 percent in Lower Secondary (girls 61.9 and boys 64.3 percent) and 40.8 percent in Secondary level (girls 40.1 and boys 41.4 percent). However, when talking about the new structural perspective it seems to be little lower i.e., 83.2 percent in Basic level (girls 82.0 and boys 84.3 percent) and 23.9 percent in Secondary level (girls 23.5 and boys 24.2 percent).

Similarly, there are 1,976 higher secondary institutions running in the country, among which 66.5 percent are under community. In those institutions, 2,04,240 number of students have enrolled in grade 11 (girls 48.3 percent) and 1,32,774 students are in grade 12 (girls 46.9 percent) (HSEB, 2009/10 [2066]).

For higher education, there are six universities and recently the GoN has approved another three new Universities to establish in different parts of the country (MoE, personal communication, May 11, 2010). They are namely Agriculture and Forestry Science University, Mid-Western University and Far-Western University. However, the Lumbini Buddha University has not yet started its academic sessions. There are 85 constituted and 346 affiliated² community campuses running under those five universities (UGC, 2067). Under these five universities, 3,00,242 students were enrolled in the academic year 2065 (2009/10). Among them the share of female is 37.3 percent.

The total number of teachers in primary level is 1,53,536 (female 39.62 percent), 40,259 (female 24.69 percent) in lower secondary level, 29,109 (female 15.56 percent) in Secondary level and 14,262 (female 4.7 percent) in Higher Secondary level (DoE, 2009/10). Similarly, altogether 9,477 teachers are working at university level (UGC, 2067).

² Private Campuses are excluded due to not reporting.

National Goals of Education

National goals of education

1. Nurture and develop personality and inherent talents of each person;
2. Instil respect for human values and the will to safeguard national and social beliefs so as to help develop a healthy social unity;
3. Help individual to socialize in enhancing social unity;
4. Help individual keep her/his identity in the national and international context and to help her/him lead a socially harmonious life in the modern world;
5. Help in modernization of the country by creating suitable human resources for its development;
6. Teach about the conservation and wise use of Nepal's natural resources;
7. Help and bring underprivileged and disadvantaged into the mainstream of the nation.

According to National Curriculum Framework for School Education in Nepal, 2007

National objectives of education

1. Help foster inherent talents and the possibility of personality development of each individual;
2. Help prepare citizens with good conduct and morals for healthy social and collective life style by promoting supreme human values inherent in each individual, national culture and dignity, social values, beliefs and experience;
3. Help prepare productive and skilled citizens competent to undertake local, national level jobs and also capable to international job market if it requires to.
4. Consolidate social integrity through socializing individuals;
5. Develop and prepare human resources to build nation by assisting in modernization of the society;
6. Help conserve and exploit natural environment and national resources/heritages;
7. Be insightful to social equality and justice and develop conduct accordingly to help create inclusive society;
8. Foster the feelings of peace, friendship, goodwill, tolerance and fraternity in local, national and international context and adopt ones to conduct accordingly; and prepare citizens capable enough to resolve any kind of conflict;
9. Prepare globally competent human resources knowledgeable to modern information technology and use it;
10. Prepare citizens respectful to nation, nationality, democracy, judicious, creative, self-honoured, respecting others and feel proud of being Nepali;

11. Help prepare citizens committed to conserve and promote Nepali art, aesthetic values, ideals and other specialties.

Vision of school education

To prepare citizens dedicated to promote and protect democracy and human rights, they should possess attributes like dignity of labour, committed to education, enterprising, disciplined, and capable enough to withstand the personal, social and national challenges of the twenty first century.

Level-wise objectives of school education

Early childhood development (ECD, age group 3-5 years)

The prime goal of early childhood development education is to bring about holistic development of children and to facilitate them to have smooth transition to primary education. More specifically, ECD education has the following objectives:

1. Provide an opportunity to develop physical, emotional, social, mental, moral and creative aspects;
2. Develop habit for personal hygiene;
3. Cultivate habit as per social norms and values;
4. To develop positive behaviour and attitude towards school;
5. Prepare for basic education.

Basic education (Grade 1-8, age group 6-13 years)

The main aim of basic education is to develop the innate ability of each child through child centred education. Its main aim is to produce citizens who are loyal to the nation and democracy and aware of their responsibility towards the social and natural environment. Students are expected to be competent in communicating ideas, independent, hard working, health conscious and morally sound. More specifically, the objectives of basic education will be as follows:

1. Develop positive attitude towards the norms and values of democracy and nation;
2. Develop basic understanding of Nepalese history, society and cultural diversity;
3. Develop basic knowledge and skill of languages (Mother tongue, Nepali, English) for personal expression and communication;
4. Develop basic knowledge on Science, Mathematics, Environment, Health, Information Technology and life skill;
5. Develop personal and social etiquettes like cooperation, discipline, morality, social etiquette, helpfulness and honesty;

6. Develop creative and expressive skills;
7. Make children aware of the importance of child rights and human rights;
8. Contribute for all round development of children by developing their physical, intellectual, emotional, and social factors;
9. Develop life skills such as problem solving, creative thinking, decision making, personal hygiene and the habit of working collaboratively;
10. Develop civic awareness;
11. Make inquisitive towards cultural diversity, norms and values, and traditions by respecting cultural diversity;
12. Develop a strong sense of non-discrimination towards others despite their caste, ethnicity, religion, language, gender, class, and disability;
13. Develop a positive outlook towards work and respect for labor;
14. Develop a habit of sharing information and ideas about indigenous occupation or employment.

Secondary Education (Grade 9-12, age group 14-18 years)

The aim of secondary level education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values. Its main aim is to produce skilled human resource capable to furnish solid contributions to the all-round development of the country and make them mindful citizen by imparting basic knowledge required for university education. More specifically the objectives of secondary education will be as given below.

1. Develop positive attitudes towards the norms and values of democracy and diverse culture of the nation;
2. Prepare capable, self-dependent, skilful, and trained human resources for the development of nation;
3. Instill the attributes like honesty, self reliance, creativity, hard-working, helping, collaborative and accountability;
4. Develop language ability like listening, speaking, reading and writing for lively participation in day to day social life;
5. Acquire appropriate skills required to solve day-to-day problems;
6. Familiarize with the national history, culture, geography, economics, ethnic and cultural diversity and environment for nation's development by promoting national unity, cordiality and peace;
7. Develop technical and vocational skills and cultivate habit to respect labour;
8. Develop basic occupational skills and the capacity to earn a livelihood to be self-dependent;
9. Understand the essence of human rights, social justice and democracy and bring them into practice accordingly;

10. Develop attitudes to respect individual differences in terms of gender, disabilities, social, economic, geographical, ethnic and cultural variations and be active in building inclusive society by being aware of social evils like racial untouchability;
11. Develop creative, free, critical and analytical thinking in order to cope with the national and international challenges;
12. Build capacity to compete at national and international levels.

Objectives of Higher Level Education

- Link education with the national issues like development, poverty reduction as well as with personality development;
- Produce high level and internationally competitive skilled workforce capable to contribute to national economic growth and all round development of the country;
- Produce future leaders for the nation;
- Generate knowledge through research studies and innovative activities;
- Contribute to transferring knowledge and technology;
- Preserve historical and cultural heritage of the country

Structure of Education

Education in Nepal has been structured as school education and higher education. Pre-primary includes ECD/PPCs. School education comprises Primary (grade 1-5), Lower Secondary (grade 6-8), Secondary (grade 9-10) and Higher Secondary (grade 11-12) Education. However, the proposed School Sector Reform Programme (SSRP) has proposed the school structure of Basic Education as Grade-One to Eight and Secondary Education as Grade-Nine to Twelve.

Currently, the ECD/PPCs have one to two years duration to serve 3 to 4 years old children. Primary schools provide five years of education (grade one to five) and the prescribed age for entry into grade-one is five years completers. Lower Secondary education consists of three years comprising grade-six to eight, Secondary and Higher Secondary comprises two years for each with grades nine to ten and eleven to twelve respectively. Parallely, the Intermediate Level, equivalent to Higher Secondary Level, is also being offered under the system of University Education.

The Higher Education consists of Bachelor's Degree of three to four years duration depending upon the nature of subjects and programmes and two to four years of Master's Degree. Some Universities also offer Post Graduate Diploma and Master of Philosophy (M. Phil.) courses of two years. Doctorate of Philosophy (Ph.D.) is regarded as the highest degree offered by the universities.

A separate line of Sanskrit Education also exists in the country that runs from the school level to higher education. At the school level Sanskrit school curriculum is compatible with the general school, which has made shifting from Sanskrit stream to general one easier for students. The student of Sanskrit may shift to general school. Similarly, in Higher Education, Sanskrit graduates are also eligible to get admission in certain subject areas of general and professional stream.

Similarly, a technical stream of education has been developed in order to produce basic and mid-level human resources necessary to carry out the task of national development. The proposed School Sector Reform Plan (SSRP) intends to introduce vocational education from Grade-Nine. The technical schools/centres spread across the country, provide short- and long-term training courses on different technical and vocational skill areas. Some of these courses are offered to students studying at the level of Grade-Ten while other courses are for students who have already passed the School Leaving Certificate (SLC) level.

PART I
MINISTRY OF EDUCATION AND ITS INSTITUTIONS

Ministry of Education

Introduction

The Ministry of Education (MoE) was established in 1951. It was renamed as the Ministry of Education and Sports in 2002 and again renamed as Ministry of Education with the decision of Cabinet on Bhadra 15, 2065 BS. The MoE, as the apex body of all educational organizations, is responsible for overall development of education in the country as well as responsible for formulating educational policies and plans, and managing and implementing them across the country through the institutions under it.

The Central Level Agencies (CLAs) under the Ministry are responsible for designing and implementing programmes and monitoring them. Five Regional Education Directorates (REDs) are responsible for monitoring the programmes undertaken by the district level organizations. Seventy-five District Education Offices (DEOs) and one thousand ninety-one Resource Centres (RCs) at sub district level are the main implementing agencies of the educational policies, plans and programmes at local levels. Moreover, all the functional units of the MoE and other constituents and autonomous bodies within the framework of the MoE are parts of the organizational structure to carry out their functions for achieving their goals.

Main Functions

According to the job descriptions of GoN, the MoE is entrusted with the responsibilities for the functions related to:

- Educational policies, plans, formulation of programmes, implementations, follow-up and evaluations;
- ECDC/Pre-Primary, School Level Education, Higher Education, Distance Education, Adult Education, Non-Formal Education, Special Needs Education;
- Population Education and Nutrition Programmes;
- Technical and Vocational as well as Moral and Physical Education;
- Policy formation and implementation of teacher training and educational human resource development;
- Educational Institutions (including *Gurukul*, *Gumba*, *Madarsa*);
- Universities and Institutes;
- Scholarship through open competition, granting approval for studies and research to students going abroad and coming to Nepal from other countries;
- Academic research;

- Janak Educational Materials Centre;
- Curriculum and textbook;
- Educational survey, statistics and research;
- Library and reading rooms;
- National and international training, seminars, workshops, conferences on education;
- Coordination with national and international institutions;
- Bi-lateral and multi-lateral educational agreements;
- Liaison and coordination with UNESCO;
- Regular and periodic monitoring and evaluation of education programmes implemented by governmental and non-governmental organizations;
- Appointment, transfer, promotion of personnel and defining minimum academic qualifications for recruitment and promotion, personnel capacity building of the organization and departmental actions against the staff;
- Nepal Education Service;
- Other activities related to education.

Structure

The MoE is one of the 26 Ministries of the GoN. A Cabinet Minister at the political level heads the MoE. Two Secretaries (special provision has been made for Basic Education) head MoE at the bureaucratic level. At the functional level, there are four Divisions within the MoE, each headed by a Joint Secretary a Gazetted First class officer. *(See Annex 1 for the complete Organization Structure of the MoE and other CLAs).*

Divisions

- A. Administration Division
- B. Higher Education and Educational Management Division
- C. Planning Division
- D. Monitoring, Evaluation and Inspection Division

Functions (Division- and Section-wise)

The specialized functional units at the MoE perform and oversee specialized technical activities for educational development in the country. These activities can be well understood from the description of structure and the responsibilities of various divisions and sections to be followed herewith.

A. Administration Division

The main functions of the Administration Division are personnel management and development. This Division is responsible for recruitment, transfers, promotions and capacity building of the staff as well as procurement and property management. The sections under this Division and their functions are:

1. Personal Administration and Human Resource Development Section
2. Financial Administration Section
3. Legal Aid and Counselling Section
4. Internal Administration and Property Management Section
5. Sports and Youth Programme Section

1. Ministration and Human Resource Development Section

- Maintain updated record of status on human resources, job description and classification of work of the Ministry and institutions under it;
- Identify national and international level trainings, workshops, seminars, studies, study visits, etc. needs for capacity building of the staff of the Ministry and institutions under it and nominate and make necessary arrangements for it;
- Carryout necessary activities on appointment, recruitment, promotion, departmental action, transfer, resignation and retirement of the staff of the Ministry and institutions under it;
- Initiate actions to create necessary posts and posting of the staff of the Ministry and institutions under it;
- Select and recommend staff for incentives and reward;
- Initiate initial actions for the internal promotion of the staff of the Ministry and institutions under it;
- Maintain and update foreign scholarship records of the staff of the Ministry and institutions under it;
- Maintain and update work description, work division and human resource related records of all staff working in the Ministry and all officer staff in the Ministry and other institutions under it;
- Administer educational services and groups and sub-groups under it;
- Initiate necessary actions request the Foreign Aid Coordination Section to arrange the possible foreign aid and availability of them for need identified training, workshop, seminar, study and study visits, etc.;
- Function as Central Administrative Agency to the staff of Ministry and its institutions;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

2. *Financial Administration Section*

- Prepare regular budget for the Ministry and offices under it;
- Prepare budget and provide authorization for spending budget allocated to offices under Ministry;
- Perform activities related to demand, release and transfer to regular and development budget;
- Maintain central and operational level account and prepare the report and integrated central annual financial report;
- Perform auditing and initiate actions on clearance of financial irregularities;
- Advise and support the Ministry and institutions under it on financial matters;
- Develop and prepare accomplishment status and expenditure clearance report;
- Prepare payroll and distribute salary and other benefits to the staff of the Ministry with the help of Personal Administration Section;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

3. *Legal Aid and Counselling Section*

- Develop legal rules and regulations related to subject areas of the Ministry;
- Perform necessary actions on legal cases of the Ministry;
- Advise and provide legal aid and counselling to the Divisions and Sections of the Ministry, if needed;
- Make necessary arrangements to publish educational rules, regulations and information in the Nepal Gazette;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

4. *Internal Administration and Property Management Section*

- Manage public relationship, inquiry, letter keeping and forwarding system;
- Disseminate unspecified letters to related sections and divisions of the Ministry;
- Mobilize assistants, gardeners, sweepers and security guards in the Ministry;
- Mobilize, manage and repair vehicles and utilities (electricity, telephone, water etc.);
- Operate internal telephone line for different Sections of the Ministry;
- Manage the use, spending, auction and waive off of official materials within rules and regulations;
- Procure and supply office materials to the Divisions and Sections of the Ministry as per the need;
- Carry out necessary activities related to store and property management;
- Maintain and update records of the fixed assets of all educational institutions;

- Implement rules and regulations of the government in relation to sale, use and exchange land of educational institutions;
- Maintain an updated records of donations of fixed assets received by the educational institutions;
- Perform activities related to the property transfer of educational institutes to other and auction of the property of educational institutes;
- Maintain records and use assets of Ministry properly and its institutions overall the country;
- Manage property as per the necessity;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

5. *Sports and Youth Programme Section*

- Formulate policy and programmes regarding the mobilization of youth;
- Establish affiliation and coordination with national and international agencies related to youths;
- Perform activities related to national and international conferences and seminars related to youths;
- Carry out activities related to national and international agreements and other research activities related to the mobilization of youths;
- Liaise between youth activities carried out by the governmental and non-governmental organizations and undertake monitoring and impact evaluation of those activities;
- Coordinate and liaise with National Sports Council;
- Conduct continuous research and survey for the uplift of different games in the country;
- Formulate and implement policies and programmes related to national sports;
- Coordinate with national and international organizations for sports development;
- Identify appropriate games according to the geographical variation of the country;
- Motivate people towards appropriate games according to their physical fitness;
- Study, monitor and analyze programmes conducted by different national and international sports organizations;
- Conduct and manage the school level sports;
- Facilitate national Sports Council and national committees of various sports association;
- Deal with sports related activities;
- Liaison with national and international organizations relating to youth and sports.

B. Higher Education and Educational Management Division

The major areas of work of this Division consist of the activities related to school education scholarship and higher and technical education. The Sections and their main functions under this Division are as follows:

1. School Education Section
2. Scholarship Section
3. Higher and Technical Education Section

1. School Education Section

- Develop and implement policies, rules and directives regarding primary and secondary education;
- Formulate policy to determine and allocate teacher quota for community schools;
- Formulate and implement policy regarding the establishment and approval of community school;
- Develop and manage policies and plans regarding the institutional school and perform their management;
- Evaluate different aspects of institutional schools and provide assistance or feedback;
- Perform activities related to volunteers;
- Facilitate the process for granting visa to foreign students and teachers;
- Formulate policies regarding different aspects of teacher administration and management;
- Work as the contact section on the matters related to Secondary School Education;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

2. Scholarship Section

- Formulate policies, rules and regulations on scholarship and implement accordingly;
- Formulate questions, conduct exams and select candidates;
- Select and recommend candidates for foreign scholarships available to the Ministry and maintain an updated record of this;
- Prepare an updated record of persons going abroad (and returning) for study or training;
- Demand and collect foreign scholarship as per the requirement of the Ministry;
- Recommend for foreign exchange facilities and provide No Objection Letter to the students going abroad for study in self-finance and keep their subject-wise record;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

3. *Higher and Technical Education Section*

- Develop policies, rules and regulations regarding Higher and Technical and Vocational Education;
- Work as a liaison between the Ministry, Universities and UGC;
- Establish linkage and maintain harmony between and among Higher Education, Higher Secondary Education and Secondary Education;
- Monitor, evaluate and administer the activities related to Higher and Technical and Vocational Education;
- Work as a contact office for the CTEVT;
- Develop and implement policy, rules and regulations regarding Technical and Vocational Education;
- Provide managerial support to the CTEVT and other related institutions;
- Manage necessary arrangements for prizes;
- Facilitate the process for granting visa to foreign students, teachers, volunteers and researches;
- Develop and implement policies, rules and guidelines to run the higher education by foreign academic institutions;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

C. Planning Division

This Division prepares annual and periodic plans in line with the national education policies. The Division is entrusted with the responsibility for policy development and analysis. It also co-ordinates foreign aid for implementing programmes and projects in education. The Division is the entry point for donor agencies in the education sector. The main functions of the sections under this Division are as follows:

1. Policy Analysis and Programme Section
2. Foreign Aid Co-ordination Section
3. Library Coordination Section

1. *Policy Analysis and Programme Section*

- Study, compare and analyse education policies and programmes for implementation;
- Analyse short-term and long-term education plans implemented under Ministry and its agencies;
- Conduct policy level study and research of education policies and programmes;
- Carry out study and analyse on relation of educational plans, programmes and strategies with existing Educational Acts and Regulations and recommend it;
- Analyse national level exam results and provide feedbacks;

- Provide suggestions of educational research and its findings for policy making level;
- Prepare short- and long-term plan for education development;
- Prepare annual education development programmes;
- Coordinate district level development programmes;
- Prepare budget structure for proposed plans and programmes;
- Collect proposals of annual plans and programmes from offices under the Ministry, finalize and send them to the National Planning Commission to include in the National Plan;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

2. *Foreign Aid Coordination Section*

- Coordinate different donor aided projects and programmes under the Ministry;
- Perform activities related to agreements on foreign aid related with the Ministry;
- Establish coordination among donor agencies working in the education sector of Nepal;
- Mobilize external resources by establishing coordination between the national resource and foreign aid;
- Arrange foreign aids for human resource development programmes requested from Personal Administration and Human Resource Development Section;
- Establish assistances and relationships among other Ministries, Commissions, Secretariats and Donor Agencies for foreign aids;
- Identify possible and necessary foreign assistances for development and expansion of education;
- Arrange and invite donors in coordination of Ministry of Finance for Appraisal Mission;
- Mobilize foreign resources according to the agreements;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

3. *Library Coordination Section*

- Develop and implement policies, rules and regulations for the development of libraries under the Ministry;
- Make and implement development plans and programmes to the library;
- Coordinate library related services, programmes and policies;
- Make plans and programmes to further strengthen and make the existing libraries more service oriented; and present them to the government;
- Work as a liaison office between GoN and libraries in terms of all the development activities of the libraries;

- Present a solid view to give financial or other supports to the libraries based on their specialization, capacity and areas of service delivery;
- Prepare and implement action plans for the development of libraries established through public initiations;
- Make clear policy guidelines for the prerequisites necessary to establish a library and fixed conditions regarding the services to be given by the library; and make them public to inform the concerned ones;
- Perform other activities related to the library as per the policies and programmes of the Government;
- Make sure about the activities of the libraries according to the Library Acts and Regulations of GoN and help them to be within its limitations;
- Improve service level by evaluating all the libraries and public libraries of the country and encourage them by recommending for the awards – 'person of the year' and 'library of the year';
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

D. Monitoring, Evaluation and Supervision Division

This Division carries out monitoring activities in conjunction with programme implementation and maintains a database on educational statistics. It looks after monitoring and evaluation of overall programme of the Ministry and coordinates inspection related activities. The responsibilities of the following sections under this Division are as follows:

1. Monitoring and Evaluating Section
2. Research and Educational Information Management Section
3. Supervision Section

1. Monitoring and Evaluation Section

- Prepare monitoring action plan and evaluation base line once the annual programme is consented and submit them for approval;
- Monitor and evaluate the implementation of annual plans and programmes and provide feedback;
- Observe and evaluate programmes running under approved plan;
- Provide support to overcome difficulties and problems in course of implementation;
- Evaluate and prepare progress reports of programmes for quarterly review;
- Prepare monthly quarterly and annual progress report and forward them to Prime Minister and Council of Ministers' Office;

- Prepare monthly, quarterly and annual progress report of the approved programmes and forward to Prime Minister and Council of Ministers' Office and other related Ministries;
- Forward progress and problem identified report developed by Ministry Level Development Problem Resolve Committee to National Planning Commission;
- Coordinate in Formative Research work;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

2. *Research and Educational Information Management Section*

- Provide support in developing policies related to research, information technology and Educational Management Information System (EMIS);
- Assist in developing education polices through development, collection and analysis of education information;
- Implement various activities in order to strengthen research and EMIS and assist other related agencies by establishing coordination among them;
- Perform activities in partnership with other related agencies for the human resource development in the field of EMIS;
- Perform activities and co-work with other related agencies to tie up EMIS with education policies, plans, programmes, development and monitoring and evaluation system;
- Develop and update website of the Ministry;
- Provide guidelines to and assist other agencies under the Ministry in educational research related matters;
- Keep records of educational information and research and disseminate findings;
- Co-work with agencies under the Ministry and other related agencies for uniformity in definition, coding and other activities related to EMIS;
- Find out ways to strengthen research works and more reliable EMIS and implement help to implement accordingly;
- Assist in clarifying the ways for educational improvements through the use of research and EMIS;
- Coordinate in Information and Communication Technology (ICT) related activities with all the CLAs and other concerned education related institutions;
- Collect and keep the education related statistics including the data of students and teachers of all the educational institutions systematically and mapping of district-wise schools;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

3. Supervision Section

- Make indicator for each and every supervision related programme;
- Implement the developed programmes and job-descriptions effectively and use the findings as a feedback for advice and suggestion;
- Supervise the situation of capacity in education system;
- Provide suggestions for the development of supervision related policies;
- Supervise different agencies and educational institutions under the Ministry and present programmes and suggestions to wipe out the weaknesses found during the supervision;
- Accomplish defined and instructed tasks mentioned in the Citizen Charter.

Agencies under MoE

Various central, regional, districts, local and autonomous agencies are functioning to achieve their objectives and goals under MoE. These technical agencies are intended for access, quality, equity and human resource development.

Table 1

Agencies under MoE

SN	Types	Agencies
1	Central Level	1. Department of Education (DoE) 2. National Centre for Educational Development (NCED) 3. Curriculum Development Centre (CDC) 4. Office of the Controller of Examination (OCE) 5. Non-formal Education Centre (NFEC) 6. School Teachers' Record Office (STRO) 7. Education Review Office (ERO)
2	Regional Level	1. Five Regional Education Directorates (REDs)
3	District Level	1. Seventy-five District Education Offices (DEOs)
4	Local Level	1. One thousand fifty-three Resource Centres (RCs) 2. Thirty-two Thousand One Hundred and Thirty Schools and Twenty-nine Thousand Eighty-nine ECD/PPC centres
5	Commissions	1. University Grant Commission (UGC) 2. Teacher Service Commission (TSC) 3. Nepal National Commission for Education, Science and Cultural Organization (NATCOM)
6	Universities	1. Tribhuvan University (TU) 2. Nepal Sanskrit University (NSU) 3. Kathmandu University (KU) 4. Purbanchal University (PU) 5. Pokhara University (PoKU) 6. Lumbini Buddha University (LBU)

SN	Types	Agencies
		<i>Just approved to open</i> 7. Agriculture and Forestry Science University 8. Mid-Western University 9. Far-Western University
7	Councils/Boards	1. Council for Technical Education and Vocational Training (CTEVT) 2. Higher Secondary Education Board (HSEB)
8	Libraries	1. Kaiser Library (KL) 2. Nepal National Library (NNL) 3. Dilliraman Kalyani Regmi Memorial Public Library (DKRMPL)
9	Other	1. Janak Education Material Centre Limited (JEMCL)

Major Programmes and Projects of MoE

On Going Programmes

Programme/Project Objectives	:	<u>Skills for Employment Project (SEP)</u>	
	:	<ul style="list-style-type: none"> • Increase access to Market Oriented Short-Term (MOST) skills training particularly by Women, <i>Dalit</i> and Disadvantaged; • Strengthen capacity of key agencies to enhance their services, particularly to vocational training sector; • Strengthen training providers to enhance access and improve relevance and quality of training; • Develop and articulate a new national policy to achieve greater integration, relevance, and efficiency in TEVT sector. 	
Components	:	—	
Implementation Period	:	2 February, 2005-2011 March (September 2010 programme completion date and March 2011 loan closing date)	
Budget	Agency	:	CTEVT
	Total	:	25 Million US \$
	FA	:	20 Million US \$ (external assistance)
	GoN	:	5 Million US\$
Dev. Partners' Fund (US\$)	:	Asian Development Bank (ADB) (loan)	
Agreement	:	2 Feb. 2005	Field Code Changed
Coverage	:	<ul style="list-style-type: none"> • Central level training in 75 districts • Community based training in 20 districts (<i>Humla, Accham, Doti, Kailali, Arghakhachi, Kapilbastu, Rupandehi, Nawalparasi, Myagdi, Gorkha, Dhading, Sarlahi, Sindhuli, Dhanusa, Khotang, Siraha, Saptari, Udayapur, Bhojpur, Panchthar</i>) 	

Programme/Project Objectives	:	<u>Second Higher Education Project (SHEP)</u>	
	:	<ul style="list-style-type: none"> • Enhance quality and relevance of higher education and research through a set of incentives for promoting effective management and financial sustainability of academic institutions; • Improve access for academically qualified under-privileged students, including girls, <i>Dalits</i> and educationally disadvantaged <i>Janjati</i> to higher education through financial assistance and enhanced capacity of higher secondary schools. 	
Components	:	<ul style="list-style-type: none"> • Reform grants • Student financial assistance • Higher secondary education, and • Strengthening system capacity 	
Implementation Period	:	30 April 2007 - 15 January 2014	
Budget	Agency	:	DoE and UGC
	Total	:	60 Million US \$.
	FA	:	60 Million US \$
	GoN	:	—
Dev. Partners' Fund (US\$)	:	World Bank (WB)	
Agreement	:	—	
Coverage	:	—	
Remarks	:	Intended Beneficiaries: <ul style="list-style-type: none"> • TU and its constituent campuses (taking initiatives to develop as autonomous institutions) 	

- Community campuses affiliated to TU
- Other universities
- Community higher sec. schools
- Institutions and faculty members interested in research activities, research scholars, M. Phil. and Master level students
- Meritorious students - poor and disadvantaged

Programme/Project Objectives	: <u>School Sector Reform Programme (SSRP)</u>
	:
	• Strengthen Policy making process in education;
	• Reform education sector through an integrated approach;
	• Expand and consolidate of EFA best practices/lesson learnt;
	• Build capacity of stakeholders.
Components	: —
Implementation Period	: 2009-2013
Agency	: DoE
Budget Total	: 2626 Million US \$
FA	: 624 Million US \$
GoN	: 2002 Million US \$
Dev. Partners' Fund (US\$)	: <i>Pooling</i> — ADB, AusAID, Denmark, DFID, EC, Finland, Norway, UNICEF and WB <i>Non-Pooling</i> — JICA, UNESCO, UNFPA, USAID, World Food Programme (WfP), etc.
Agreement	: 27 November 2009 (ADB, Denmark, Norway and WB) <i>Finland also signed and others are in the process of signing.</i>
Coverage	: 75 districts

Completed Programmes

Programme/Project Objectives	: <u>Education for All (EFA)</u>
	:
	• Ensure access and equity in primary education
	• Enhance quality and relevance of primary education
	• Improve efficiency and institutional capacity
Components	:
	• Expand and improve early childhood development
	• Ensure access to education for all children
	• Meet learning needs of all children including indigenous peoples and linguistic minorities
	• Reduce adult illiteracy
	• Eliminate Gender Disparity
	• Improve all aspects of quality education
Implementation Period	: 2004-2009
Agency	: DoE
Budget Total	: 814.5 Million US \$
FA	: 279 Million US \$
GoN	: 535.5 Million US \$
Dev. Partners' Fund (US\$)	: <i>Pooling</i> — DFID (35 Million), Denmark (33 Million), Finland (15 Million), Norway (25 Million), WB (50 Million), ADB, UNICEF <i>Non-Pooling</i> — JICA, UNESCO, WFP, UNFPA
Coverage	: 75 Districts

Programme/Project Objectives : Teacher Education Project (TEP)
 :
 • Conduct quality pre-service, in-service and refresher training for primary teachers
 • Improve institutional capacity to conduct training programmes
 • Improve representative/participation of women and disadvantaged group in teaching career

Components : —

Implementation Period : 2002-2009

Agency : NCED

Budget Total : 24.1 Million US \$

FA : 19.6 Million US \$

GoN : 4.5 Million US \$

Dev. Partners' Fund (US\$) : ADB (loan)

Coverage : 75 Districts

Programme/Project Objectives : School Management Transfer and Incentive Programme
 :
 • Increase parent's participation in management of community school
 • Improve access, quality and capacity of students in community school
 • Make all stakeholders accountable by increasing transparency in functions of community school

Components : —

Implementation Period : 2003-2008

Agency : DoE

Budget Total : 5.11 Million US \$

FA : 5 Million US \$

GoN : 0.11 Million US \$

Dev. Partners' Fund (US\$) : WB (loan)

Coverage : 75 Districts

Programme/Project Objectives : Secondary Education Support Programme (SESP)
 :
 • Improve quality and relevance of public secondary schooling
 • Improve access to public secondary schooling, with a particular emphasis on girls, students with disabilities and students from poor and disadvantaged groups and districts
 • Develop institutional capacity and management of central and district education institutions and public secondary schools based upon a decentralised system of planning and management

Components : —

Implementation Period : 2003-2009

Agency : DoE

Budget Total : 75 Million US \$

FA : 60 Million US \$

GoN : 15 Million US \$

Dev. Partners' Fund (US\$) :
 • ADB Loan 30 Million
 • Denmark 30 Million

Agreement Coverage :
 : 75 Districts (*10 Intensive districts: Baitadi, Doti, Bajhang, Kailali, Aacham, Mugu, Humla, Jumla, Pyuthan and Rupendehi*)

Programme/Project Objectives : Food for Education Programme (FEP)
 :
 : *Long-term*
 • Increase access to basic primary education and improve nutrition and health of children in food deficit and low access to education districts
 : *Short-term*
 • Increase enrolment and attendance rate and decrease trend of dropout
 • Build learning capacity
 • Improve nutrition and health status of students
 • Increase girls' enrolment and improve nutrition status
 • Implement health take care programme for pregnant and post natal women and children
 • Increase mothers' participation in tiffin programme with the support of school, family and community to increase girls' enrolment rate by removing gender discrimination
Components : —
Implementation Period : 2002-2011
Budget **Agency** :
Total : 224.25 Million US \$
FA : 199.8 Million US \$
GoN : 24.45 Million US \$
Dev. Partners' Fund (US\$) : WFP
Agreement :
Coverage :

Programme/Project Objectives : Population Education Programme
 :
 • Include reproductive health issues in school curriculum
 • Develop policy and programmes for gender equity
 • Increase national support to gender equity
Components : —
Implementation Period : 2008-2010
Agency : MoE
Budget **Total** :
FA : 2 Million US\$
GoN : NRs. 10 Million
Dev. Partners' Fund (US\$) : United Nation Population Fund
Coverage :

(MoE, 2067)

Department of Education

Introduction

The Department of Education (DoE) located at Sanothimi, Bhaktapur was established in 1999 (Jestha 9, 2056 BS) under the MoE. Prior to its establishment, the Ministry was responsible for overall implementation, supervision and monitoring of the formal and non-formal education programmes. However, a Basic and Primary Education Programme (BPEP) was also under implementation in order to plan and implement activities related to basic and primary education in the country. The DoE was established in order to institutionalize and regularize those activities. With the establishment of the Department, most of the activities carried out by the BPEP were shifted to the Department and the BPEP as a project ceased to function. Due to such legacy, basic and primary education related activities carried out by the Department were also referred as BPEP II.

Now the Department, with its direct line of command with the regional and district offices and with full administrative and financial authority holds the responsibility of implementing and monitoring educational programmes. The Director General, a Gazetted-First, belonging to education service cadre, the Senior Officer heads the Department. Since the five REDs and 75 DEOs fall under the DoE, they have to perform their tasks accordingly:

Objectives

- Prepare plans, budget and programmes related to Basic, Primary, Lower Secondary and Secondary Education based on the existing policies and regulations and submit it to the Ministry;
- Implement Primary and Secondary Education programmes in consonance with the policies and regulations formulated by the Ministry;
- Oversee, supervise and monitor the activities relating to Primary and Secondary Education and submit progress reports to the MoE and other concerned agencies;
- Prepare staff development plans and submit the same to the Ministry;
- Coordinate programme implementation of the DoE with programmes of other CLAs;
- Mobilize human resources for the implementation of different programmes to be organized by the MoE and its related organizations at the regional and district levels;
- Carry out financial audit of the expenditure made under different donor aided programmes as well as arrange for timely reimbursement;
- Establish and manage RCs at the district levels.

Functions (Division- and Section-wise)

The Department consists of the following three Divisions each headed by a Director a Gazetted-First Class Officer.

- A. Administration Division
- B. Planning and Monitoring Division
- C. Educational Management Division

A. Administration Division

This Division takes the responsibilities relating to general and personnel administration, financial administration; educational materials distribution and physical services. The sections under this Division and their functions are as follows:

1. General and Personnel Administration Section
2. Financial Administration Section
3. Physical Service Section
4. Educational Materials Management and Distribution Section

1. General and Personnel Administration Section

- Carry out internal personnel administration;
- Maintain an updated records of staff in the Department, REDs and DEOs;
- Manage store and make sure that property is well safe and organized.

2. Financial Administration Section

- Prepare and give guidelines for preparing annual programmes and budget of the DoE and offices under the DoE;
- Maintain proper account record and prepare a report related to accounting;
- Release necessary funds from approved budget for the programmes;
- Provide authorization for spending of budget allocated to the districts;
- Coordinate the auditing of DoE budget and make necessary postings of unspent money;
- Maintain the records properly of the funds of grants and loan from the international donors;
- Coordinate internal and external audit of the districts and keep records of irregularities.

3. *Physical Service Section*

- Collect the demands for the school buildings and classrooms for effective and quality instructions;
- Prepare and implement policies, programmes and plans for the construction and rehabilitation of school buildings.

4. *Educational Materials Management and Distribution Section*

- Formulate policies with respect to development, production, distribution and proper utilization of educational materials required for quality education;
- Assist the DoE and other relevant institutions in the development and collection of educational materials;
- Make educational materials available to the DEOs and schools;
- Arrange the distribution of textbooks and other education materials and monitor their distribution.

B. Planning and Monitoring Division

This Division takes the responsibilities relating to planning, monitoring, research and development. The sections under this Division and their functions are as follows:

1. Programme and Budget Section
2. Research and Educational Information Management Section
3. Monitoring and Supervision Section

1. *Programme and Budget Section*

- Prepare and submit the programme and budget to the MoE, prepare the departmental plan for the development of education and ensure co-ordination among different sections of the DoE for the preparation of annual work plan;
- Coordinate for the implementation of approved programmes;
- Monitor all activities implemented by different sections under the Department based on the information collected through Programme Management Information System (PMIS);
- Analyze the outcomes of educational programmes based on the information generated through EMIS;
- Recommend visa for the foreign expatriates working in the programmes related to the activities of the Department in the government and non-government offices;
- Carry out school mapping activities in the country.

2. *Research and Educational Information Management Section*

- Prepare and implement research plans related to the work areas of the Department;
- Disseminate findings of the research studies;
- Assess and evaluate the effectiveness of different educational programmes;
- Conduct pilot testing and evaluation of innovative activities in close co-operation with various sections;
- Document the research studies and publications carried out in the field of education;
- Collect, compile, analyse and publish school level educational statistics each year;
- Develop school level data specifications;
- Plan and implement activities for strengthening EMIS at all levels (school, RC, district, region and centre);
- Establish and develop linkages of data activities with other activities of the Department like planning, programming and monitoring, etc.

3. *Monitoring and Supervision Section*

- Formulate monitoring plan and action plan;
- Prepare periodic progress reports;
- Prepare quarterly financial monitoring report and forward to the donor agencies;
- Collect required data for the purpose of economic survey in prescribed format and forward to the Ministry of Finance;
- Prepare status report, publish and disseminate;
- Develop monitoring forms, disseminate, use and encourage other agencies to use it;
- Prepare monitoring reports.

C. Educational Management Division

This Division is mainly responsible for early childhood education, basic and primary education, women's education, special education and educational statistics. Sections and their functions under this Division are:

1. Early Childhood Development Section
2. School Management Section (Primary)
3. School Management Section (Secondary)
4. Gender Equity Development Section
5. Inclusive Education Section

1. Early Childhood Development Section

- Formulate policies relating to the ECD education;
- Prepare ECD programmes in accordance with approved policies and implement them through GOs, INGOs / NGOs;
- Formulate criteria for the approval of the ECD Centres;
- Develop ECD curriculum and textbooks and provide help in the distribution of materials;
- Make arrangements for the implementation of the Parental Educational programmes;
- Coordinate for monitoring and evaluation of ECD programmes;
- Plan and implement ECD related trainings;
- Work as a liaison office to coordinate activities related to ECD among the line Ministries, INGOs and NGOs.

2. School Management (Primary) Section

- Formulate policies, rules and regulations relating to the Basic and Primary Education;
- Prepare criteria for the approval of schools;
- Prepare norms for allocating teacher quotas for schools;
- Monitor teachers' selection, promotion and evaluation;
- Develop policies and criteria for providing grants to Primary schools;
- Develop and implement programmes related to the Compulsory Primary Education;
- Make necessary arrangements for strengthening of the educational supervision system;
- Arrange for undertaking studies for the effectiveness of Basic and Primary Education and provide recommendations for improvements;
- Implement programmes of community awareness;
- Maintain an updated record of the teachers, monitors and systematize the teacher posts made available for the districts and take actions in case of irregularities;
- Distribute available teacher posts to the districts and take further actions for required teacher posts;
- Prepare and submit annual budget to the Ministry related to the teachers' salary and other grants to the school;
- Initiate works related to the volunteers in the school;
- Monitor the teaching learning and other management related activities in the school;
- Monitor educational problems; suggest improvement measures; implement policies; and rules and regulations.

3. *School Management (Secondary) Section*

- Implement, supervise and monitor programmes for the development of secondary education in the country;
- Review and revise the bases for supervision, monitoring and evaluation of Secondary schools;
- Assist for the effective implementation of educational programmes at the regional and district level;
- Coordinate with other offices that are related to secondary education like HSEB, CDC, OCE, NCED, REDs and other educational offices;
- Perform activities regarding the approval of secondary schools;
- Develop policies and criteria for providing grants to schools;
- Monitor the selection, promotion and evaluation of Secondary school teachers;
- Develop policies regarding the career development of Secondary school teachers;
- Prepare annual budget for the assigned tasks of the section;
- Conduct research studies for the promotion of effectiveness of teachers;
- Undertake necessary actions on complaints regarding teacher recruitment, transfer, promotion, etc.;
- Work as the contact section for the National Teachers Service Commission.

4. *Gender Equity Development Section*

- Develop policies and programmes on women's education and other target groups;
- Coordinate and monitor different programmes implemented in order to increase women's participation in education;
- Develop and implement norms and criteria to increase women teachers;
- Develop programmes for enhancing community participation in education and implement through district, RC, VDC and NGOs;
- Work as the contact office for the Ministry of Women and Social Welfare, Ministry of Health and Population and the Ministry of Local Development in matters related to Women's Education;
- Allocate, distribute and monitor girls' scholarships.

5. *Inclusive Education Section*

- Develop and implement policies, annual and periodic plans and programmes and budget on Special Education;
- Establish coordination with the government and national and international non-government agencies in matters related to Special Education;
- Monitor and supervise the schools having Special Education programmes;
- Develop education materials supportive for Special Education programmes;

- Conduct training programmes for Special Education teachers in association with RCs;
- Develop criteria to provide grants-in-aid to schools having Special Education programmes and distribute the grants;
- Prepare and submit a progress report of Special Education programmes;
- Develop training packages and organize training programmes on special education in a way that facilitates students with all kinds of disabilities;
- Establish coordination with other agencies working on Special Education on training and related matters;
- Determine the job description, supervise and direct the focal persons of Special Education;
- Prepare the base for developing the concept on operating resource classes and RCs in order to integrate Special Education.

National Centre for Educational Development

Introduction

National Centre for Educational Development (NCED) was established in 1993 along with nine Primary Teacher Training Centres (PTTCs) in various parts of the country at the recommendation of National Education Commission, 1992. In 1994, with funding from GoN and the ADB, the Primary Education Development Project (PEDP) developed and implemented teacher and management training programmes through the NCED.

It has been restructured as an apex institution for human resource development under the MoE system since 2004; and is now responsible for human resource development in the educational sector. It has been involved in the management and delivery of training since its establishment to teachers and educational personnel. However, NCED's scope of work has been further expanded with the merging of the then Secondary Education Development Centre (SEDC) and Distance Education Centre (DEC) into it. At present NCED carries out training programmes through its thirty-four Educational Training Centres (ETCs) established at different strategic locations of the country. Moreover, the previous apex policy making body called Training Management Coordinate Committee (TMCC) has now been upgraded as Council for Educational Human Resource development (CEHRD) body working under this apex institute for human resource development.

Teacher education in Nepal began in 1948 with the establishment of Basic Teacher Training Centre. This institution was later developed into the Normal School in 1956. With the Normal School, different mobile training teams came into existence to deliver training in different parts of the country. These mobile teams and Normal Schools were later changed into Primary Teacher Training Centres after the recommendation made by the All Round National Education Committee in 1961. Thus, the development of Teacher Education continued with these activities. As the establishment of College of Education was materialized in the middle of the 50's according to the recommendations of the National Education Planning Commission, teacher education system took a definite course of action in the later days.

Teacher Education activities were implemented as project initiatives like Normal Schools, Seti Education Project for Rural Development (SERDP), Science Education Project/Secondary Education Development (SEDP), Radio Education Teacher Training Project (RETTTP), PEDP, PTTCs, and now through Teacher Education Project (TEP) and Secondary Education Support Programme (SESP) along with several other institutions.

NCED has implemented Teacher Education Project in order to increase the coverage as well as quality of Primary Teacher Education Programme in Nepal. The project was supported by the ADB and was implemented for a period of six years beginning from 2002/03.

Training Programmes

NCED has been conducting the following two types of training Programmes:

1. Management Training Programme
2. Teacher Training Programme

1. Management Training Programme

NCED conducts management training to educational managers, staff of MoE and head teachers. Seminars and workshops on different educational issues are also organized regularly for the high level officials and decision makers of MoE. Furthermore, need-based short-term trainings for educational managers aiming at developing professional capacity are also conducted frequently. The main training programmes conducted regularly are:

- Seminar for Class I Officers (1 week)
- Class II Officers Training (1 month)
- Class III Officers Training (1 month)
- Non-gazetted (Assistant) Class I Training (1 month)
- Teacher Management Information System (TMIS) Training (1 month)
- Monitoring Training (1 week)
- Evaluation Training (1 month)
- Refresher Training

2. Teacher Training Programme

Since its inception, NCED is running different kinds of Teacher Training Programmes to school teachers. Currently, NCED is running the following types of Teacher Training Programmes:

- A. Primary Teacher Training (10 months) Programme*

There are two types of programmes under Primary Teacher Training:

- Pre-Service Primary Teacher Training Programme: This training programme is for those, who are not directly involved in teaching, but aspire to become a teacher in

near future. This training is conducted by Private Primary Teacher Training Centres (PPTTCs) affiliated to NCED. There are about 146 such Centres at present. This training programme is divided into two semesters:

- First semester (5 months)
- Second semester (5 months)

- **In-Service Primary Teacher Training Programme:** This programme is targeted for those teachers, who are involved in teaching, especially in the public schools. It is divided into three packages:
 - Basic Teacher Training Programme - Phase I (330 Hours)
 - Primary Teacher Training – Phase II (660 Hours). This package is delivered through distance mode by Distance Education/Open Learning Division.
 - Primary Teacher Training – Phase III (330 Hours)

B. Lower Secondary and Secondary Teacher Training Programme (10 months)

This training programme is also for in-service teachers of public schools (Lower Secondary and Secondary Level). This is also divided into following three phases:

- In-Service Lower Secondary and Secondary Teacher Training – Module I (330 Hours)
- In-Service Lower Secondary and Secondary Teacher Training – Module II (660 Hours), through Distance Mode
- In-Service Lower Secondary and Secondary Teacher Training – Module III (330 Hours)

Teacher Training Curriculum

Table2:

Primary Level

S N	Phase I		Phase II		Phase III	
	Subjects	Hour	Subjects	Hour	Subjects	Hour
1	Primary Edu. and Dev.	45	Primary Edu. and Dev.	90	Primary Edu. and Dev.	10 (+35)
2	Professional Study	45	Professional Study	90	Professional Study	10 (+35)
3	Generic	30	Generic	90	Generic	10 (+35)
4	Nepali Language Teaching	30	Mathematics Teaching	90	Nepali Language Teaching	15
5	Mathematics Teaching	30	English Language Teaching	90	Social Studies Teaching	15

S N	Phase I		Phase II		Phase III	
	Subjects	Hour	Subjects	Hour	Subjects	Hour
6	Environmental Science Teaching	30	Nepali Language Teaching	70	Mathematics Teaching	20
7	Social Studies Teaching	30	Environmental Science Teaching	70	Environmental Science Teaching	20
8	English Language Teaching	30	Social Studies Teaching	60	English Language Teaching	20
9	Practice Teaching	50	Examination	10	Physical Education Teaching	10
10	Examination	10			Creative and Expressive Arts	20
11					Practice Teaching	170
12					Examination	10
	Total	330	Total	660	Total	330

Table 3

Lower Secondary and Secondary Level

Lower Secondary Level	Secondary Level
o English Language Teaching	o English Language Teaching
o Mathematics	o Mathematics
o Nepali Language Teaching	o Nepali Language Teaching
o Science	o Science
o Social Studies	o Social Studies
	o Health, Population and Environment

Structure

The Executive Director (Gazetted-First) heads the Centre who accomplishes one's roles and programme through the following Divisions:

- A. Planning, Monitoring and Administration Division
- B. Human Resource Development Division
- C. Distance Education and Open Learning Division

A. Planning, Monitoring and Administration Division

- 1. Programming and Monitoring Section
- 2. Research and Quality Improvement Section
- 3. General Administration Section
- 4. Account Section
- 5. Training Resource Management Section

B. Human Resource Development Division

1. Management Training Section
2. Teacher Training Section
3. Training Certification Section

C. Distance Education and Open Learning Division

1. Open Learning Training Section
2. Programme Production and Broadcasting Section
3. Material Development Section

Educational Training Centre (ETC)

NCED has thirty-four ETCs stretching at different strategic locations of the country; to carry out the training programmes of all levels (Primary, Lower Secondary and Secondary Level teacher's training). The ETCs are equipped with training halls, rooms, computers and multimedia labs. etc. These thirty-four ETCs are divided into following three categories:

1. Educational Training Centre 'A' (Ka)

There are altogether nine ETCs in this category, located at the following districts: *Bhojpur, Sunsari, Dhanusa, Kavrepalanchok, Tanahu, Bara, Rupandehi, Surkhet, and Deepayal.*

2. Educational Training Centre 'B' (Kha)

There are twenty ETCs under this category which are situated in the following districts: *Ilam, Jhapa, Khotang, Morang, Saptari, Parsa, Chitwan, Nuwakot, Kathmandu, Gorkha, Kaski, Myagdi, Palpa, Rukum, Dang, Banke, Jumla, Kailali, Baitadi, Kanchanpur.*

3. Educational Training Sub-Centre

There are five Centres in this category and are located at the following districts: *Dhanusha, Surkhet, Rupandehi, Kavrepalanchok, and Doti.*

Curriculum Development Centre

Introduction

Curriculum Development Centre (CDC) is an academic institution established in 2054 BS with an aim of curricula designing and textbooks along with other instructional materials for school education in order to achieve the national goals of education. This Centre conducts annual as well as periodical discussions, interactions and dissemination programmes on the usefulness of the instructional materials. Furthermore, it also conducts research-oriented programmes to make school education relevant, practical and competitive. School education is considered as the foundation for the development of responsive and capable citizens. Therefore CDC is determined to synchronize the needs and interests of students in school education by making teaching learning learner centered right from its inception in 1971. The office of this Centre is located at Sanothimi, Bhaktapur.

Vision

The vision of CDC is to identify itself as an academic institution by developing appropriate curricula, textbooks and other instructional materials to prepare human resources committed to social transformation, qualitative, creative, job-oriented, competitive and capable to face the challenges of the world.

Objectives

- Assist in making policies related to school level curricula and textbooks and develop, revise and improve them according to the approved policies;
- Develop and disseminate curricula, textbooks and other instructional materials to maintain the quality of school education;
- Determine the quality standards of school education;
- Determine framework, structure and model of student assessment and assist in its implementation;
- Conduct research on school education, curriculum and textbook;
- Utilize and promote local knowledge, skills and technologies.

Main Functions

- Develop, revise and pilot school level curricula;
- Develop, revise, improve and disseminate textbooks and other instructional materials;
- Develop and distribute curricular materials of various mother tongues;

- Evaluate and publicize a list of approved additional instructional materials;
- Provide certificate of equivalence for those who have passed the Secondary Level from foreign educational institutions;
- Conduct researches on curricula and textbooks;
 - Work as the secretariat of National Curriculum Development and Assessment Council.
- Conduct action research, workshops, seminars, trainings on school education, curriculum and textbooks;
- Plan and organize national, regional and district level sports and cultural programmes to promote co-curricular and extracurricular activities at schools;
- Specify the benchmarks of learning achievement;
- Enhance institutional capacity of CDC to develop curricula and textbooks in the changing context;
- Collaborate with private sectors, civil society, local agencies and other institutions in the development and implementation of curricular materials;
- Translate textbooks and reference materials into different mother tongues;
- Provide technical assistance in developing curriculum and textbooks on local level.

Functions (Section-wise)

1. Language Education Section

- Develop, revise and update language curricula, textbooks and other related materials;
- Develop and revise curriculum, textbook and other instructional materials of Sanskrit and various mother tongues.

2. Mathematics, Science and Vocational Education Section

- Develop, revise and update mathematics, science, and other vocational subject curricula, textbooks and related materials.

3. Social Studies Section

- Develop, revise and update curricula, textbooks and other related materials of various subjects like social studies, population education, and civic education.

4. Assessment, Evaluation, Planning and Research Section

- Assess the continuous student evaluation procedures, classroom teaching and achievement of students;

- Formulate annual and periodic plans and programmes, and monitors the Centre's ongoing programmes;
- Conduct research and monitoring as per its working procedures to enhance the effectiveness of curricula and curricular materials;
- Provide certificate of equivalence for those who have passed secondary level from foreign educational institutions.

5. Editing and Publishing Section

- Edit and prepare Camera-Ready-Copies (CRCs) of materials developed and revised from this Centre;
- Prepare drafts for making policies related to curriculum and textbooks;
- Print and distribute developed materials;
- Evaluate and approve the additional instructional materials used in schools.

6. Finance Administration Section

- Prepare annual budget;
- Maintain accounts of resource and expenditure;
- Keep record of irregular expenditure.

7. Administration Section

- Maintain security, sanitation, daily administration of its personnel and office properties.

Availability of materials published by Curriculum Development Centre

Textbooks published by CDC are printed and distributed by Janak Education Materials Centre. In the same way, textbooks of class I-V and curriculum and teacher's guides are printed and distributed by private sectors too. CDC has got its own library which has about 25,000 books, journals and magazines. Similarly, school level curriculum, textbooks, teacher's guides and research reports etc are also available. Everyone can visit and get facilities of the library.

Curriculum and other important information can be downloaded from its website; www.moescdc.gov.np, bulletin and brochure.

Office of the Controller of Examinations

Introduction

Office of the Controller of Examinations (OCE) located at Sanothimi, Bhaktapur has its history of seventy five years in the field of operation and management of the SLC examinations. In 1934 AD, the SLC board was set up, with the office of the controller of examinations as its secretariat, to assess the achievement of the high school graduates of Durbar School and award certificates to successful candidates. Initially, the SLC Board followed the system adopted by two universities in India but made some adjustments on their rules and regulations in ways that suited Nepal. The setting up of the SLC Board was a landmark of the Rana time. However, it was only after the issuance of the Education Ordinance in 1940 that the Board started its operation.

OCE has passed through several distinct phases in its history and many changes and reforms since its inception. Starting with the 34 candidates, OCE now caters to over 400,000 examinees, which means a 11764-fold growth. Initially established to conduct school examinations for the children of Kathmandu elites, OCE has now become an organization to serve the needs of the Nepalese masses. For many years after inception, it had conducted the examination only at one Centre in the capital. Today, examination is held in around 1400 Examination Centres in various districts. OCE must be lauded for the way it has been doing for the smooth management of the SLC examination in so many Centres scattered all over the country. As national level examination, conducted at the end of grade 10, the SLC has become an important trendsetter in the educational career of a student because the status of an individual in the SLC examination determines his/her career path.

Vision

- Establish itself as a reliable Centre for evaluating the achievement of the secondary level students.
- Strengthen the reliability and validity of national and district level examinations.
- Introduce latest technology to explore and disseminate the examination related information.

Scope

The OCE mainly conducts the SLC examinations. It also organizes short-term trainings, workshops, seminars and carries out researches related to school level evaluation system.

Objectives

- Carry out policies and decisions of the SLC Board;
- Conduct SLC examinations, publish results and award certificates to successful candidates;
- Organize seminars/workshops for further improvements in the examination system;
- Maintain records of the individual candidates of the SLC examinations;
- Disseminate statistical information of SLC results;
- Conduct research activities to make the test items more reliable and valid;
- Publish proto-type test items;
- Monitor the marking and scrutinizing of SLC answer books at different marking Centres i.e. REDs and DEOs.

Functions

- Compute and confirm the registration records of all SLC candidates;
- Keep records of all SLC examinations;
- Conduct orientation/training for the markers and scrutinizers of SLC answer scripts;
- Conduct orientation/training on construction of test items and marking schemes based upon the specification chart;
- Conduct training for the monitors of English oral examinations;
- Provide trainings for lower secondary and secondary teachers on the construction of test items and preparation and use of marking schemes;
- Conduct SLC examinations, publish results and award certificates to successful candidates;
- Publish proto-type test items, support materials for administering practical tests, guidelines and directives for SLC examination management, yearly statistical book of SLC results, manual for answer book marking;
- Carry out research activities on examination related issues;
- Issue original certificates, mark-sheets and migration certificates;
- Verify issued certificates.

SLC Examination Committee

The existing revised Education Act and Regulations(with amendment) have the provision for a high level body named ‘SLC Examination Committee’ to conduct, operate and control the SLC examinations, which comprises the following members:

Secretary, MoE	Chairperson
Joint Secretary, Educational Administrative Division, MoE	Member
Director General, DOE	Member
Executive Director, CDC	Member

A Director (RED) nominated by MoE
Controller, OCE, TU
Controller, OCE, HSEB
An Educationist nominated by MoE
Controller, OCE

Member
Member
Member
Member
Member-Secretary

Organizational Structure

OCE, headed by Controller a Gazetted First Class Officer of the MoE has the following sections:

1. Certificate and Administration Section

- General Administration Section
- Financial Administration Section
- Computer Section
- Training, Research and Evaluation Section
- Certificate Section

2. Examination Section

- Registration Section
- Application Section

Non-Formal Education Centre

Introduction

Non formal Education Centre (NFEC) has been established as a central agency under the MoE, GoN, in order to institutionalize overall programmes of non-formal education through the regular government structure. It has been playing a leading role as an apex body in policy formulation, curriculum and reading materials development, planning, monitoring, coordination and program implementation for the development and expansion of non formal education programmes throughout the country.

The history of NFEC dates back to 2007 B.S. (1951 AD) along with the establishment of Adult Education Section within the MoE in order to carry out adult literacy programmes in the country. All non-formal education programme, primarily basic literacy as the only scheme for reducing illiteracy, in the country, had been carried out under the overall responsibility of the same section till 2049 BS (1993 AD). With some changes in its organizational set up, the section converted into the Non Formal Education Council later in 2049 BS to look after the same activity.

Along with the expansion in the concept of non formal education and in programmes of varied forms and nature, the existing organizational structure of the Council was considered to be inadequate to carry out overall functions of non formal education in changed context. In 2056 BS (1999 AD), this centre came into existence to cope with the expanded concept of non formal education with responsibilities for the overall development and implementation of the programmes. The office of the centre is located at Sanothimi, Bhaktapur.

Vision

The centre aspires to create a fully literate learning society whose citizens possess the necessary skills and competencies that enable them to contribute continuously towards harmonious national development by raising the quality of life of every citizen.

Goal

The overall goal of NFEC is to raise the level of adult literacy, particularly amongst women and people belonging to marginalized groups such as *Dalits* and disadvantaged ethnic group, through the provision of appropriate learning and life skills programmes for all youths and adults, thus contributing to achieving poverty reduction and an equitable socio-economic and human resource development.

Objectives

- Provide an appropriate policy and planning frameworks in order to assist the concerned agencies to carry out the NFE programmes including literacy so as to achieve the quantitative targets and qualitative goals;
- Achieve 90 percent adult literacy rate by the year 2015 AD as set in the EFA Action Plan;
- Achieve socio-economic and human development through literacy, non formal education and open learning programmes;
- Establish sustainable and dynamic national non formal education systems in order to institutionalize a system of lifelong learning that supports national development efforts;
- Promote innovative and indigenous national literacy and NFE programmes as a means of harnessing community support for the programmes;
- Strengthen the national capacity to plan and implement programmes at both macro and micro levels;
- Develop functional literacy and NFE programmes especially targeted towards ethnic and socially disadvantaged groups like *Dalits*, women, people of indigenous community etc.

Functions

- Formulate and implement short term and long term policies regarding literacy and NFE programmes;
- Develop and implement literacy, post literacy, continuous and open learning programmes equivalent to formal school education;
- Provide technical support literacy and non formal education providers i.e. governmental, nongovernmental and community organizations in order to achieve desirable goals;
- Coordinate and facilitate NGOs/INGOs and private agencies involved in conducting literacy and NFE programmes and monitor the programmes run by them;
- Develop, produce and ensure the delivery of curriculum and reading materials for non formal education;
- Provide support to local communities to establish and run Community Learning Centres (CLCs) for the expansion of literacy and NFE programmes;
- Promote income generation activities among neo-literates women from poverty stricken groups by forming their groups and facilitate them by providing training and technical support to involve them in local enterprises and saving and credit schemes;
- Formulate strategies for programme implementation and implement them accordingly;

- Carry out study and research activities on NFE;
- Organize orientation, training and other capacity building programmes for the human resources involved in implementation of NFE programmes.

Policy Status

Almost over the half a century past, GoN has been conducting the adult education in the form of adult literacy programmes as the scheme for reducing illiteracy in the country. Keeping in view the need to expand the scope of adult education, the government has expanded the concept of adult education with NFE through the provision of the Education Regulation 2059 (2002 AD) and the scope of the programmes as well by developing policies for (a) Basic Adult Literacy (b) Post Literacy (c) Alternative Schooling Programmes for primary and lower secondary level education (d) Continuing Education.

The following statements have been cited here from NFE Policy 2063(2005 AD) to throw some lights on the guiding policies regarding NFE:

- Ensure strong support for Education for All by the year 2015 by providing NFE services to the population of 6 to 45 years age groups;
- Expand the NFE programmes to reach the un-served and underserved groups including women, disadvantaged, deprived and marginalized populace so as to reduce disparities in basic and primary education;
- Launch mass literacy campaign for children, youths and adults deprived of the access to formal education;
- Link adult education programmes with national development efforts geared towards improving quality of life;
- Provide post literacy and continuing education for neo literates through adult education and alternative schooling programmes;
- Mobilize cooperation and participation of other agencies including GOs, NGOs, INGOs, CBOs and private sectors in a coordinated way for the promotion and expansion of NFE;
- Implement NFE programmes on national campaign basis with the active participation and cooperation NGOs, INGOs, CBOs, Local Governments and political parties for adults and out of school children of 6-14 years age groups;
- Develop and institutionalize Community Learning Centres as permanent organization structure for community learning for NFE programmes;
- Promote income generating programmes of local enterprises and saving and credit schemes for poverty ridden, deprived, disadvantaged women belonging to lower social strata.

Similarly, the following are also some of the policy statements articulated in the Tenth Plan (2002-2007) of national development as the guiding policies for NFE:

- Conduct NFE programmes giving priority to *Dalits*, women and disadvantaged ethnic groups in order to promote social inclusion;
- Increase literacy rate by effectively implementing the adult and children literacy programmes;
- Implement literacy, post literacy and continuing education programmes in an integrated way in order to attain the objectives of relevant education.

In addition, the EFA National Action Plan on Literacy 2001-2015 also provides policy directions with the following statements:

- Achieve 90 percent literacy rate by 2015 and provide opportunities for continuing education for neo literates;
- Promote critical awareness among participants through literacy;
- Make literacy programmes life relevant.

Table 4

On-going programmes of NFE

Programmes	Scope	Contents	Target Groups	Duration
Adult Literacy	Basic literacy and numeracy skills	Health and sanitation, safety water uses, environmental protection, afforestation, agriculture, income generations, civic consciousness	15 to 45 years age	6 months, 2 hours a day, 6 days in a week
Adult Post Literacy	Continuing basic literacy and numeracy to sustain and deepen learnt skills	Income generations community services cooperatives, health and family planning	Neo-literate 15 to 45 years age	3 months, 2 hours a day, 6 days in a week
Women Literacy I	Basic literacy and numeracy skills	Child care, health, sanitation, agriculture, sewing, weaving, family planning, civic consciousness	Adult women, 15 to 45 years age	6 months, 2 hours a day, 6 days in a week
Women Literacy II	Continuing basic literacy and numeracy to sustain and deepen learnt skills	Income generations community services cooperatives, health and family planning	Neo-literate adult women, 15 to 45 years age	3 months, 2 hours a day, 6 days in a week
National Literacy Campaign	Basic literacy and numeracy skills	Health and sanitation, safety water uses, environmental protection, afforestation, agriculture, income generations, civic consciousness	15 to 60 years age	3months, 2 hours a day, 6 days in a week

Programmes	Scope	Contents	Target Groups	Duration
School Outreach Programme(SOP)	Basic primary education up to Grade-3 in the locations where the formal school is out of reach due to geophysical circumstances	Formal primary school curriculum and textbooks for Grade 1-3	Out of school children of primary school age from 6-8 years	3 years in a convenient location
Flexible Schooling Programme (FSP)	Alternative mode for primary school education up to Grade-5 through 3 years condensed curriculum	Formal primary school curriculum for Grade 1-5	Out of school children from 8-14 years age	3 years, 2 hours in a day, 6 days in a week in a convenient time and location
Open Schooling Programme for Grade 6-8	Alternative mode for Lower secondary school education up to Grade-8 through 2 years condensed curriculum	Formal lower secondary school curriculum for Grade 6-8	Out of school adults from 15 years and above age who dropped formal school after completing primary level education	2 years, 2 hours in a day, 6 days in a week in a convenient school of the location
Income Generating Programmes	Saving and credit scheme through the involvement in small enterprises of local level in groups.	Basic reading, writing (applications, minutes, book keepings etc) and computation	Neo-literate adult women from poor, disadvantaged groups	Continuous
Community Learning Centres	Continuing education and fulfilling learning needs	Community development activities, life skills programmes	Community	Continuous

Literacy Status

The following tables represent the basic information regarding the literacy status reported by the National census 2001 and the Nepal Labour Force Survey2008:

Table 5

Literacy Status in 2001

Population age group	Nepal			Urban			Rural		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
6 years and above	42.8	65.5	54.1	61.9	81.2	71.9	39.6	62.6	51.0
15 years and above	34.9	62.7	48.6	55.8	80.0	68.3	31.2	59.4	45.0

(CBS, 2002)

Table 6

Literacy Status in 2008

Population age group	Nepal			Urban			Rural		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
6 years and above	53.3	75.6	63.7	72.2	89.2	80.6	50.0	72.9	60.5
15 years and above	43.3	70.7	55.6	67.0	88.1	77.2	38.8	66.7	51.1

(CBS, 2008)

Organization Structure

NFEC functions directly under the MoE as a full fledged departmental organization in close consultation with a high level committee, the National NFE Council, which is headed by Minister of Education regarding policy formulation affairs. As a Chief Executive of the Centre, the office is headed by the Director, a Gazetted First Class Officer, under education service cadre of GoN. As per the approved organogram, the Centre is organized in two main sections: i) Planning and Management Section, and ii) Curriculum, Textbooks and training Section each headed by the two Deputy Directors and supported by Gazetted Officers under the Education Service cadre of GoN. Under the direct supervision and coordination of the Director and Deputy Directors, five Section Officers belonging to the Education Service cadre of GoN, one for each Section, execute their day to day functions of their respective sections. Some assistant level personnel also are there to support their respective officers of the sections. Altogether there are 25 personnel including Director, Deputy Directors, Section Officers, Assistant level staffs, Drivers and Supporting staff.

School Teacher Record Office

Introduction

School Teacher Record Office (STRO) is one of the departmental level central agencies under the MoE established on the Magh 2, 2054 BS with the decision of the Cabinet of GoN. However, formally it started its work on the Fagun 19, 2054 BS with the inclusion of the management related to school teacher record in the 6th amendment of the Education Act. Before its establishment, the MoE and Regional Education Directorates (REDs) used to manage teachers' record and provide gratuity and pensions, since this kind of Act came into effect in 2035 BS for all the permanent teachers of community schools of the country.

The main functions of STRO is keeping and providing necessary data and information related to the permanent teachers of the community schools to the policy makers along with leading roles to facilitate delivery of post-service benefits to the retired teachers like pension, gratuity, family pension, family allowance, education allowance and children allowance. Together with these services, at present it also has important responsibility of managing teachers' property information as per the Section 50 of the Corruption Alleviation Act, 2059.

Initially started within a small room in the MoE and moved to a building of District Education Office at Tahachal in Bhadra 2055, it has been delivering its mandated service. In Jeth 2066, it has been shifted to its own building located at Tahachal, Museum Road, Kathmandu-13. This office is also headed by a Director General, a Gazetted First Class Officer of GoN.

Vision

Assist government in preparing improvised policy and programme on the basis of reliable records and provide quality services to the stakeholders through the scientific and organized record management system based on modern technology.

Objectives

- Maintain updated records of permanent teachers of community schools from their recruitment to retirement;
- Provide pension, gratuity, medical allowances, insurance, family allowances, children allowances, etc of teachers disengaged from their services and maintain records of all permanent teachers;

- Provide information and data of teachers necessary to make policies to various institutions of the government;
- Work as an Information Centre of Teachers;
- Get approval/approve of teachers' annual salary sheet report.

Functions

- Maintain and update Personal Information File (Sheet-roll) by registering it with the inclusion of all the information related to teachers such as appointment, deputation, transfer, promotion, training, qualification, prize, departmental punishment, exceptional/special and study leave, medical allowances etc.);
- Get approval of teachers' annual salary sheet report;
- Provide retirement notice to the concerned teachers 6 months prior to their retirement date;
- Provide authority paper to teachers disengaged from their services by mentioning facilities such as pension, gratuity, medical allowances, insurance, family pension and allowance, educational allowance and children allowance;
- Update present service period by calculating old service period;
- Change permanent address of teachers;
- Work as an Information Centre of Teachers;
- Maintain teachers' property information;
- Disseminate data/information as per the teachers' record to concerned teachers, personnel and institutes according to regulations;
- Manage and update teachers' record in continuation with modern technologies.

Education Review Office

Introduction

Nepal has achieved significant gains in several aspects of school education in terms of enrolment, improvement in internal efficiency and achievements in children's learning, which are eventually addressing to the goals of education for increasing quality of education. Depending upon the goals, the term quality of education has also been variously conceived as: defect avoidance in education process, excellence in education and conformance of education output to planned goals, specifications and requirements. In line with the major intents inherent with these statements, Nepal places importance to the establishment and functioning of several educational institutions under the umbrella of MoE in order to make them engaged into the endeavours of improving quality of education through their managerial, administrative and professional roles and responsibilities. Among them the monitoring, evaluation and supervisory roles and responsibilities reserve significant place for improving quality of education. Even though the educational results shared with us by our educational partners through their lived realities reveal that there still remains an under served need to address to the major thrust of quality of school education. So some supportive endeavours have been realized to be undertaken as soon as possible to save ourselves from the educational loss originating from the under served needs of school education.

Several alternative scenes and scenarios emit lights and directions attributed to the prime interest of the extra effort and supportive evidences. But the realities disseminated by the School Sector Reform (SSR) plan reserves its highest place in line with addressing the major thrust of quality education. The overall perception made from the review of SSR through interlinked intents of its several aspects hints that there is a need for us to establish review office to assess the performance of MoE system along with the performance of its implementing agencies. The essence is that the focus of ERO should be to assist the government to achieve the goals of education mirroring through quality of education. Hence the establishment, functioning and capacitating of ERO is realized, this hopefully will contribute to promote access, accountability, credibility and institutional capacity of the concerning educational institutions. Accordingly the following scenarios have been proposed for the ERO.

Functions

The National plans, programmes (NCF, EFA, etc), priorities, goals of education along with the institutional missions and objectives should be the priority areas of ERO.

Based on which, the following major functions have been proposed to be internalized and undertaken by the ERO.

- Assess to certify the overall quality standards of educational institutions based on the standards met, development made and effectiveness achieved;
- Report government the overall quality of the institutions for planning, controlling and improvement functions;
- Assist government to report publicly the status and development of educational institutions;
- Assist government to certify the overall quality standard of educational institutions;
- Help government and educational institutions to devise educational standards, norms, guidelines and set target and indicators;
- Help central level agencies of MoE to devise tools and techniques and carry out compliance and progress monitoring based on their educational standards, norms, guidelines and set targets and indicators;
- Co-operate to run impact evaluation in conjunction with the 'number one' function as listed above;
- Develop accountability mechanism to address to the major thrust of compliance and progress monitoring;
- Devise working modalities and credibility mechanism for the smooth functioning of educational institutions;
- Establish institutional linkage with partnering educational institutions from centre to the school level for raising quality in education.

Functioning Procedures

Based on the political commitment the MoE will take a lead to the establishment, functioning and capacitating the RO in phase wise implementation cycle.

- Provisioning RO in the Education Act and Regulations as of a purely technical/ professional nature through its roles, responsibilities and functions;
- Arranging a separate steering committee to regulate the RO, representing professionals from different fields of education;
- Recognizing RO as an additional and separate Division of the MoE with the amalgamation of School Inspectorate and Supervision Section of the MoE;
- Assigning RO to work as a secretariat of the steering committee;
- Assigning RO to project its organizational structure and workforce along with several committees basing on the prescribed roles, responsibilities and functions;
- Approve the structure and workforce from the government;
- Develop regulatory framework indicating capacity development for RO;

- Arranging work force and technical committees with the help of the government in order to equip it with essential human resource;
- Development of the key performance indicators (KPI);
- Development of scoring guidelines/descriptions for each KPI;
- Selection, orientation and certification of reviewers;
- Development of methodologies, and modalities of assessment of the educational institutions;
- Finalizing the reporting cycles and procedures;
- Advising the educational institutions to devise educational standards, norms, guidelines and set targets and indicators;
- Advising the educational institutions to develop commonly acceptable internal quality assurance mechanism subject to be approved by the government;
- Advising the MoE to run impact evaluation with outsourcing and consulting services;
- Supporting educational institutions to run their regular monitoring, evaluation and supervisory roles and responsibilities;
- Turn itself as an independent or semi-independent body authorized for assessing the performance excellence of the educational institutions established under the umbrella of MoE;
- Devise its own academic rules and regulations to regulate the functions prescribed by the government;
- Develop quality assessment manual, basing on the defined standards, methods and criterion;
- Implement the assessment mechanism as per the need of the government.

Regional Education Directorate

Introduction

Regional administration in education was first introduced in the country in 1946 with the establishment of the offices of Deputy Inspector of Schools in Janakpur (Eastern Region) and Palpa (Western Region). However, the present REDs were established with the New Education System Plan (NESP) in 1971. The main purpose of establishing the regional offices was to enhance the efficiency of educational administration as well as to bring it closer to the people and the school. There are five REDs:

- Eastern Development Region, Dhankuta
- Central Development Region, Bhaktapur
- Western Development Region, Kaski
- Mid-Western Development Region, Surkhet
- Far-Western Development Region, Dipayal, Doti

The REDs are made responsible for bringing out uniformity in the district level programmes and for coordinating, monitoring and supervising the school level teaching learning as well as development activities within the region.

Objectives

- Implement the programmes within the region as directed by MoE and DoE;
- Coordinate educational programmes and activities within the coverage district;
- Monitor and inspect the educational programmes within the region.

Functions

- Coordinate educational planning and programme activities within the region;
- Collect and analyze statistical information on school education;
- Nominate members for District Education Committees on the recommendations of the DEOs from among the educationist, social workers and other distinguished people involved in the education sector;
- Provide temporary/approval of Lower Secondary and Secondary schools;
- Approve the up-gradation of classes in Lower Secondary and Higher Secondary schools;
- Assist in the monitoring and supervision of schools;
- Provide support for conducting SLC exams;

- Organize trainings, workshops and seminars for District Education Officer;
- Measure educational qualities of schools;
- Collect feedbacks for the improvement of curriculum;
- Conduct regional educational exhibitions;
- Performance-based monitoring;
- Conduct orientation programme for the formulation of annual programme to DEOs;
- Handover of management of Lower Secondary and Secondary Schools;
- Record institutional schools as public and private trust;
- Coordinate, supervise/inspect and evaluate the performance of DEO;
- Correct, change and update the name, caste and date of birth of SLC exam passed students and provide temporary certificates;
- Conduct and assist SLC exams;
- Monitor and supervise higher secondary schools;
- Carry out on the spot supervision and follow-up activities for both formal and non-formal education programmes;
- Oversee financial administration, select and recommend auditors for schools;
- Coordinate and inspect GOs' and I/NGOs' educational projects;
- Correct given names, family names and dates of birth in the SLC certificates;
- Distribute of copies of the SLC Mark Sheets, Provisional Certificates and Migration Certificates of the students who have passed in the year 2052 and onward.

Structure

Each Regional Education Directorate is headed by Director a Gazetted-First Class Officer of GoN. It comprises the following Sections:

1. Monitoring, Follow-up and Statistics Section
2. School Administration Section
3. Extra Curricular Activities Section
4. Exam Section
5. Administration Section
6. Financial Administration Section

District Education Office

Introduction

District Education Offices (DEOs) are established in each of the 75 districts of the country as district level offices in educational administrative hierarchy. The main responsibility of the DEO is planning and implementing educational development activities as well as supervise and monitor teaching learning processes in the district in accordance with the national policies and programmes and as per the directives of the Ministry, Department and the concerned REDs.

With a view to facilitate the task of school administration and supervision each district is sub-divided into different supervision clusters ranging from 3 to 27 on the basis of school population and geographical locations. A RC is established in each of the cluster with a Resource Person (RP) to provide professional support and services to the schools within the cluster.

Structure

Each DEO is headed by the District Education Officer a Gazetted Second Class Officer. The sections of DEOs may vary on the basis of classification of districts. However, following sections are functioning in DEOs depending on its classification.

1. School and Internal Administration Section
2. Planning Programme Statistics, Extra Curricular Activities and Non-formal Education Section
3. Examination Section
4. Monitoring Supervision and Training Section

Functions

- Prepare and implement different educational development programmes in district in accordance with the government's educational policy and planning;
- Supervise RCs and schools and provide professional inputs to teachers, head teachers and students;
- Monitor and evaluate educational progress in the district;
- Appoint and transfer teachers and maintain their records;
- Prepare annual and periodic statistical reports on schools, teachers, etc.;
- Establish new schools and strengthen existing schools;
- Organize short-term teacher trainings, workshops and seminars;

- Organize extra-curricular activities;
- Conduct district level and SLC examinations;
- Prepare and conduct the programmes for access and quality education;
- Collect, analyze and disseminate EMIS;
- Perform other tasks delegated by MoE, DoE and RED;
- Conduct capacity building programmes for stakeholders;
- Coordinate with NGOs and other organizations to conduct educational programmes.

Resource Centre

Introduction

Resource Centres (RCs) are the extended arm of DEOs. They lead the educational activities conducted at local level i.e., at the school and community level. RC is headed by Resource Person (RP). RPs are selected among the teachers of RC catchments area. At present, there are all together 1,053 RCs through out the country. RCs are supervised, evaluated and monitored by School Supervisor.

Functions

- Conduct various meetings to uplift education standard;
- Collect, analyse and disseminate education information;
- Supervise, monitor, evaluate/follow-up and provide feedbacks to schools and teachers;
- Bridge in-between DEO and Schools.

Table 7

Region- and District-wise RC distribution

Eastern	RC	Central	RC	Western	RC	Mid West	RC	Far Western	RC
Taplejung	14	Dolkha	16	Manang	3	Dolpa	6	Bajura	8
Sankhuwasabha	15	Sindhupalchok	19	Mustang	5	Jumla	10	Bajhang	13
Solukhumbu	12	Rasuwa	8	Gorkha	18	Kalikot	6	Darchula	18
Panchthar	18	Sindhuli	16	Lamjung	16	Mugu	8	Accham	14
Ilam	14	Ramechhap	16	Tanahu	17	Humla	7	Doti	15
Dhankuta	15	Kavre	26	Syanja	24	Pyuthan	15	Dadeldhura	8
Terhathum	13	Nuwakot	13	Kaski	22	Rolpa	16	Baitadi	20
Bhojpur	18	Dhading	20	Myagdi	12	Rukum	15	Kailali	16
Okhaldhunga	14	Makawanpur	18	Parbat	16	Salyan	17	Kanchhanpur	7
Khotang	27	Dhanusha	11	Baglung	20	Surkhet	14		
Udayapur	12	Mahottari	10	Gulmi	21	Dailekh	12		
Jhapa	17	Sarlahi	11	Palpa	19	Jajarkot	12		
Morang	16	Rautahat	10	Arghakhachi	13	Dang	15		
Sunsari	12	Bara	16	Nawalparashi	13	Banke	9		
Saptari	10	Parsa	9	Rupandehi	10	Bardiya	10		
Siraha	11	Chitwan	13	Kapilvastu	10				
		Lalitpur	15						
		Bhaktapur	8						
		Kathmandu	23						

University Grant Commission

Introduction

University Grants Commission (UGC) was established under the University Grants Commission Act 1993 to carry out functions concerned to the proper allocation of the grants obtained from different sectors for the management and development of the Universities in the country. The Commission is also entrusted with the responsibilities of determining the educational standards and to ensure quality education.

Structure

The UGC is a body consisting of eleven members nominated by the GoN except the ex-officio. The Commission has its Chairman and the Member Secretary as fulltime office bearer. Other nine members include the Secretary of the MoE, the Secretary of the Ministry of Finance, a member of the National Planning Commission, two Vice-Chancellors, two prominent educationist and two distinguished professors. At present, the UGC secretariat is located at Sanothimi, Bhaktapur.

Objectives

The main objective of the UGC is to reasonably allocate the grants obtained from various sources. Apart from the principal task, the Commission determines the educational standard of different universities, provides recommendations to the Government for the establishment of universities, and encourages universities to ensure quality education of expected standards.

Functions, Duties and Power

- Advise the Government regarding the establishment of new Universities;
- Formulate policy in allocating grants amounts obtained from different sectors;
- Provides grants to Universities and make recommendations to the concerned bodies for Universities demanding additional grants;
- Coordinate Universities to standardize the educational programmes carried out at different Universities;
- Formulate proper programmes for enhancement of educational standard;
- Make necessary arrangements to have proper educational standards set at Universities;
- Make necessary arrangements on the exchange of scholarships, fellowships, etc. between Universities or educational institute within or outside the country;

- Work as a pool in the coordination of activities among Universities;
- Submit annual reports on the activities of the commission to the GoN.

The following are the six Divisions to carry out day to day functions of the Commission through their respective divisions:

A. Administration Division

This Division maintains the records of the employees, conducts the internal administration, recruitment, selection and promotion of the personnel for different vacant posts; manages logistic support; procures all goods and services needed for the Commission; and keeps the record of fix assets.

B. Planning and Programme Division

This Division formulates the policy and the programmes to achieve the objectives of the Commission and forwards it to the concerned agencies. It conducts the programmes for the improvement of quality education and makes revision and updates the programme time to time.

C. Monitoring and Evaluation Division

This Division keeps the record up-to-date of all constituent and affiliated campuses of different Universities, monitors the programmes which are conducted by different Campuses under grants provided by the Commission and provides them the consultancy services and prepares annual reports.

D. Financial Administration Division

This Division makes an arrangement of the financial transactions carried out and manages the funds collected by the GoN from different sources and keeps the record of the grants distributed and gets audited all the financial transactions.

E. Research Division

This Division carries out the researches, studies and reports to Research Council and UGC. The UGC on the recommendation of Research Council selects research proposals, which is selected by Evaluation Committee and Cluster Committee.

F. Quality Assurance and Accreditation Division

Daily activities related to quality assurances and accreditations are carried out by this Division.

Teacher Service Commission

Introduction

Teacher Service Commission (TSC) established in 2056 BS to make recommendations to the government for the permanent appointment and promotion of the teachers of community schools; to provide the teaching license necessary to the candidates for the post of a teacher; and to provide suggestions on the issues related to service terms and conditions and facilities of the teachers.

Functions

- Conduct open competitive examination for the recruitment of teachers in community school and recommend for appointments;
- Conduct internal competitive examination among the teacher for promotion;
- Recommend for promotion of teachers based on performance appraisal;
- Conduct examination for teaching license and provide license;
- Develop and determine the curriculum for teaching license, open and internal competitive examination regarding selection, recruitment and promotion of the teachers;
- Recommend MoE regarding the provision of service, terms, and conditions of teachers.

Strategies and Directions

For the standardization of recruitment and promotion provision of teachers' services, the TSC is striving for:

- Developing evaluation scheme to provide scores in the evaluation form reflecting teachers' work efficiency;
- Incorporating provision of practical examination in teaching license;
- Managing to publish results in the website;
- Providing results and records of teaching license to each districts in order to prevent counterfeit teaching license;
- Introduce the provision of automatic promotion for those who completes 15 years continuous teaching;
- Managing updated information regarding the examination results on promotion, licensing and new recruitments;
- Expanding organizational setup at district level.

Nepal National Commission for UNESCO

Introduction

Nepal National Commission for UNESCO, established on July, 22 1954 carries out its functions under the chairmanship of the Education Minister. It has completed five decades in serving the nation, particularly in the field of Education, Science, Culture, Communication and Social Science.

Composition

Nepal National Commission for UNESCO has General Assembly which comprises of all the members belonging to the five different Subject Committees such as Education Committee; Science Committee; Culture Committee; Social Science Committee, Mass Communication Committee and Executive Committee.

Some special committees such as National Committee of Man and Biosphere (MAB); National Group for Asia Pacific Education Innovation and Development(APEID); SCAMP/APINMAP Committee; International Hydrological Committee (IHP); UNISIST, ASTINFO Committee; National Committee on International Geological Correlation Programme and National Co-ordination Committee for Asia Pacific Programme of Education for All (APPEAL) are formed to carry out the responsibility of implementing the special programmes designed to address the sectors concerned.

UNESCO Associated Schools Project (ASP) is one of the most important programmes launched in 1953. Nepal National Commission for UNESCO seeks to execute this project by involving both teachers and students in the schools. The main goal of this project is to implant in students the seeds of mutual understanding, co-operation, peace and non-violence, through the four ASP. The main themes of the study are:

- World Concern and the United Nations
- Human Rights and Democracy
- Inter-cultural Learning and
- Environmental Issues.

National Federation of UNESCO Clubs Centres and Association of Nepal registered under the law of the nation are working to disseminate the ideals embodied in the preamble of UNESCO. A number of UNESCO Clubs, Associations, Centres and

Academies affiliated with National Federation are playing role contributing to promoting and realizing the ideals and programmes related to UNESCO.

Milestones

- All UNESCO member states have their National Commission for UNESCO.
- UNESCO was established in 1946 and Nepal got the UNESCO membership in 1953.
- Nepal Interim National Commission for UNESCO was established by Cabinet decision dated July 22, 1954 (Shrawn 7, 2011 BS)
- Nepal Interim National Commission for UNESCO evolved as Nepal National Commission for UNESCO by Cabinet decision dated April 22, 1963 (Baishak 9, 2020 BS)
- As of 2010 the total numbers of UNESCO member states are 193 and associate members are 6.
- First legislation was made on April 22, 1963 (Baishak 9, 2020 BS). On May 17, 1974 (Jeth 4, 2031 BS) Cabinet made new legislation which was amended by the MoE.
- According to the legislation there is provision to form a commission and an Executive Committee under the Chairmanship of Hon'ble Minister for Education.
- The legislation has made room for forming five Subject Committees (Education, Culture, Science, Mass Communication and Social) and other subject specific committees (MAB, APEID/APPEAL, IHP, IGCP, UNISIST, ASTINFO and SCAMAP/APINMAP).
- Secretariat consists of a Secretary General (Secretary of MoE - 1), Deputy Secretary (General, NATCOM - 1), Secretary (Under Secretary, MoE - 1), Section Officers (MoE - 2), Technical Assistant (MoE - 2), Computer Assistant (MoE - 1), Accountant (NATCOM - 1), Driver and Peon (NATCOM 1/1)
- Nepal's Ambassador to France is the permanent delegate for Nepal National Commission for UNESCO
- UNESCO's Programmes are: Participation Programme, Regular Budget Programme and Extra Budgetary Programme.
- In every two years General Conference of UNESCO is held in UNESCO Head Quarter in Paris. A high level delegation led by the Hon'ble Minister for Education takes part in the Assembly. Latest 35th General Conference was held from 6–23 October 2009 in Paris.

Functions

- Establish mutual relationship amongst the member states of the UNESCO;
- Advise the GoN in the field of education, science, culture, social and communications that is within the jurisdiction of UNESCO;

- Publicize and promote the programmes and ideals of UNESCO in order to get approval and support from the citizens of the country;
- Advise and guide the delegation team that has been assigned to take part in the UNESCO meetings to be held in every two years;
- implement the prescribe proposals of UNESCO;
- Promote mutual cooperation and understanding for the achievement of the high ideals of UNESCO through the visits to be held amongst the member states;
- produce materials related to UNESCO that promotes international understanding and conduct training, workshop and seminars to achieve the ideals of UNESCO;
- Promote, contact and communication among the member states;
- Implement programmes in the technical and financial cooperation of UNESCO;
- Propose the predefined and determined proposals for the achievement of the objectives of UNESCO.

Tribhuvan University

Introduction

Tribhuvan University (TU) established under the TU Act 1959 (2016 BS). It was only after the establishment of this University that Higher Education within the country was available to the general Nepali people.

Objectives

- Produce skilled human resources essential for the overall development of the nation;
- Preserve and develop historical and cultural heritage of the nation;
- Accumulate advance and disseminate knowledge and to encourage and promote research in arts, science, and technology as well as in the vocational fields.

Structure

Prime Minister of Nepal is the Chancellor of TU and the Minister of Education is the Pro-chancellor. The Vice-Chancellor is the principal executive of the University. He is assisted by the Rector in the academic and scholarly matters and by the Registrar in matters of management and administration of the University. Additionally, the appointment of an advisor to the Vice-Chancellor is to perform an advisory role on matters of University policy and administration. TU has five decision making bodies.

1. *University Council* is the supreme body of the University with overall powers and functions with regard to making decisions on University policy, plans, budget, rules and regulations and the formation of special committees and commissions.
2. *Executive Council* works by making and implementing operational decisions while decisions of the University Council accept donations to the University. It also has the power to make decisions on grants, affiliation to private campuses, and appointment of University officials.
3. *Academic Council* makes decisions on policies and practices with regard to curriculum, teaching, examination and research.
4. *Research Coordination Council* makes policies on TU research activities, approves guidelines to the researchers and coordinates the functions of University level research organizations.

5. *Planning Council* has an advisory role of preparing plans (long-term and short-term), developing annual programmes and evaluating programme implementation.

Academic Programmes

TU has expanded its programmes in different disciplines. There are five technical institutes and four faculties, which offer 300 courses in Certificate, 1,079 courses in Bachelor and 1,000 courses in Master Level. Currently, the total courses offered by the University are more than 2400.

Both institutes and faculties offer Ph. D. programmes in different disciplines. TU always has been trying to offer varieties of courses as demand by nation. Thus recently, TU has decided to offer Conflict Management, Biotechnology, Dietician, MBA, Distance Learning Courses at Master Level and MA in conflict management and development. M. Phil. courses have been started in faculty of Management, Humanities and Education.

Till 1980 TU had offered the courses through its constituent campuses only. With the increasing number of students interested to join in the TU, there was a necessity of establishing the colleges in the private sector because the Constituent Campuses of University alone could not cater to the demand of the market. So from 1979-80, TU started giving affiliation to private colleges to conduct various programmes in different levels.

Institutes

There are altogether five institutes which are the Institute of Engineering, Institute of Science and Technology, Institute of Medicine, Institute of Forestry, and the Institute of Agriculture and Animal Husbandry.

Institute of Engineering

The objectives of the IOE are to produce engineering manpower needed for national development; boost national engineering capabilities and solve engineering problems; and provide training, sponsored courses, problem oriented research and consultancy services.

Institute of Science and Technology

It intends to create scientific culture to improve the quality of life by promoting its departments as the Centres of Excellence by setting well-equipped laboratories, skilled manpower, and advisory services in science and technology in close collaboration with national and international agencies.

Institute of Medicine

It offers a large number of academic courses in different disciplines of health sciences.

Institute of Forestry

It is to give the graduate students an advanced training in forestry, natural resources conservation and management. It also conducts the forestry research and the development of forest technology suitable to Nepal.

Institute of Agriculture and Animal Science

It is to design and implement educational programmes capable of balancing between established and emerging needs in the agriculture sector of Nepal. Besides it also aims to bring excellence in instruction, research and technology dissemination, to encourage research and studies catering to the needs of people engaged in agriculture sector in the country.

Faculties

TU has four Faculties; each is headed by the Dean.

Faculties of Humanities and Social Sciences

The main objectives of the Faculty of Humanities and Social Sciences are to produce trained and specialized human resources in both basic and applied areas of humanities and social sciences. The faculty offers Certificate, Bachelor and Master Level courses in most of the areas and Ph.D. courses as well.

Faculty of Management

The objectives of this Faculty are to educate students for professional pursuits in business, industry and government and to contribute to the knowledge and understanding of business administration. It offers instructions leading to Bachelor of Business Studies (BBS), Bachelor of Travel and Tourism (BTTM), Bachelor of Hotel Management (BHM), Bachelor of Business Administration (BBA), Bachelor of Information Management (BIM), Master of Business Studies (MBS), Master of Business Administration (MBA), Master of Public Administration (MPA) and M. Phil. The faculty offers supervision for full time study leading to the Ph.D. degree.

Faculty of Law

The basic objectives of Faculty of Law are to produce high and medium level legal human resources and to fulfil the demand of the legal professionals for the nation. The Faculty of Law offers Bachelor of Law (LLB), Master of Law (LLM) and Ph.D. programme. It also conducts mini research programmes for the teacher and for the postgraduate students. Human Right Centre and Environmental Law Centre are the research organizations under the Faculty of Law.

Faculty of Education

The main objectives of the Faculty of Education are to produce trained teachers, education specialists, education planners, supervisors, curriculum designers and educational administrators.

It runs two types of academic programmes (a) General Education and (b) Vocational Education. Under General Education it runs two years Proficiency Certificate, three years Bachelor of Education and two years Masters in Education Programme. It also offers one year Bachelor's of Education, M. Phil. programme of two years and Ph. D. programme of three year duration.

Research Centres

TU has four specialized Research Centres, each headed by an Executive Director.

Centre for Economic Development and Administration (CEDA)

The Centre for Economic Development and Administration was established on May 15, 1969 in the tripartite agreement between the GoN, TU and the Ford Foundation. Started as an autonomous institution, the Centre was integrated as an institute into TU on December 15, 1975.

CEDA has been serving as a Policy Research Centre contributing towards the national development policies and strategies. The Centre's activities are basically confined to research, consultancy and training programmes. It has publications that are well received by both national and international agencies.

Centre for Nepal and Asian Studies (CNAS)

Centre for Nepal and Asian Studies is a non-teaching centre mainly devoted to research activities. It was first established in 1966 in the name of Institute of Nepalology and was later changed its name as an Institute of Nepal Studies in 1968 and then Institute of Nepal and Asian Studies. The Centre has been regularly bringing out contributions to

Nepalese Studies since 1973. It publishes articles on Nepalese Studies concerned with arts and archaeology, history, historical, cultural; religious, folk studies, social structure, national integration, ethnic studies, population dynamics, institutional processes, development processes, applied linguistics and socio-linguistic studies etc. It envisions facilitating research works on Nepali history, culture, art, religion, language and the like in order to present an image of Nepal both at the national and international level.

Research Centre for Educational Innovation and Development (CERID)

It has been working in the field of education in Nepal. Innovative development and training programmes have been undertaken for the promotion of quality education with the aim to ensure academic excellence. The Centre has focused on the dissemination of research outcomes, educational information, piloting of innovative ideas that bear in national educational issues and concerns. The main objectives of the Centre are to undertake research activities, carry out research projects, organize training programmes and disseminate and share experiences and information by organizing seminars/workshops and by publishing research reports, journals, etc.

Research Centre for Applied Science and Technology (RECAST)

Research Centre for Applied Science and Technology has the objectives to undertake research for the identification, development, conservation, utilization and dissemination of indigenous technology; identify exogenous technologies appropriate to Nepal and explore their technical prospects for technology transfer and adaptation and to conduct research in basic and applied sciences. TU has been offering the following programmes through different institutes and Faculties.

Table 8

Programmes of TU

SN	Institute/Faculty	Intermediate	Bachelor	Master	M Phil	Ph D
1	Institute of Engineering	√	√	√	×	√
2	Institute of Agriculture & Animal Science	×	√	√	×	√
3	Institute of Medicine	√	√	√	×	×
4	Institute of Forestry	√	√	√	×	√
5	Institute of Science & Technology	√	√	√	×	√
6	Faculty of Law	×	√	√	×	√
7	Faculty of Management	√	√	√	√	√
8	Faculty of Education	√	√	√	√	√
9	Faculty of Humanities and Social Science	√	√	√	√	√

Nepal Sanskrit University

Introduction

Nepal Sanskrit University (NSU) name changed from Mahendra Sanskrit University after 2006 AD was established in 1986 (2043 BS) under the Mahendra Sanskrit University Act (2043 BS) with the objectives to systematize Sanskrit education up to higher level to preserve and promote achievements of Sanskrit education in different sectors of Nepalese society and to develop Nepal into an International Centre for Sanskrit Learning.

Basically, NSU aims of producing qualified persons to safeguard national culture, norms and values from great books and classical thoughts written in Sanskrit including practical subjects like *Ayurveda*, *Jyautisha*, *Vastu*, Nature Cure and Yogic Sciences.

The central office of the University is located at Beljhundi Dang, Mid-Western Development Region of Nepal.

Objectives

- Fulfil the need by systematizing present Sanskrit education;
- Concentrate itself on both aspects of life: spiritualism and materialism, while imparting the education;
- Develop applied subjects such as Ayurveda, Astrology, Yoga, and Naturopathy;
- Work independently;
- Utilize donations received from different donors;
- Conduct researches into classical contemplation and use output in the welfare of human being and world;
- Design curricula in a way that Sanskrit students be morally ideal discipline, patriotic and loyal to their culture as well as tradition, and gurus should be the pathfinders for them;
- Involve foreign intellectuals and experts in pursuit of Sanskrit and strive to become an International Centre of Excellence for Sanskrit Studies;
- Bear the national culture and impressively identify others with it. NSU imparts education with this mantra in the mind.

University Administration

Honourable Prime Minister is the Chancellor and Minister for Education is the Pro-Chancellor of Nepal Sanskrit University. The Vice-Chancellor is the Chief Administrator of the University. The University has autonomy in terms of operating and managing the University. The Senate, Executive Council, Academic Council and Subject Committees develop the internal policies and programmes to run the University.

Major Programmes and Activities

The fundamental responsibility of NSU is to transfer the heritage safely on to the succeeding generation. Keeping this fact in mind, the demand of time and the need of nation, NSU has run classes in modern subjects like Nepali, English, Maths, Economics, and Political Sciences under group 'B'.

The University offers Intermediate (Uttar Madhyama), Bachelor's (Shastri), Bachelor of Education, Master's (Acharya) and Doctoral courses in classical as well as modern subjects. It also offers intermediate in Ayurveda and Science, and condensed courses for Ayurvedacharya. The University has 12 Constituents and 15 Affiliated Vidhyapithas (Campuses) situated at different parts of the country.

At present, the following programmes have been running in both constituent and affiliated NSU campuses. One year B. Ed. Programme offers the following modern courses:

<u>Optional</u>	<u>Compulsory</u>	<u>Extra Optional</u>
1. Sanskrit	Education	Sanskrit
2. Nepali		Nepali
3. Social Studies		English
4. English		Education
5. Mathematics		
6. Science		

Likewise, the following subjects are being taught in Acharya Programm:

1. Veda
2. Navya Vyakarana
3. Siddhanta Jyautisha
4. Phalit Jyautisha
5. Prachin Nyaya
6. Navya Nyaya
7. Sahitya
8. Dharmashastra
9. Shankar Vedanta
10. Sarvadarshan
11. Poorvamimans
12. Bauddha Darshan

Similarly, Uttarmadhyama offers the following courses:

<u>Uttarmadhyama</u>		<u>Ayurveda</u>		<u>Science</u>			
<u>Group 'A'</u>	<u>Group 'B'</u>	<u>Compulsory</u>	<u>Optional</u>	<u>Compulsory</u>	<u>Extra Opt.</u>	<u>Optional</u>	<u>Compulsory</u>
1	Veda	Nepali	Maulik Siddhanta	Sanskrit	Chemistry	Chemistry	Sanskrit
2	Vyakarana	English	Rasashastra & Bhaishajya Kalpana	Nepali	Physics	Physics	Nepali
3	Jyautisha	Political Sc.	S. Vyakarana	English	Biology	Biology	English
4	Sahitya	Economics	S. Rachana	Sharir Rachana & Kriyavijyan	Nepal Parichaya	Mathematics	Mathematics

	<u>Uttarmadhyama</u>		<u>Ayurveda</u>	<u>Group 'A'</u>	<u>Group 'B'</u>	<u>Science</u>
	<u>Group 'A'</u>	<u>Group 'B'</u>	<u>Compulsory</u>			<u>Compulsory</u>
5	Nyaya	Mathematics	Nepal Parichaya	Vikritivijyan		Botany
6	Etihaspuran	Hindi		Nidanchikitsa		
7	Nitishastra	Maithli		Kaumarabhritya & Prasutitantra		
8	Bauddha Darshan	Newari		Shalyashalakya		
9	Prachaya Rajshastra					

Note: Any one from group A and B

Shastri Programme offers the following courses:

	<u>Group 'A'</u>	<u>Group 'B'</u>	<u>Compulsory</u>
1	Veda	Nepali	Nepali
2	Navya Vyakarana	English	English/ Sanskrit
3	S. Jyautisha	Political Sc.	S. Rachana
4	P. Jyautisha	Economics	
5	Prachin Nyaya	Mathematics	
6	Navya Nyaya	Hindi	
7	Sahitya	Maithli	
8	Dharmashastra		
9	Shankar Vedanta		
10	Sarvadarshan		
11	Poorvamima-nsa		
12	Ltihaspuran		
13	Nitishastra		
14	Bauddha Darshan		
15	Prachya Rajshastra		

Soon NSU is going to establish the separate faculties of Ayurved, Yog and Nature Science, which are currently running under the Policy and Programme Subject Committee of it. NSU has also arranged the provision of studying Sanskrit at Balmiki Campus for the foreign students in the Academic Year 2065/66 (NSU, 2065/66). Besides these programmes running in NSU, there are also two secondary schools running under the NSU - Janata Sanskrit Secondary in Bijauri, Dang and Sanskrit Secondary in Rani Pokhari, Kathmandu. NSU annually translates two *granthas* in Nepali and English languages.

Kathmandu University

Introduction

Kathmandu University is an autonomous, not-for-profit, non-government public institution. It is an institution of higher learning dedicated to maintain high standards of academic excellence. It is committed to develop leaders in professional areas through quality education. It is located in a mountainous landscape in Dhulikhel Municipality about 30 kilometers north-east of Kathmandu.

Within a period of 19 years, KU has built not only reasonable infrastructure, but also established a track record of academic excellence. At present, the University offers various undergraduate, graduate and postgraduate programs in science, engineering, medicine, management, education, arts, pharmacy, environment, music, human & natural resources, information technology and biotechnology through School of Science, School of Management, School of Engineering, School of Medical Sciences, School of Education and School of Arts.

The academic programs of the University are based on credit-semester system with continuous internal evaluations. The University has adopted 1 to 17 teacher–student ratio.

Quality control is strictly followed in all programs of the university. In addition, to continually enhance the educational standard, KU has been successfully collaborating with more than fifty universities and institutions of international repute for faculty and students exchange programs, credit transfer and joint research work and exchange information.

Vision

To become a world-class university devoted to bringing knowledge and technology to the service of mankind.

Objectives

Higher education should become a high quality education resulting in the development of overall personality of the student. As education shapes human life and the type of society in which we live, it becomes an investment to improve the quality of life for everyone in the nation. Therefore, KU is being developed with objectives to:

- Promote all-round development of students' abilities and personalities;
- Develop awareness about the role of science and its application in understanding problems of the contemporary society;
- Extend and disseminate knowledge and foster its application;
- Create knowledge industry through accessing the sources of knowledge at the global level, processing them and providing access to such knowledge to the people;

- Establish a community of scholars, students, and staff in which understanding and wisdom can grow and flourish.

Strategy

- Achieving excellence in teaching;
- Providing strong support to professional courses;
- Strengthening research activities in the fields of environment, energy, medicinal plants and information technology

Schools/Programs

- A. School of Science, Estd. 1992
- B. School of Management, Estd. 1993
- C. School of Engineering, Estd. 1994
- D. School of Medical Sciences, Estd. 1994
- E. School of Arts, Estd. 1996
- F. School of Education, Estd. 1997

RenewableNepal Project

RenewableNepal aims to stimulate applied research at Nepalese universities and research institutions. The goal of RenewableNepal is to enable Nepal to utilize its natural resources of energy to develop a renewable energy supply for social and economic development in an environmentally sustainable manner. The programme intends to support industry-institution partnership applied research projects aimed at building research capacity at Nepalese Universities and Research Institutions that can serve Nepalese energy industry in developing high quality products and number of applied research projects will be funded by the programme, depending on the availability of quality proposals from research institutions and industries in Nepal. RenewableNepal is open for participation by all Nepalese universities, research institutions and industry within the Programs goals.

RenewableNepal is a direct support from Norway in making Nepal more independent and self-reliant in utilizing its own huge hydropower resources as well as other renewable energy resources.

Purbanchal University

Introduction

Purbanchal University (PU) was established in 1995 (2051 BS) (under the Purbanchal University Act, 1993) with the aims to develop higher education in the country in a decentralized manner and to expand the opportunities of higher education. The Central Office of the University is located in Biratnagar, Morang district, Eastern Development Region.

Objectives

The establishment of Purbanchal University as a "Centre of Academic Excellence" is aimed to make capable of lighting a lamp of quality education appropriate for quality life and sustainable future. Quality life begins with quality education, which is obtained from Centre of Excellence. Resources and innovations direct the field of excellence. This shall be accomplished through sincere efforts, motivation, dedication and continuous improvement of the knowledge, wisdom and skills.

- Run professional and technical institutions of career-oriented higher education faculties facilitating study, research, and teaching programmes related to various disciplines, and promote all round development of its students', teachers' and scholars' abilities and personalities;
- Contribute to the creation of a competitive environment in Higher Education by extending and disseminating knowledge by fostering its efficient and effective application;
- Mobilize and utilize resources at the local, national or international level with a view to introduce improvement in the quality and effectiveness of its academic programmes catering for the changing socio-economic needs of the country;
- Develop as a model institution of higher learning by correcting academic weakness of both public and private institution;
- Encourage 'modern' outlook for the betterment of the society, and create an environment that fosters free enquiry and open scholarly debate.

Mission Statement

- Run professional and technical institutions of career-oriented Higher Education facilitating study, research and teaching programme related to various disciplines, and promote all round development of its students, teachers, and scholars in their abilities and personalities;

- Contribute to the creation of a competitive environment in Higher Education by extending and disseminating knowledge, which fosters efficient use and effective application of it;
- Mobilize and utilize resources at the local, national or international level with a view to introducing improvement in quality and effectiveness of each academic programmes catering for changing socio-economic need of the country;
- Develop as a model institution of higher learning by correcting academic weaknesses of both public and private institutions.

Administration

Honourable Prime Minister is the Chancellor of the University. Honourable Education Minister is the Pro-Chancellor. The Vice-Chancellor is the principal administrator of the University.

Main Functions

To make research and its application based on the quality of professional education, with potential to addressing the need of civil society while focusing on environmental protection, human welfare and sustainable development, making it available to a larger mass at affordable cost.

Table 9

Major Activities of PU

Activities	Description
Continuing Education	Provide need-based short courses and training to farmers and high level professional human resources
Poly-techniques	Skill endowment to unemployed educated youth for self-employment generation
Undergraduate Education	New and innovative career-oriented academic programmes
Masters and Ph. D.	Research and application based education to generate knowledge for promotion of the area of academic excellence
Research and Studies	Focus on regional problems and promotion of regional resources for socio-economic development and environment

Faculties

As a partial fulfilment of international norm "Education for All", the University has already initiated the following Faculties:

Table 10

Faculty of Medical and Allied Sciences

Course Name	Duration (in yrs.)	Semester/ Yearly
MBBS (Bachelor of Medicine and Bachelor of Surgery)	5 1/2	Semester
B.Sc. Nursing	4	Semester
MPH (Master of Public Health)	3	Semester

Table 11

Faculty of Science and Technology

Course Name	Duration (in Yrs.)	Semester/ Yearly
BCA (Bachelor of Computer Application)	3	Semester
BIT (Bachelor of Information Technology)	4	Semester
BE (Bachelor of Engineering in Computer)	4	Semester
BE (Bachelor of Engineering in Architecture)	5	Semester
BE (Bachelor of Engineering in Civil)	4	Semester
BE (Bachelor of Engineering in Elect. and Comm.)	4	Semester
B.Sc. Ag. (Hons.) (Bachelor of Science in Agriculture)	4	Semester
B.Sc. (Bachelor of Science in Bio-Chemistry)	4	Semester
BVSC and AH (Bachelor of Veterinary Science and Animal Husbandry)	5	Semester
BHMS (Bachelor of Homeopathic Medicine and Surgery)	5 1/2	Semester
BN (Post Basic Bachelor of Nursing)	2	Semester
BPH (Bachelor of Public Health)	3	Semester
M.Sc. (Master of Science in Life Science)	2	Semester
MCA (Master of Computer Application)	3	Semester

Pokhara University

Introduction

Pokhara University was established in 1996 (2054 BS) under the Act of Pokhara University, 2053 BS as the fifth University in the country under the government's policy of adopting a multi-university system in the country with aims to expand the access of students to higher education. The Prime Minister is the Chancellor of the University and the Pro-Chancellor is the Minister for Education. The Vice-Chancellor is the principal administrator of the University. The central office of the University is located in Pokhara, Kaski district, Western Development Region.

Objectives

- Increase private participation in higher education;
- Improve the quality of education;
- Expand the opportunity of higher education in the country;
- Supply skilled human resources necessary for national development;
- Enhance academic freedom in the University.

Main Functions

Pokhara University has started its academic activities as guided by the Government's Acts since 1996. Its main function is to produce skilled human resources necessary for the national development by providing quality education. In order to achieve such objectives, Semester System based curriculum and evaluation were carried out with high priority to practical knowledge and researches.

Pokhara University has started its programmes with private participation. At present with its affiliation, academic institutions have been running Bachelor's and Master's Degree programmes.

Pokhara University developed its two constituent academic institutions where Bachelor' and Master's Degree programmes are running.

It has developed physical infrastructure, central office building, including Examination office building, and Academic building in Pokhara.

Major Activities

Pokhara University has adopted Semester System. All Bachelor's Degree programmes are of four years extended in eight semesters and Master's Degrees are of two years extended in four semesters. M. Phil. degree is of one and a half year extended in three semesters; Ph. D. programme is also in the process of being started.

Faculties

1. Faculty of Science and Technology
2. Faculty of Management
3. Faculty of Humanities and Social Sciences

University Administration

The University has autonomy in terms of operating and managing activities/programmes of the University.

Present Status

PoKU has 3 constituent and 23 affiliated campuses. Among them 12 campuses are running in the Central region, 10 in Western region and 1 in Far-western region. The courses are running under 3 faculties - Science and Technology, Management and Arts.

Lumbini Bauddha University

Introduction

Lumbini Bauddha University (LBU) came into its present form on 29th November 2004 as per point No 2.6 of Lumbini Declaration of the First World Buddhist Summit held in Lumbini from November 30 to December 2, 2004. It wholeheartedly welcomed and appreciated the Declaration. The LBU Act promulgated on November 10, 2006 confirmed its legal status. The central office of the University is located at Tenuhawa VDC, Ward No. 8 near Parsa Chock in Lumbini. Its contact office is at Bhrikuti Mandap, Kathmandu.

Objective

- Impart education and training relating to Buddhism, Buddhist philosophy, culture and archaeology.
- Promote Buddha way of life according to Gautam Buddha's teachings.
- Foster Universal peace, friendship, goodwill and understanding as international Buddhist University.
- Run higher studies and carry out research work on Buddhist studies.
- Promote teaching, learning and research on Buddhist philosophy, literature, culture, history, and archaeology etc.
- Carry on archaeological exploration on Buddhist sites in order to unearth the antiquities.
- Create LBU as Interventional Academic Interaction Centre.

Vision

The University will produce graduates of Bachelor, Master and Research Level Training level. The graduates will work as teachers, priests abbots, lamas or monks of different monasteries.

Administration

Honourable Prime Minister is the Chancellor of the University. Honourable Minister of Education is the Pro Chancellor.

Organizational Structure

As per LBU Act, the Registrar and Dean work under the Vice Chancellor. The Registrar is also Member Secretary of the University Council. The Dean is the Member Secretary of the Academic Council and the Faculty Board. The Vice Chancellor is the Chairperson of the Academic Council and the Executive Council. The University will run the following five central Departments and a Research Centre and the courses of study are determined by Subject Committee:

1. Buddhology
2. Theravada
3. Mahayana
4. Vajrayana
5. Buddhist Scripts and Languages
6. Research Center (Pali, Sanskrit and Nepal Bhasa)

Programme

The University will run specialized courses on Buddhism with special emphasis on Northern Buddhism or Sanskrit Buddhism. It will provide the following courses.

1. B.A. in Buddhology
2. M.A. in Buddhology
3. M. Phil
4. Ph.D.
5. Specialized course on training of monks, meditation etc
6. Spiritual education for lamas and other short term courses

Researches

The research schools are engaged carrying out researches on the following research areas:

Environment Ecology and Buddhism
Agriculture and Buddhism
Buddhist Archaeology
Philosophy
Buddhist literature, art, architecture, sculpture
Syncretism in Buddhism
Buddhist economic and social system
Philanthropic activities

Council for Technical Education and Vocational Training

Introduction

The Council for Technical Education and Vocational Training (CTEVT) was constituted in 1989 AD (2045 BS). It is a national autonomous apex body of Technical and Vocational Education and Training (TVET) sector, which is committed for the production of technical and skilful human resources required to the nation. It mainly involves in policy formulation, quality control, preparation of competency based curriculum, developing skill standards of various occupations and testing the skills of the people, conduct various research studies and training needs assessment etc.

It has an assembly consisting of 24 members and a governing board known as 'Council' comprising nine members. Minister of Education chairs both the Assembly and the Council. The Council has a full time Vice-Chairperson and a Member-Secretary.

Vision

The vision of CTEVT is that no Nepali citizen should be left unemployed due to the lack of access to TEVT programme.

Mission

Skilled workforce preparation is the key responsibility of CTEVT.

Goals

- Develop policies for managing TEVT sub-sector ensuring social inclusion, access, sustainability, integrity and relevancy of the TEVT programmes;.
- Coordinate and facilitate the TEVT sub sectors and stakeholders;
- Maintain quality of TEVT programmes and services;
- Prepare competent workforce for TEVT sub-sector;
- Promote entrepreneurship skills and basis of employment on the TEVT graduates;
- Broaden the access and equity in TEVT activities;
- Encourage participation of business and industry in TEVT activities;
- Coordinate to manage counselling and placement services.

Major Responsibilities

- Provide advice to the Government of Nepal regarding TEVT policy and programmes;
- Determine scope and standards of TEVT programmes;
- Arrange for and conduct TEVT Programmes from basic level to higher education;
- Liaison and maintain coordination with national and international TEVT agencies for quality education and training;
- Grant recognition and provide accreditation services to programmes and institutes run by government, non-government, and private sector;
- Coordinate and maintain the standard of training by providing curriculum and learning materials;
- Conduct monitoring and supervision of TEVT programmes and activities of government and non-government institutions;
- Make necessary arrangements for the operation of polytechnics, short-term vocational training, apprenticeship trainings and mobile training programmes;
- Establish and operate all kinds and level of skilled development training programmes to produce skilled human resources through technical schools, mobile training and other methods of technical and vocational training programmes as recommended by the council;
- Carry out research activities in the field of TEVT including training needs assessments/ job market analysis and follow up studies;
- Conduct technical instructors and management training programmes to improve quality of TEVT programmes of institutions;
- Classify the skills/occupations, develop skill standards, administer skill tests and provide certificates;
- Explore, obtain and mobilize national and international assistance needed for the development of TEVT sector;
- Establish institutional linkage with national and international agencies/universities for recognition of the TEVT programmes;
- Enter into agreements or contract with national and international organizations and agencies regarding TEVT Programmes.

Organizational Structure

Assembly

The highest policy making body according to CTEVT Act 1989 is the CTEVT Assembly, which comprises 24 members having Minister of Education as a Chairperson. The Assembly members are representatives from various ministries, National Planning Commission (NPC), business/trade and industrial organizations and institutions associated with technical education and vocational training. The government nominates

Member Secretary (Chief Executive Officer) from among the CTEVT employees and the council nominates the Member Secretary for the Assembly. It is the responsibility of Assembly to carry out long-term plan and determine the general guidelines and policies under which technical education and vocational training programmes are being implemented.

Council

The Council under the Assembly is given executive power of running TEVT programmes and activities in Nepal. The Council consists of nine members with the Minister of Education as a Chairperson. The formation of the Council contains the Vice-Chairperson and Member Secretary (among CTEVT staff) nominated by GoN.

Divisions

There are nine Divisions; one Exam Controller's office and National Skills Testing Board through which CTEVT's activities are being carried out. A director is assigned to each of the divisions in order to carry out specific assigned responsibilities. Likewise, qualified professional and administrative staffs are assigned in each Division. The primary responsibilities of the Divisions are summarized below:

Research and Information Division

- Conducts follow-up/ tracer studies of TEVT graduates.
- Carries out feasibility studies for establishing new Technical Schools (TS).
- Conducts Training Needs Assessment (TNA).
- Conducts other research studies as per needs and request to the Division.
- Develops data based information system.
- Supplies TEVT related information to all the concerned stakeholders.
- Makes television programmes to inform the public about its activities.
- Provides consultancy services in TEVT sub-sector conducting massive research activities as per the demand of the schools/ institutes.

Technical Division

- Monitors all technical training providers for quality assurance.
- Provides input regarding technical matters and also assists in conducting examinations and evaluations of training programmes.
- Coordinates with national and international TEVT programmes for quality education and training.

- Ensures the quality of the TEVT graduates.

Curriculum Development Division

- Improves all curricula to be used within the TEVT system.
- Advises and assists other agencies for developing curricula.
- Maintains the database curricula and instructional materials.
- Designs new curricula as per the needs identified by the Council as well as TEVT providers.
- Revises the curricula as per the demand of job market.
- Develops textbooks to cover up its curricula.
- Extends its cooperation and coordination through designing and standardizing the curricula of other training institutions.
- Provides equivalency to the people studied/ trained outside the country

Office of the Exam Controller

- Conducts mainly entrance tests, final tests and practical tests.
- Provides certificates to the successful candidates.
- Administers the test throughout the year.
- Maintains the test item data banks and keeps complete records of individuals who have received technical education and certificates from CTEVT accredited programmes.

National Skill Testing Board

- Develops skill standards and take test of the people who have informally acquired skills.
- Provides opportunity for enhancing career of the industry workers and individuals.
- Develops skill standards in various trade areas and in different levels.
- Develops the Dictionary of Occupational Classification suitable to Nepalese context.

Administration Division

- Performs day-to-day administrative and financial tasks.
- Supervises and manages the personnel of CTEVT and its institutions.
- Performs property management and other managerial tasks.

Accreditation Division

- Ensures quality control of private technical institutions through accreditation of institutes and the programmes.
- Provides equivalency and temporary affiliation to the education programmes.

Polytechnic Division

- Supervises and monitors the Proficiency Certificate Level /Diploma Level programmes under CTEVT and affiliated institutions to ensure the quality.
- Develops new Diploma Level programmes and or upgrades existing institutions to a set standard.
- Takes a leading role in coordinating polytechnic programmes for the establishment of new model institutions under CTEVT.

Training Division

- Monitors/supervises the Rural Training Centres (RTCs) under CTEVT and coordinates with the similar efforts of private institutions.
- Facilitates and provides guidelines to run need based short term vocational courses, especially to the illiterate women and underprivileged people of local communities through RTCs.
- Encourages RTCs to run sponsored courses and to strengthen workforce of VDCs, District Development Committees (DDCs) and other INGOs/NGOs in the field of Vocational Training and Community Development (VTCD).

Planning and Policy Formulation Division

- Formulates plans programmes and the overall policy of CTEVT and makes plans accordingly.
- Develops the long term strategic and operational planning.
- Monitors and evaluates the programmes and activities running under CTEVT.
- Provides the necessary inputs about TEVT policy to the GoN.

Annex Division

- Coordinates for formulating formulation for the expansion of annex schools
- Plans activities of annex schools
- Monitors the performance and activities of annex schools in coordination of Technical Division

- Take overall responsibilities of expanding annex schools

Training Institute for Technical Instruction

Training Institute for Technical Instruction (TITI) was established in 1991 as a national institute at Sanothimi with the mission to "improve the quality of technical education and vocational training of Nepal". A career ladder of training, both pre-service and in-service is being developed to meet the needs of the TEVT sub-sectors. It serves the clients through the following facilities:

- Well-equipped modern classrooms.
- Learning resource centre, library and audiovisual laboratory.
- Engineering workshop for demonstration.
- Multipurpose hall.
- Hostels and canteen for participants.
- Sports facilities, garden courtyard, temple and all kinds of communication facilities.

TITI offers Bachelor Degree Programme in Technical Education, various advance training in Instructional Media Development, Curriculum Development, Training Institute Management etc., and short-term training on Instructional Skills, Management Skills, Trainer's Training, Rural Technology, Basic First Aids, Computer Application and Occupational Instructional Skills, Occupational skills Upgrading etc.

Programmes and scholarship provision

All the programmes of CTEVT can be broadly categorized as TEVT programmes. Technical Education has a formal ladder of higher education, whereas vocational training aims just to impart vocational skills on the trainees to help them generating income. The graduates of technical education can have an opportunity of upgrading their level of education through higher education for which different universities of Nepal grant recognition and provide higher education opportunities, whereas graduates of vocational skills can have career ladder after testing their skills from National Skills Testing Board. In order to provide such education and training access to all, scholarships are managed especially for talented, poor, marginalized and other genuine students by arranging special provisions and allocating scholarship quotas.

Programme

CTEVT through its constituted technical schools and training centres, affiliated technical colleges and institutes, and annex schools offer proficiency/diploma level,

technical school leaving certificate and short-term vocational and skill training. In brief, the existing provision of TEVT programmes can be mentioned as below:

Technical Education Provision

CTEVT through its constituted and other affiliated schools has been running various courses on health, engineering and agriculture trades in diploma level or proficiency certificate level. TSLC level programmes are offered in health, agriculture, engineering, social mobilization, office management etc trades. On the other hand, the entry requirement for TSLC level is SLC passed candidates for the course of 15 months, whereas, under SLC for the course of 29 months. By the end of December 2010, total enrolment capacity under CTEVT schools (managed as well as affiliated) is 8403 for diploma level and 10332 for TSLC level. TSLC and proficiency/diploma level programmes are mentioned in details as follows:

Certificate/Diploma level programmes: The entry requirement for 3 years' certificate/diploma level programmes is SLC passed at least in second division.

Those who had completed I. Sc. Agriculture in Plant Science, I. Sc. Agriculture in Animal Science and Diploma in Food and Dairy Technology courses are eligible to sit in entrance examination of agriculture bachelor level in related subject.

Those who had completed Diploma in Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronic Engineering, Survey Engineering, Computer Engineering, and Information Technology are eligible to sit in entrance examination of engineering bachelor level in related subject.

Those who had completed General Medicine course (Proficiency Certificate in General Medicine, Nursing, Medical Lab Technology, Radiography, Ayurvedic Science, Pharmacy, Dental Science, Ophthalmic Science) are eligible to sit in the entrance examination of Bachelor in Public Health (BPH) and other disciplines, but need to complete deficiency course of science conducted by HSEB to be eligible for MBBS entrance examination. Two years of job experience is required to study Bachelor in Nursing (BN). Graduates of Diploma in Pharmacy and Proficiency in Medical Lab Technology courses are eligible for the bachelor level in respective subjects.

TSLC programmes: The entry requirement for TSLC programmes is SLC passed for the course of 15 and 18 months, whereas, under SLC for the course of 29 months.

Those who had secured at least 68.66 percent in JTA in Animal Science and Plant Science courses are eligible to sit in entrance examination of I. Sc. Agriculture.

Those who had secured at least 68.66 percent in Civil, Mechanical, Electrical, Electronic, Automobile, Junior Computer Technician, Air-conditioning and refrigerator and Sanitary courses are eligible to sit in entrance examination of Diploma in Engineering in related subject.

CMA, ANM, AAHW, Dental Hygienist, Lab Assistant (SLC must be passed to sit entrance examination of upper level in related subject).

Vocational Training Provision

With the aim of providing certain professional and vocational skills to the people who are either unable to gain higher education or are interested to gain certain vocational/professional skills for their better professional career, CTEVT through its owned managed and affiliated technical schools and training centres has been running various vocational training programmes of short duration ranging from 39 hours to 1500 hours. The courses are offered as per the demand and needs, especially in the field of agriculture, engineering, health, tourism, management and computer. Specifically, the most of the institutes have been running mushroom production, vegetable production, gardening, cooking/baking, housekeeping etc. Regarding short term vocational training and other skill training, anybody can take part in the programmes. *See Annex: 9.3 Vocational training provided by CTEVT.*

Attraction in TVET programmes:

- As only general academic education gained through schools and college, which couldn't provide enough job opportunities, TEVT programmes for increasing the rate of employment was felt necessary. Various research studies show that more than 70 percent of TEVT graduates in an average are employed (including self employment).
- Since TEVT programmes also have academic ladder, TEVT graduates also can get higher education opportunities as those of students of general education in their relevant subject
- In order to get entrance in the international job markets, it is an effective means which not only opens the door in the labour markets but also creates job opportunities to other people encouraging self employment and entrepreneurship development.
- People having technical and vocational skills can easily sell their skills and can get better earning which ultimately makes helps them to uplift their living standard.
- Developed countries like USA, UK, Canada, Australia and other European countries have very attractive plans of providing Permanent Residence (PR) and working visa for the people having technical and vocational skills.
- The Foreign Employment Surveys (2007) shows that skilled human resource like plumbers, carpenters, shuttering carpenters, civil overseer, and other mechanics have five time better salary / wages than those of people without any skills. For example, a

plumber in Arabian countries draws monthly salary of Rs.40, 000 whereas a general labour draws only Rs. 10,000 per month.

Scholarship Provisions

CTEVT has been providing three different types of scholarships. They are:

Merit based Scholarship for talented students

This scholarship is provided to the best performing students in the entrance exam from among all the competitors who had filled the form as full fee payers in the respective schools. In this category, the full scholarship is provided to the top first student, whereas half scholarship is provided to the top second student in each of the affiliated and CTEVT managed schools. This applies for the first year admission, where as for the scholarship of second and third years, the result of previous year / semester will be considered as the basis for scholarship.

Classified Scholarship

This scholarship is provided to the hard-up students from among women, *Dalit*, ethnic group, martyrs, former *Kamaiya*, *Haliaya* and disadvantaged groups of people. The first best performing students in the entrance exam from these groups will get full scholarship, whereas the second best performing student will get partial scholarship. This scholarship is provided for the whole educational year/s. The evaluation of the scholarship holder/s will be done as below:

<u>Classification</u>	<u>Weight (in percent)</u>
SLC from community /government school	10
Women	10
<i>Dalit</i> /ethnic group	10
Disabled, martyrs, and injured in people's movement	10
<i>Madhesi</i> / Rural	10
Former <i>Kamaiya</i> , <i>Halaiya</i> and disadvantaged	10
Entrance Exam	40
Total	100

Special Scholarship

This scholarship is provided to only the students who passed SLC from community high schools. Those interested candidates need to fill up the form developed (by Exam Controller's Office) for this purpose and have competition in the national level. This type of scholarship is provided to the regular students of first, second and third years of diploma level for which 75 quotas in each of the years has been allocated. Thus, total number of 225 students will be benefited from this scholarship and total value of

scholarship is Rs. 5000/- per months, amount exceeding to that needs to be borne by the student himself or herself. For this purpose, total allocated quotas for each of the three years of Diploma can further be divided into three of major programmes; health (45 quotas), engineering (21 quotas) and agriculture (9 quotas). Each of the trade wise quotas is classified as follow:

Table: 12

Trade-wise Quota Distribution

Areas	Trade			Measures / Remarks
	Health	Engineering	Agriculture	
Martyr family	5	3	1	Competition will be held among the family of martyrs
Injured from people movement/displaced in conflict	5	4	1	As per the recommendation of concerned professional councils
Women	5	2	1	Priority will be given to widowed women
Disabled	5	2	1	on the recommendation of related professional councils
<i>Dalit</i>	5	2	1	As per the recommendation letter received from DAO or National Dalit Commission
6. Ethnic/indigenous	5	2	1	As per the admission guidelines, annex -2
7. <i>Madhesi</i>	5	2	1	As per the recommendation letter received from DAO
8. Former <i>Kamiya/Haliya/Poor</i>	5	2	1	As per the recommendation of DAO or Land Reform Office or National Foundation for Development of Indigenous
9. Rural	5	2	1	As per the admission guidelines, annex-1
Total	45	21	9	

Note: Those who get special scholarship need to study at the institute assigned by Exam Controller's Office of CTEVT and also need to submit letter of agreement as prescribed by the Council.

Higher Secondary Education Board

Introduction

Higher Secondary Education Board (HSEB) was established in 1989 Under the Higher Secondary Education Act. The Board is involved in running the 10+2 education system in the country. Nepal National commission of Education 1992 recommended the importance of the 10+2 structure in the education system and viewed it as the first step towards specialization. However, it was felt that 10+2 structure should essentially focus on the need for addressing middle level manpower requirements and for importing necessary knowledge and skills to those students who want to continue their education at undergraduate level.

Vision

Promote knowledge skills of country's youths to make them able to live and compete with others in the 21st century.

Mission

Enable students to cope with the ever- advancing world of knowledge by involving them in the dynamics of learning characterized by front line curricular system.

Goal

- Expose students to higher level of knowledge in different disciplines;
- Promote problem solving and creative thinking abilities in the citizens of tomorrow to cope with the changing demands of society committed to use science, technology and information to alleviate poverty and to raise quality of life of general masses;
- Assist students to explore their interests and aptitude so that they can choose appropriate careers to shape their future;
- Expose students to different ways of collecting and processing data and information under specific disciplines and help them arrive at conclusions and generate new insights and knowledge in the process.

Objectives

- Prepare students for the world of work especially in meeting middle level manpower requirements in different fields;
- Prepare students for general higher education and for professional disciplines.

Rationale

Creating opportunities for graduates of Secondary education to pursue higher study is the main intent of the Higher Secondary Education System. However, various other factors in favour of this educational system are mentioned below:

- With the opening of 10+2 schools, the SLC pass students in rural areas will have access to further education. Students aiming for Higher Education can study at their own surroundings.
- This system is basically oriented to addressing the issue of equity in Higher Education with emphasis on creating a congenial environment for girls and for deprived and disadvantaged group of people getting this level of education.
- Relevant curricula, quality text materials and involvement of qualified teachers for effective instructional processes are the major emphasis of 10+2 system judged from this stand point, this system will be successful in producing national development.
- Since SLC Pass students are skill rather immature they should not be making firm decisions about higher studies independently, the 10+2 system provides them with constant guidance and counselling services.
- A school is greatly strengthened by older students who can give a lead and example to younger students and the whole intellectual ethos of the school is improved. Similarly, the Universities will be greatly improved by having more mature undergraduates who have learned to study by themselves and think critically and clearly.
- The 10+2 structure is significant in bringing about uniformity between educational structures of Nepal and other Asian countries, especially SAARC member states.

Function

- Granting approval for higher secondary schools;
- Developing and revising curricula and textbook materials;
- Conducting examinations and publishing results;
- Awarding certificates to higher secondary school graduates;
- Supervising and monitoring higher Secondary Schools;
- Recruiting technical, professional and administrative staff;
- Designing and implementing training programmes for +2 school teachers and other staff;
- Conducting Seminars and workshops;
- Undertaking research activities with focus on various issues in this field;
- Keeping liaison with various national and international institutions.

Affiliation

The HSEB may grant affiliation to a community Secondary School under specified condition relating to physical facilities, qualified teachers, adequate number of students, financial provision etc. The HSEB up to 2009/10 has affiliated 1,976 Higher Secondary schools in both community and private.

Examination

The Office of the Controller of Examinations of the HSEB administers the final examinations. Certificates are awarded to those candidates who duly pass the final examination.

Nepal National Library

Introduction

Nepal National Library (NNL) was established in 1957 AD at the central secretariat within the premises of Singha Durbar after purchasing the personal collection of the then Royal Priest and Spiritual Preceptor Hem Raj Pandey. The library was established with a view to provide library service to the general public and act as a national library of the country. It is one of the oldest government run libraries providing library services to the users free of cost. Now, it is a reference library situated at Harihar Bhawan, Lalitpur district.

Objectives

- Collect and preserve entire publications printed inside the country;
- Provide national leadership in library and information affairs;
- Play the central (key) role for the development of the library in the country;
- Make its collection available all over the country;
- Preserve and conserve rare books and manuscripts;
- Provide library services to the general public and foreign nationals;
- Provide technical and administrative support to other libraries.

Collection

At present, this library has a collection of more than 88,000 books and periodicals in different languages. The total collection has been divided according to the language of the text.

Nepali section

It contains books in Nepali language of different subjects. Almost fifty percent of the collection comprises Nepali literary works, including poetry, drama, essays, short stories and novels. It has also a good collection of subjects like social science, history, biography, religion and language etc.

Sanskrit section

This section contains some rare and valuable books, including printed *Lipi* or loose sheet books. The collection is one of the largest collections of printed Sanskrit

books in Nepal. The collection includes many works of philosophy, astrology, religion, history, *Ayurveda* and Sanskrit literature.

Hindi section

This section contains books on Hindi language along-with those in Maithili, Bengali, Marathi, Urdu etc. The major subject coverage is literature in addition to other subjects like history, astrology etc.

English section

The English collection contains many books published in the late nineteenth and early twentieth centuries both from Indian subcontinent and from western countries. A significant collection of Nepal related books in English forms a separate collection. In the interest of preservation they are kept on closed access, but are made available to the readers on request.

Children's section

The library has a separate children's section which has a collection of about 7,000 books on different subjects. It has colourful books of Encyclopaedias, fiction, science, arts, maps and atlases etc. Most of the books are in English language. However it also possesses books in Nepali, Hindi and Japanese language as well.

Thesis collection

The library has a collection of theses and dissertations (Ph.D. and Master's Degree) of about 1400 received from the MoE, submitted for Nepal Vidya Bhusan, Tribhuvan University Central Library and Kathmandu University. Some theses and dissertations were submitted to the universities abroad.

Besides, the collection of thesis and dissertations there is a separate periodicals section that contains national and international periodicals including some daily national newspapers. The library has been designated as the depository library of Asian Development Bank publications. The library also has district wise maps of Nepal and other maps and atlases and some audio visual materials which can be used upon request.

Services and Facilities

NNL has been providing reading and reference services to the general public, students, teachers, researchers and foreign users. The collection of the library is freely available to all the users and most of the collection has open access system. It is a reference library where users can use documents freely within the library premises. The

users can make enquiry about any information by personal visit or by telephone, fax, e-mail. It has also been providing photocopy services to the users at a subsidized rate. Besides, document delivery services, audio visual materials, video film show, CD-ROM demonstration, and other programmes are being arranged occasionally for the younger users. It also provides information about the library and gives information about how to search the reference materials.

The collection has been classified according to Dewey Decimal Classification System (DDCS) and bibliographical record of the books have been computerized and indexed. The books have been arranged according to the classification numbers in the racks. English books and periodicals are indexed on WINISIS software and Nepali books and periodicals are indexed in Nepali Unicode based software on Devanagari script. Users can go to the concerned section and request to the staff. The online users can search books both in English and Nepali languages through our Online Public Access Catalogue (OPAC) which is available through www.nnl.gov.np

The library has maintained a kind of relation with four public libraries one each in four development regions except in Central Development Region. They are in Dharan, Pokhara, Nepalgunj and Dhangadi.

Library visiting users can enjoy reading books and its resources in the reading room inside the library. It provides its services as usual with other governmental offices.

Activities

It has been providing mobile library services to the general public through two different points in Kathmandu and Lalitpur districts.

The library has been designated as National Centre for International Standard Book Number since May 2009. Since then it has been providing ISSN to the serial publications published from Nepal upon request.

It organizes short term training courses at a para-professional level for the library staff of different organizations and fresh candidates. One of the trainings is level 3 with 35 days' duration. It also organizes week long training programmes at local level to the staff of public, academic and other libraries in order to develop human resource for the small libraries in the districts.

The library takes part in organizing workshops, seminars and other library related activities time to time.

It has maintained a good relation with national and international organizations and libraries for the development of library services in Nepal. It is a member of Conference of Directors of National Libraries of Asia and Oceania (CDNLAO) and Asia Pacific Information Network (APIN).

Kaiser Library

Introduction

At the beginning, the Kaiser Library was developed as the personal library of the late Kaiser Shamsher. He was interested in collecting books, unique antics, skulls of wild animals, paintings, photographs. He had found this aspiration in 1908 when he visited libraries and museums in England. At the time of Kaiser Shamsher, this library was limited only to his family members, special people within and abroad the country. As desired by Kaiser Shamsher after his death (in 1964), his wife Krishna Chandra Devi Rana donated this library and Kaiser Palace premises to the GoN in 1968 for public use. Since then this library is running under his name and opened for general public. It is situated at the Kaiser Mahal, Tri Devi Marg.

Objectives

- Provide the library and information services to general public;
- Collect new books and educational materials in the library;
- Organize training, workshop, seminar to develop the libraries in Nepal;
- Keep Coordination with national and international libraries through networking;
- Preserve the Kaiser collection;
- Help for quality education and develop reading habit.

Collection

The Kaiser Library has more than fifty five thousand books, documents, periodicals and manuscripts. The Library itself is unique in terms of art, architectures and cultural heritages. Similarly, it is richest in the collection of rare books, manuscripts, paintings, photographs, animals' heads and many more collections.

The Kaiser Collection covers a wide range of subjects - game hunting, gardening, travelling, astronomy, religion, history, philosophy, reference books, medicine, English, Hindi and Sanskrit literature, military strategy etc. All these books are kept in lines inside the metal cupboards on the ground floor and first floor. Books on *Purans*, *Vedas*, *Upanishadas*, *Ramayana*, *Mahabharata*, *Geeta*, *Tantra* are in Sanskrit script.

It has valuable *lipigrantha* (manuscripts) of different languages and a thousand years of manuscript entitled "*Sahottar Tantra*", (*Vaisajaya Science*), which is the most ancient work of the latest Lichhabi era. Because of the varieties of collection of old, rare and valuable books on different subjects and languages, it has been very useful to all

types of readers and researchers. This library, therefore, is considered as one of the best library in the country in terms of historical and archaeological point of view.

However, the entire collections are separated into six divisions: (a) Kaiser (b) New (c) Periodicals (d) Manuscripts (e) UNESCO and (f) Children collections.

Facilities and Services

The Kaiser Library is the reference library. Resources of the Library are freely available to all users inside the library. The books are classified by Dewey Decimal Classification (DDC 21st edition). The collections are comprised in WIN/SIS programme.

All the collections have open access to the readers except manuscripts and users can also get information through its web. www.klib.gov.np

Field Code Changed

Reading room facilities, reference services (via telephone, fax, email and postal) photocopies, inter library loan, internet, e-mail and web database facilities are the major services of Kaiser Library. The user can make enquiry about any information by personal visit or via telephone, fax, and email or by postal service.

Features

The taxidermies figures of lions, tigers, bison, dears and other wild animals have enriched the uniqueness, glamour and beauty of the library. A taxidermy of a gigantic Royal Bengal tiger at the ground floor of the Library is another attraction of the library. Likewise, the library walls are decorated with the framing of heads of the different types of wild animals. In the same way different attractive artistic paintings of Rana period, game hunting and coloured pictures of late Raja, Maharajas, *Ranas* are also framed on the walls.

The pictures of the poets, writers, philosophers and diplomats are its additional features. The well decorated ceiling, the battle scenes and weapons have their own attraction inside the library premises. Therefore, this is not only a library but also a natural history museum.

Dilliraman-Kalyani Regmi Memorial Public Library

Introduction

Dr. Dilliraman Regmi had established "Dilliraman-Kalyani Regmi Memorial Library and Museum" in 1980 at his own residence. Lazimpat, Kathmandu. In 1981 he made a Will that after his death his entire property, including the library and museum, be transferred to the GoN, MoE, and it open to the general public for study and research. He had also established a trust named "Dr. Dilliraman Regmi Trust" in 2053 B.S. to preserve the library and museum.

Dr. Regmi was born on December 1913 in Kathmandu. Dr. Regmi was the first Nepali who received honorary D.Sc. Degree from the Soviet Union. He was an outstanding intellectual person, dedicated to constant pursuit of research, study and writing. He wrote and published several volumes on Nepal's ancient, medieval, and modern history. His other publication includes "A Century of Family Autocracy", "Nepalese Democratic Struggle" and "Indo Nepal Relations through the Ages". Dr. Regmi had deep interest in reading different subjects and collecting materials of Archaeological importance such as stone and metal sculpture of gods and goddesses, rare photos, etc.

After his death on August, 30 2001 (Bhadra 14, 2058 BS), the MoE has formed a seven member board with the name "Dilliraman-Kalyani Regmi Memorial Library" on the of July 26, 2003 (Asar 12, 2060 BS). The board is entrusted with the responsibility to run the library and museum.

Considering his contribution to history and politics the Board took a decision and proposed the MoE changing the name of Library Development Board as 'Dr. Dilli Raman Regmi Foundation' to widen the dimension of his personality and to highlight his contributions. Under this proposed Foundation there are three major Departments: (i) Dilli Raman-Kalyani Regmi Memorial Library (ii) Dr. Dilli Raman Regmi Memorial Museum (iii) Dr. Dilli Raman Regmi Research Centre.

Objectives

- Provide library service to the general public;
- Keep harmonious and good relations with other libraries in the country and abroad;
- Collect books and other published materials to enrich the existing collection;
- Preserve the collection of the library and museum for present and future generation;
- Provide assistance in the development of public libraries in the country;

- Assist the government in increasing the literacy rate of the country;
- Inculcate in citizens democratic norms and values, to generate civic consciousness and to strengthen the Civil Society;
- Cultivate reading habits on children;
- Generate and expand income generating activities.

Collection

Library

The library has 30,000 books, documents, journals and periodicals on different subjects. The majority of books are in English language. Beside this, there are books in Nepali, Hindi, Sanskrit, French, Russian and other languages in the library. There are some manuscripts preserved in the microfilm in the library. All the books, documents and journals have been divided into six areas which are (a) General, (b) Nepali and Hindi, (c) Reference and multi-volumes, (d) Journals, (e) Dharanidhar collection, and (f) Children. Dharanidhar collection section comprises books on general subjects in English and Nepali and some journals, provided by the literary person Dharanidhar Koirala.

Children Library: On the occasion of late Dr. Regmi's birth anniversary, with the support of Room to Read, an INGO, a children library section has opened on December 18, 2005. The children section has 1500 books and magazines along with other educational materials. The library has decided to show educational films, cartoons etc. to offer entertainment to the children and organize different competitions among children to develop their personality, in near future.

Museum

In the Museum section there are some images of gods and goddesses and other archaeological collection made of stone and other metals. It has different materials of archaeological importance displayed properly. This section also has half size statue of Mahatma Gandhi and Dr. Regmi along with the idol of Gautam Buddha and Mahabir Jain in a position of meditation. There are stone idols of god and goddesses and Boudha Stupa in the garden of the library, which have added uniqueness and enhanced the beauty of the library.

Photography

A separate photo display section is on the top floor of the library building. This section has photos of Mahatma Gandhi of India taken on different occasion with other personalities. Similarly, different types of other photographs are also framed on the wall.

The letters written by Mahatma Gandhi and Rabindranath Tagore framed on the wall constitute another interesting feature of the section.

Services and Facilities

The library provides books and documents for reference reading to its readers but it does not lend out. It provides reading guidance services in the selection of documents. It also provides information to its readers about other source of information which are not available in the library.

General public, researchers, teachers, students, government personnel, businessmen, foreign nationals working in INGOs and Embassies and children are the users of this library. Newspapers reading facilities are also available in the library. It provides photocopy facility at the current prevailing rate. It also provides halls in a booking system for any individual or institution desire to organize seminar, interaction programme, training and other function. It has also internet services for the users. Users can also get access into list of books, journals, brochures, news and photos of the library and museum from its website: www.drkrmlibrary.org.

The library has put into service the WIN/SIS software developed by UNESCO for bibliographic information of reading materials (books and journals). Books in Nepali languages are entered in Devnagari software developed by Madan Puraskar Library of Nepal.

Awards

1. International and National Peace Award

Dilliraman Regmi Foundation) has jointly conferred 'Dr. Dilli Raman Regmi National Peace Award 2009' to Pandit Dinabandhu Pokhrel and World Cyclist, Mr. Pushkar Shah. The foundation also awarded 'Dr. Dilliraman Regmi International Peace Award of 2009' to late Mr. Toni Hagen of Switzerland. The International Peace Award of 2008 was conferred to former President of America Mr. Jimmy Carter for his contributions in bringing peace to Nepal; the award of 2007 to late Mahatma Gandhi; and the award of 2006 to the former President of South Africa Mr. Nelson Mandela. Likewise, the 'National Peace Award of 2008' was awarded to Chairman of Nepal Communist Party (Maoist) and former Prime Minister of Nepal Mr. Pushpa Kamal Dahal (Prachanda); and the award of 2007 was given to the living Martyr of Nepal, Mr. Ram Hari Sharma.

2. GATE Scholarship

Global Academy of Tourism and Hospitality Education (GATE) has given scholarship of US\$ 15,000.00 per person for three years to study Swiss Merit Higher Diploma in Hotel and Restaurant Management in the Campus of Kathmandu. The Scholarship is awarded to two Indian students for three years at a time.

3. Dr. Dilliraman Regmi Young Scholar Award

Dr. Dilli Raman Regmi Foundation honored Mr. Sanjay Kumar Suman of Centre for the Study of Nepal of Banaras Hindu University with the Award 'Dr. Dilli Raman Regmi Young Scholar's Award-2009' on January 30, 2010.

Dr. Dilli Raman Regmi Foundation has established 'Dr. Dilli Raman Regmi Young Scholar Award' on the occasion of late Dr. Regmi's 95th birth anniversary. The award is given every year to one the students of Centre for the Study of Nepal or Malaviya Centre for Peace Research, Banaras, India.

Banaras Hindu University selects the student to receive award. The award carries IC 5,000.00 The chairman of the Foundation Dr. Janga Bahadur Giri conferred the Award of 2008 to Afreen Khan in Banaras on January 28, 2009. Earlier, Archana Kesharwani had received the Award of 2007.

Research on Dr. Regmi's role

On the occasion of Dr. Regmi's 97th Birth Anniversary a research work on 'Dr. Dilli Raman Regmi's political activities in Nepal and India' conducted by the central Department of History of Tribhuvan University with the financial assistance of Dr. Dilli Raman Regmi Foundation. The research published by the Foundation on December 18, 2009. The Foundation has also given the responsibility to the central department of history of Tribhuvan University recently to conduct research work on late Dr. Regmi's role in the democratic movement led by late Mahatma Gandhi of India against British rule.

Request to General Public

- Do visiting the library;
- Enjoy brilliantly rare books and highly acknowledge publications (around 31 thousand) without any payment even on Saturday,
- Enhance knowledge through museum and research centre,
- Organize seminars, interaction programme, training and other functions at low price in modern conference hall.

Janak Educational Materials Centre

Introduction

Following the dawn of democracy in the country in 1950, a printing house was established at Chetbhawan in Lazimpat in 1955 with the objective of printing teacher-training materials. The reason of establishing this institution was to produce capable and trained manpower. This printing house after its reformation had been converted into bureau of publication under the College of Education in 1956. Five years later, once more, it was rechristened with the name Education Materials Centre and Writer Centre. Finally in the year 1966, two Centres were merged into one and the name of the Epic King "Janak" was prefixed before its name and since then it has been rendering its services by the name of Janak Educational Materials Centre (JEMC) that was shifted to the present site at Sanothimi at the same time.

In the year 1971, Nepal embarked into a modern education system with the announcement of NESP. Curriculum and textbooks were standardized throughout the country and the responsibility for printing school level textbooks was given to this Centre. This Centre was converted into a Public Limited Company under the Company Act in 1978. From its inception to this date this Centre has been contributing to produce the school level textbooks and its dissemination.

As the matter of recent progress of this Centre concerns, in the premises of JEMC an education security printing press has been first time established in Nepal. This project has been successfully materialized in co-operation of ADB, DANIDA and JEMC itself.

Objectives

The main objective of the Centre is to develop and produce the necessary educational materials (textbooks, teacher guide books, practice books, science materials, educational maps, charts, etc.) and disseminate with its minimum charge in line with the objectives of the GoN. Besides, in connection with its diversification policy, this Centre produces and distributes the books required for the private schools students. Likewise, this Centre has a plan to produce and distribute the necessary reference books for Pre-Primary Classes and books for the 10+2.

Structure

JEMC consists of a Board of Director, Managing Director, two Deputy General Managers and three Directors. It has 10 Departments - Press, Administration, Finance, General Service, Planning, Service, Educational Materials Production, Internal Audit, Marketing, External Printing.

PART II
EDUCATION POLICIES AND PLANS

Major Reform Agendas in School Sector Reform Programme (SSRP)

School Education System

- Introduction of eight years basic and four years secondary education.
- Introduction of technical and vocational stream beginning at grade 9
- Provision of alternative mode of schooling up to higher secondary level with equivalent status as formal education and certification through the same National Examination Board.

School Provision

- Planned distribution of schools based on defined norms and criteria.

Institutionalized (Private) Schools

- Terms of Partnership between the local government and the private providers;
- Exploring possibilities to run school through cooperatives;
- Regulatory framework to ensure access, equity and quality.

Free Education

- Provision of free education gradually up to secondary.

Provision of Education through Local Government

- Ensuring the right to basic education through formal or alternative modes;
- Local governments (VDC, Municipality and DDC) assuming education planning functions during the transition.

Accountability Model

- Agreement between schools and the government: schools obliged to meet agreed learning outcomes and the government obliged to provide the minimum enabling conditions

Technical Functions

- Harmonization of technical functions directing towards defined goals through one door policy and Technical Board;

- Capacity development and integration plan for core technical functions.

Enabling Conditions

- Define minimum enabling conditions and ensure that they are met in all schools.

Instructional Process

- Introduction of trilingual policy including mother tongue instruction in the early grades of basic education;
- Introduction of Multi-grade teaching (MGT) as pedagogical choice;
- Introduction of CAS with no holdbacks in basic education through a rigorous remedial support system.

Teacher Management and Development

- Introduction of decentralized teacher selection and recruitment system;
- Qualifications upgrading for basic and secondary teachers including head-teachers;
- Mandatory requirement of Teacher Preparation Course to enter the teaching profession;
- Preparation of specialized teachers for multi-grade teaching, special needs education, tri-lingual education and education in mother tongue;
- Provision of study leave to upgrade qualification and incentive packages for voluntary retirement;
- Teacher professional development through both long and short term means: mandatory one month in-service training in at least every five years;
- Separate position for head-teacher in fully-fledged schools;
- Appointment of head-teacher on a contractual basis for a specified period. Mandatory provision of management training for head-ship;
- Separate level-in-charge in 1-12 schools.

Certification and Examinations

- National, regional and district public examinations at the end of grades 12, 10 and 8;
- Establishment of National Examination Board.

Entitlement

- Protection of children's rights to free education through affirmative actions;
- Implementation of free education beginning 2009 academic year in grade 6 and gradually up to grade 10;

- Encouraging local governments to adopt compulsory education policy.

Inclusive Schooling

- Promotion of inclusive practices through regular schools (with inclusive orientation-provided with technical assistance and teacher training) and special schools;
- Provisions for maternity and paternity leave, substitute teachers.

Financing

- Establishing financing in education as a shared responsibility between and among the governments (national and local) and the school community;
- The ratio of teacher salaries to non salary costs gradually scaled down to 70 to 30 percent.

Review

- Establishment of Review Office

Human Resource Development for MoE: NCED Training Policy, 2062

- Existing basic qualification in the case of primary teachers will be upgraded.
- 10-month teacher preparation course as pre-service training on the top of prescribed academic qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry point.
- Teaching license will be made pre-requisite for the teaching profession in the school system. Also, provision of license renewal will be established.
- Teacher selection process will gradually be localized in line with the spirit of the Local Self Governance Act (LSGA) and Education Act).
- All untrained working teachers in the school system will be trained in 10-month training at the earliest possible time line.
- Training, licensing and professional development process will be linked to each other in order to consolidate the teacher development provision at all levels of school education.
- Short-term, training, refresher training, and recurrent training will be accredited as a part of the certification training program.
- Effective training curriculum and materials for in-service and pre-service teacher training will be developed and implemented.
- Well-qualified, trained, and committed trainers will provide teacher training.
- Training facilities will be ensured, improved and upgraded for the availability of conducive-learning environment.
- Appropriate measures and efforts will be adopted to improve the efficiency of training management at all levels and institutions. National Centre for Educational Development will be developed as a role model.
- Monitoring and post training support scheme will be implemented as a quality assurance measure in training.
- For the continual improvement in training, National Centre for Educational Development and its institutions at various levels will carry out research, monitoring, and evaluation activities.
- Performance indicators will be developed and used for the assessment of the work of training institutions, schools and teachers
- A continuous evaluation system will be applied to assess trainees' achievement in the training.
- Serious efforts will be made to maintain gender sensitive and gender balanced behaviours and practices in all programs.

- Job-induction training would be considered as pre-requisite for newly appointed managers (Class II and Class III), including school heads of all levels before holding the position.
- Educational Management Training will be mandatory to all educational managers and school heads working at all levels.
- The opportunities for continuous professional development will be created through refresher training programs and self-learning materials and on-site support schemes.
- For the purpose of promoting motivation level and morale of the managers and also for encouraging high performers, special deployment scheme will be devised and implemented.
- Special package program will be designed and implemented for trainer preparation, trainer development and motivation to ensure qualified, trained and committed training professionals in the training institutions.
- Teacher training system will be unified and strengthened by merging then training institutions National Centre for Educational Development, Distance Education Centre, and Secondary Education Development Centre into a single umbrella.
- The Institutional Linkage with international and national training institutions and agencies will be specified along with the roles and responsibilities of each institutions and agencies.
- Zonal Teacher Training Coordination Committee (ZTTCC) will be established to ensure institutional collaboration, coordination and communication of training programs, involving representatives from both the public and private training institutions.
- National Centre for Educational Development will be authorized to hire experts from other professional institutions on the part time basis for technical support and technology transfer.
- National Centre for Educational Development system will be provided professional autonomy in order to enhance organizational effectiveness and institutional capacity.

Note: *NCED Training Policy is approved by MoE on Jeth 24, 2062 BS*

Open and Distance Learning (ODL) Policy, 2063

Vision

Creating supplementary/alternative ODL System to benefit with all the possible opportunities for the citizens belonging to diverse need contexts to give access to education and opportunities to acquire formal education and overall personality development especially to the deprived community, women and working people through distance mode

Objectives

- Expanding full access to school and higher education to learners having diverse and special needs especially of out-of-school children, deprived groups, working people, housewives and so on through open and distance learning system as supplementary to the existing system of education.
- Improving the quality of conventional education through different kinds of support mechanisms and materials by the application of ICT.
- Promoting the life long learning, continuing education and professional development through open and distance learning system by applying mix mode delivery mechanism
- Establish a provision to provide skill-based education through customized courses to cater the needs of labor force seeking employment in the national and international job market
- Creating an avenue for skill certification and accreditation to preserve the traditional skills and customary learning of the tribal and indigenous community.

Statements

Agenda 1: Expanding access to education to learners of diverse needs

- An Open and Distance Learning (ODL) System for both school and higher education will be created to act as alternative to existing conventional education system in order to ensure fuller access of all interested learners belonging to various groups especially poor, women, deprived, marginalized citizens to education.
- Under the ODL system, there will be two separate streams of open education: viz., general and vocational with the provision of separate curriculum to be developed under the National Curriculum Framework for the country. Flexible learning practice will be introduced as a strategy to overcome various barriers to education, such as time, physical and pedagogical etc.

- The ODL system will be institutionalized by the creation of a Semi Autonomous High Level Council with mandates to policy formulation and overall execution at the national level.
- The government will take major role to finance for establishment of the system and collaboration with private, NGOs and other agencies will highly be encouraged to run the system for sustainability.

Agenda 2: Improving quality of conventional education

- A special arrangement will be made to integrate the learning facilities under the ODL system into the conventional system of education in order to create varieties of opportunities for quality education.
- Various programmatic schemes such as application of appropriate media and learner support materials to benefit students of the conventional system; credit transfer system between open and conventional schooling, teacher development programs will be developed and implemented through the distance mode.
- The council will initiate and develop the programs and establish official collaboration with relevant agencies in the public and private sector for implementation and monitoring.
- Initial investment for such supplementary programs will be born by the government. At the same time private sector will be encouraged for large-scale implementation. Possibilities of public private collaboration will be explored and implemented in the execution of the programs.

Agenda 3: Promoting continuing education and professional development

- Under the ODL system, a separate mechanism will be established to create various provisions for life long/continuing education and occupational skill upgrading by targeting to different actors working in various sectors and the community members.
- Different programs in areas like teacher development, afforestation, social awareness, civic education, health education, human rights education, child rights education, environment education will be developed and implemented through distance mode.
- The DEOL Council will coordinate the efforts of various agencies involved in the implementation of programs through distance mode for designing and planning of activities. At the sub-national level all relevant agencies and networks including the Community Learning Centres (CLCs) and the Tele-Centres will be utilized for the purpose of implementing such programs.
- In addition to the government investments in the targeted areas sponsors will be attracted to fund the programs. Further, fees will fund part of the costs in case of the registration based courses. The Council will mobilize all other possible sources of generating resources including the involvement of private sector.

Agenda 4: Establishing a system of knowledge and skill certification

- Special mechanism will be established under the ODL system for accreditation and certification of the skills in the vocational field and customary learning/knowledge in the general field of education acquired by citizens of diverse communities such as tribal and indigenous communities.
- Appropriate testing, customized remedial/bridging courses and counseling programs will be developed and organized to certify the skills and knowledge at the primary and secondary levels of education.
- A separate board will be created at the national level under the ODL system and the board will be made responsible for developing and organizing the testing, remedial and counseling programs in close coordination with relevant agencies like CTEVT and so on.
- Operational cost will be managed on the basis of cost recovery principle. Institutional linkages and networking will be consolidated to utilize resources from various sources.

Implementation Strategies

Curriculum and Learning Material

- Curricula for open education (open schooling and higher education) will be developed within the national framework of curriculum and with the consultation of the Curriculum Development Centre and universities. Besides, curricula for other programs to be run under the ODL system will be developed and implemented by the council.
- Different sets of learning materials will be designed, adopted, reproduced and approved for the implementation by taking the consideration of better experiences at the international level. The materials will be gradually developed in different languages to meet the diverse demands of the clients.
- Different kinds of self learning materials (print, audio and audio visual and multimedia) for the ODL learners will be prepared to use in the classroom setting and to facilitate the independent style of learning.

Institutional Arrangement and Human Resources

- A high level semi-autonomous DEOL Council will be established at the national level with all the legal and functional mandates to act as an apex institution in the field of open and distance learning. The council will stand in a two layers- a) governing body constituted with representation of all kinds of stakeholders and b) executing body dealing with overall implementation affairs.

- Five regional study centers by the administrative region will be created under the council and local level resource centers will be established in selected institutions presently dealing with training, research and education at the local level.
- The council will have own cadre system comprising a pool of professional and management staff at the national and regional level. Initially, the cadres can be selected from those working for universities and MOE system by applying standard selection procedures.
- The ODL system will be promoted with the recognition and affiliation to the aided community schools, institutional schools and other governmental and nongovernmental educational organizations.
- The DEOL council will be responsible and accountable for policy formulation; course and program approval; recognition and affiliation of the ODL institutes; certification/accreditation and implementation of ODL programs of the country.
- A number of existing schools and educational institutions will be identified / registered or affiliated as 'open schools' that will operate in a flexible mode to work as study and support centre. These schools will work as a focal point for the ODL learner support.
- Technical and academic resources of the DEOL division of NCED will be utilized to initiate the preparatory activities for official establishment of the new ODL system. This mode of policy implementation will continue until the Council will be created.

Certification and Accreditation

- A strong certification and accreditation mechanism will be set up by establishing a separate examination board to ensure the quality of ODL programs after the establishment of DEOL council.
- For certification and accreditation purposes, the written, oral, portfolio and practical oriented evaluation system will be applied.
- A system of credit transfer and accreditation will be developed so as to build a link with similar educational system, both nationally and internationally. Moreover, such a system will be developed to tie up with the technical/vocational education system.

Learner Support System

- All kinds of academic support and technical backstopping to the schools and study centers will be provided by DEOL division of NCED through the ETCs at the initial stage of the implementation.
- Pool of experts and full time tutor will be available in central and regional study centers where as the local level study center will be facilitated by part time tutors. For learner support on/off line discussion between tutor to tutor, tutor to student, and

student to student will be extensively used. Besides these, the library facility, counseling, material delivery, student orientation will be provided.

- An effective learner support system will be put in place with face to face meeting of the learner and tutor and by the extensive use of new technologies and available media such as mail; telephone; internet; e-mail; tele conferencing/video conferencing etc.
- The open school system will be sustained by utilizing the local expertise and resources (trainers, teachers, head-teachers or lecturers) as facilitators for the learner support.

Media Application

- All kinds of available mass media and print media will be extensively used for designing and delivery of ODL materials.
- Electronic media should be applied with the use of new technologies such as internet, email, teleconferencing and video conferencing, multimedia and on/off line discussion.
- The provisions of mandatory broadcast of educational materials on all types of Radio, FM and TV channels for a fixed duration will be formulated.
- Separate Educational Radio and TV are to be set up by refurbishing and renovating the existing audio and visual studios of DEOL division of NCED with the collaboration of the international donor agencies.
- Existing TV and Radio channels are to be utilized for delivering the ODL programs until there will be a separate media station/network created under the academy.

Linkage and Networking

- For sustainability of ODL system in the country, institutional linkage and networking with national and international ODL institutions/ organizations such as SACODiL, IGNOU, OU, ICDE and so on will be consolidated and established materials design and delivery and for human resource development.
- The cooperation and collaboration of SACODiL will be sought for preparing ODL curricula and materials to meet the standard set up by it.
- The ODL system will be sustained with collaboration and partnership of NGOs and INGOs.
- Local community involvement for management and supervision; monitoring and follow up will be ensured.

Funding and Budgeting

- A sustainable resource management and funding mechanism will be set up and required provisions are to be made to establish a funding scheme for ODL system of the country.
- The Department of Education will have responsibility of funding support to open schooling and the University Grant Commission (UGC) will be responsible for managing funding support to the institutes of higher education. They are also responsible for channeling the resources, and to provide incentives and scholarships to students under open schooling.
- The government grant will be obtained as sole source of funding for ODL institutes at the initial stage but gradually some special schemes of cost recovery of the resource mobilization- tuition fee, material production; support and grants from NGOs and INGOs will be obtained.
- Realizing the disadvantageous position of the target audience the major portion of the financing will be taken care by the government. At the same time, options will be explored to share costs at the local level. This will take the form of subsidy in the educational materials, scholarships, and other supports.
- The partnership with private agencies, collaboration with non-government organizations and linkages with international institutions will systematically be introduced for self-sustainability of ODL system.
- Private sector and local bodies, NGOs and INGOs will be involved for production and distribution of instructional materials.

Note: *Approved by MoE on Pous 20, 2063 BS.*

NFEC Policy 2063 (2007 AD)

- Non-Formal Education will be expanded to provide the academic and practical knowledge, skills and information to different age and levels of learners.
- NFE equivalent to FE will be provided to those who are deprived of educational opportunity or who dropped out of education
- Special provisions will be made to increase access to education
- Development and distribution of curricular and learning materials will gradually be decentralized and localized.
- Community Learning Centres (CLCs) will be developed as the centre of educational activities to ensure equitable access to quality non-formal education for all.
- The implementation of monitoring, supervision and evaluation of NFE programs will be decentralized.
- Networking and coordination and partnership will be maintained with the agencies involved in NFE for resource generation and mobilization
- Inclusive education policy will be adopted to ensure access, quality and co-existence
- Common database will be developed and shared among the agencies involved in NFE programs.
- Training, research, self monitoring and innovation will be included in NFE programs to build the capacity of the human resources involved in the NFE programs.
- Government and non-government organizations and private agencies will be mobilized to meet the targets of 'Education for all.'
- The financial management of non-formal education will be made compatible with the economic condition and policy of the government.
- Local bodies will play the regulatory role for the management of non-formal education. Any of the modalities mainly from the following four will be applied to implement NFE programs:
 - NFEC will coordinate and collaborate with government, non-governmental, and international organizations to create cooperative environment among the agencies involved in NFE programs.
 - The literacy campaign will be developed as the main policy strategy for the eradication of illiteracy and local agencies will be made responsible for the program.
 - The agencies involved in NFE will develop their policies and strategies within the framework of the policies and strategies included in this policy document.

Note: *NFEC policy is approved by Council of Ministers/Cabinet on Magh 25, 2063 BS.*

TEVT Skill Development Policy, 2064

As per the findings of various studies and researches, the majority of Nepal's youth of school age group leave school without completing the study of class ten. Children of this age group, outgoing from the school, could not have been competent to conduct economic activities. Relevant short term training courses, which would provide vocational skills to the literate manpower, are not easily available. Moreover, there are also notable number of youths who have either not been to school or not have an opportunity to obtain technical education or vocational trainings.

The situation seems more serious and complex while adding those people who have been suffered from conflict and deprived of passing normal productive livelihood. It is necessary to make involvement of the youth and adult manpower who were taken out or not admitted to the school, illiterate and not obtained any kind of skills either technical education or vocational training of income generating activities for their livelihood. In this context, due to the lack of productivity of the manpower involved in domestic or overseas employment, various problems are appeared in employment sector. As a result of low productivity, there is negative effect on employment opportunity and income generation; hence, no expected improvement has been realized in respect of the people falling below the poverty line. In this out look, it seems necessary to expand nation wide an opportunities of technical education and vocational training. It is required to provide skills oriented education and training to the productive men power of the country so as to make them adequately competent in vocational and professional areas as per the needs. It is expedient, in present contest that to create conducive environment for providing an opportunities of education and training to those persons, who are deprived to get minimum opportunity of productive employment, self employment and subsistence.

Major target of this policy is to expand the training programs and to ensure the excess and inclusion of women, *Dalits*, ethnic groups, *Madhesi* and deprived communities of all areas in training programs. Both the objectives, as mentioned above, may increase the participation of targeted groups in income generating activities or profession as such programs would equally be conducted in all groups or level of Nepali society.

Under this program, all citizens residing in different areas of the country who are interested to obtain training but can not pay for or access to it, may participate in entry training in the beginning; a policy will be pursued to provide different types of scholarship to these groups as financial assistance so as to encourage such groups in obtaining productive employment. This policy will be tending towards the skills training for the development and promotion of market oriented employment. This may create a

motion for the development of training system, whereby the number of training opportunities is expected to increase fourfold over the next ten years. Usual development of new training courses will be organized in a revamped system (National Skills Testing Board) of Nepal Vocational Qualifications. This Board shall, upon framing a policy for conducting a formal examination and providing a certificate thereof, make coordination on all types of vocational trainings. The Board shall also conclude complete analysis of the progress of the worker with a combination of initial training, subsequent occupational experience and further training of various kinds. All modes and places of learning, formal or informal, in school or on the job, will be organized in a single system which will be useful for progression and transition. This policy may address the needs and demands of Nepali citizens who wish to reveal their productive talents, training providers associations who wish to engage in the development of human resources and employers who are keen to increase their productivity and provide work and income to their fellow citizens.

Major five objectives focused by the policy are as follows:

- 1 Expansion: To expand the training opportunities and services.
- 2 Inclusion and access: To make access of training to all needy citizens and to ensure the opportunity of training to all.
- 3 Integration: To integrate various training modes and training providers into one system.
- 4 Relevancy: To link training contents and outcomes of the training with economic demands.
- 5 Funding: To ensure sustainable funding to create such an environment where the technical education and vocational training market can take off.

In order to implement and follow the objectives set out in this policy, the strategies felt appropriate have been summarized in following tables:

Table 13

Nepal's Technical Education and Vocational Training Skills Development Policy, 2064

Achievements	Key Policy areas	Strategies
<p><u>To citizens</u> Desirous Nepali citizen shall have an opportunity of free of charge training of at least three months for employment; in addition life-long learning opportunities will be available on fee-paying basis.</p>	<p>Massive expansion of training opportunities</p>	<ul style="list-style-type: none"> o To be followed the system of flexibility, deregulation, autonomy and decentralization. o Provide free start up support to organized and reliable training providers. o Provide assurance of quality outcome (in line with national vocational quality standard). o Make arrangement of objective performance, transparency and standard marks as elements of consumers protection.

Achievements	Key Policy areas	Strategies
<p><u>To training providers</u> Various training providing institutions will be encouraged to support the children outside the school in skills development and development of national workforce.</p>	<p>Inclusion of and access for all citizens who need training.</p>	<ul style="list-style-type: none"> ○ Assurance of tuition fees and subsistence allowance for the citizens of those groups who are deprived from minimum facilities. ○ Recognition of prior learning for open assessment. ○ Set out occupational standards for entry level. ○ Conduct preparatory courses for mainstreaming and to produce teaching supportive materials.
<p><u>To business community</u> Competent and confident workers will be supplied in massive scale; hence national productivity will be increased.</p>	<p>Firm integration of various modes of training and pathways.</p>	<ul style="list-style-type: none"> ○ Prepare framework of vocational qualification and develop it as guidelines for formal and informal training and learning. ○ Bridging courses into general education in order to make equivalent to it. ○ Promote specialized occupational career ladders. ○ Prepare career guidance of the workforce for life long learning so as to support to their career development.
<p><u>In essence</u> Strong and active market will be developed for technical education, vocational training and skill development.</p>	<p>Emphasis on competency of initial learners and relevancy of courses.</p>	<ul style="list-style-type: none"> ○ Prepare licensed trainers with industrial exposure. ○ Need identification and preparation of curricula based upon occupational standards. ○ Make arrangement of practical training (on the job and projects) ○ Develop a system of independent assessment and certification.
	<p>Sustained funding sources and mechanisms</p>	<ul style="list-style-type: none"> ○ Massive increase in government investment. ○ Make arrangement of three months training without fees. ○ Donor assistance will be concerted. ○ Make arrangement of fund for technical education and vocational training in district level. ○ Explore possible contributions from former trainees who obtained training on scholarship.

Note: TEVT Skill Development Policy is approved with the decision of Council of Ministers/Cabinet on Aswin 3, 2064 BS.

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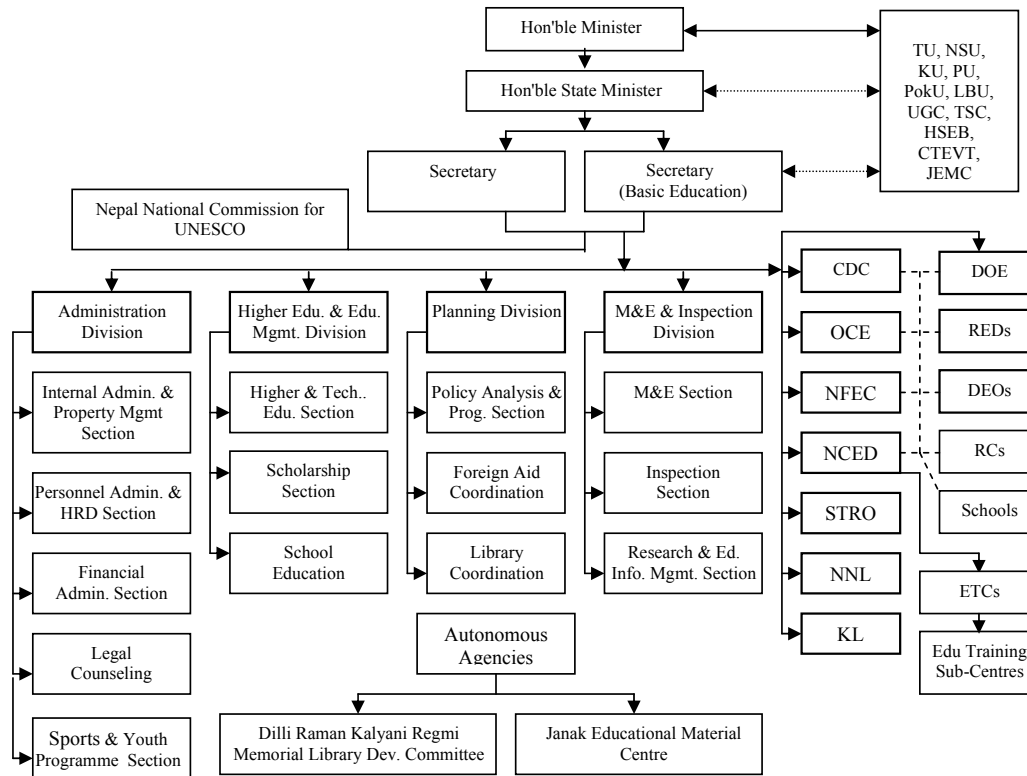
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Note: All the information related to Central Level Agencies of MoE, Universities, CTEVT and Libraries are presented in this publication as per the reporting of the respective agencies.

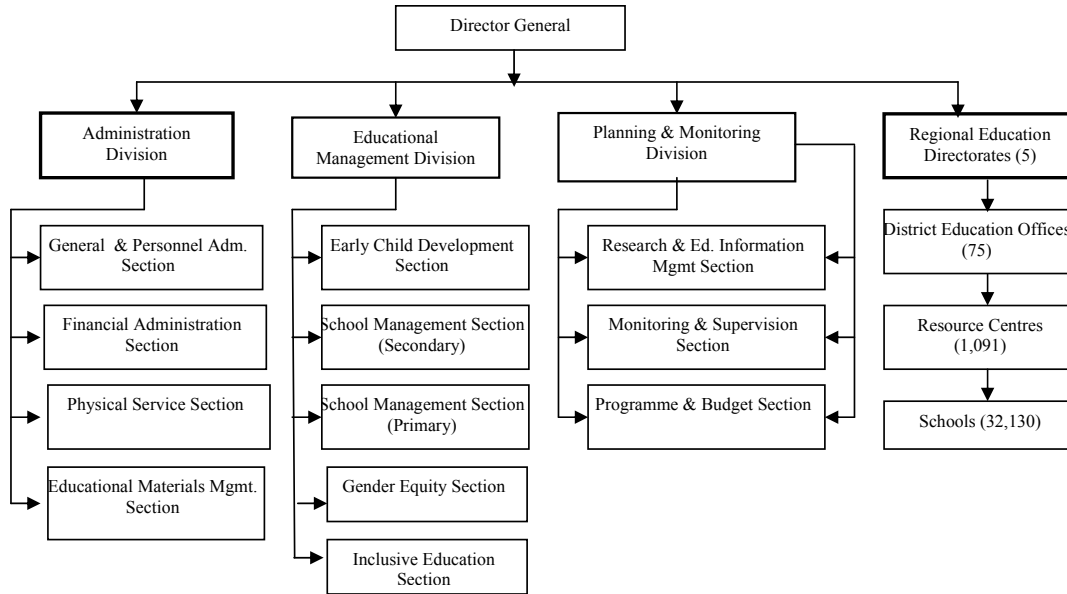
PART III: ANNEX

Annex 1: Organization Structure of MoE and Its Institutions

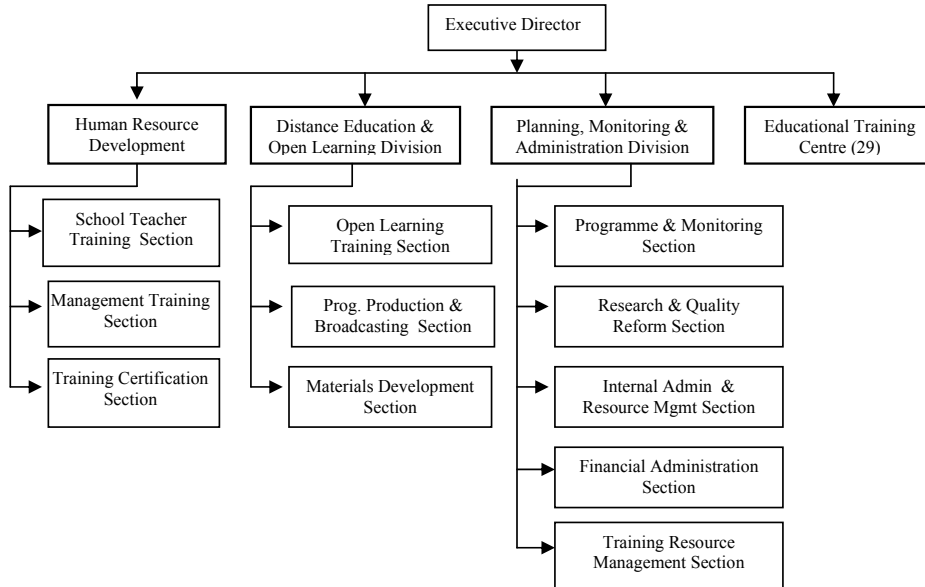
1.1 Ministry of Education



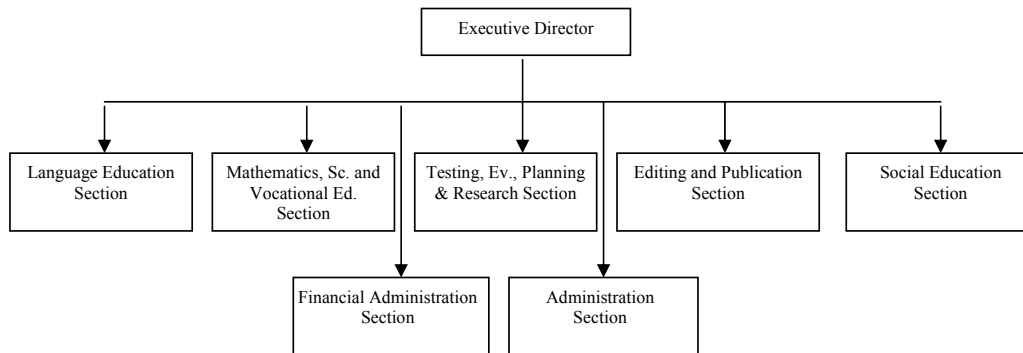
1.2 Department of Education



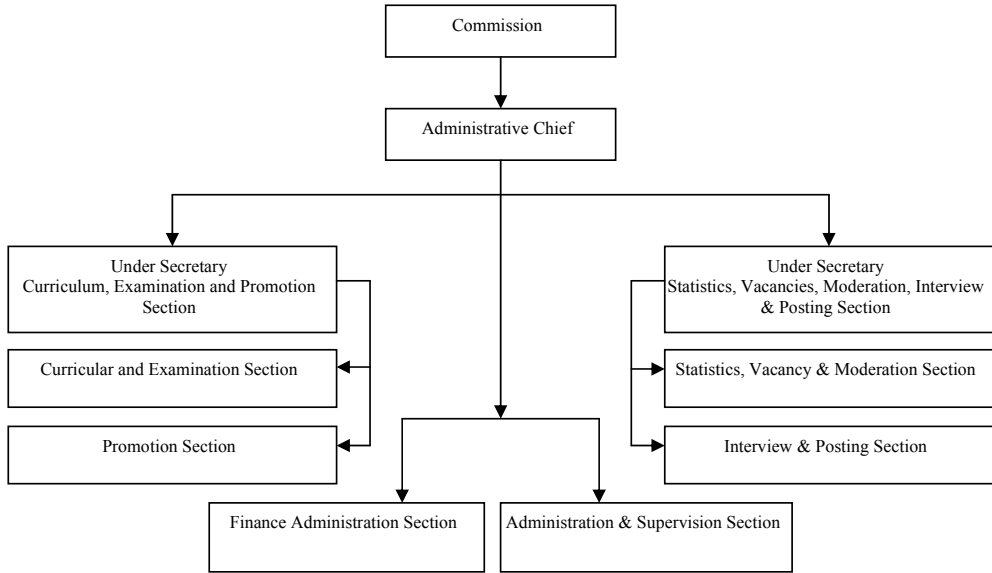
1.3 National Centre for Educational Development



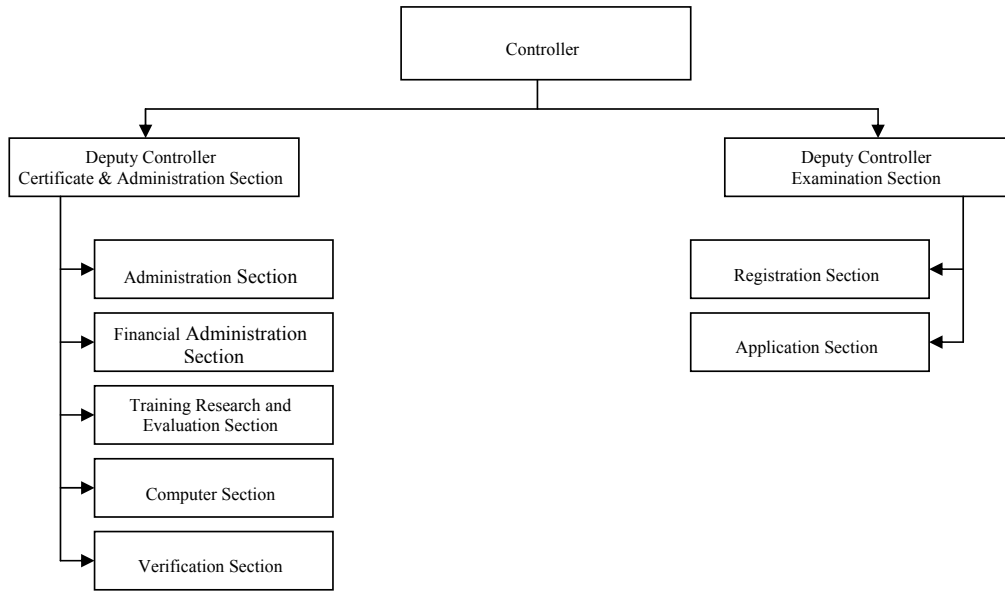
1.4 Curriculum Development Centre



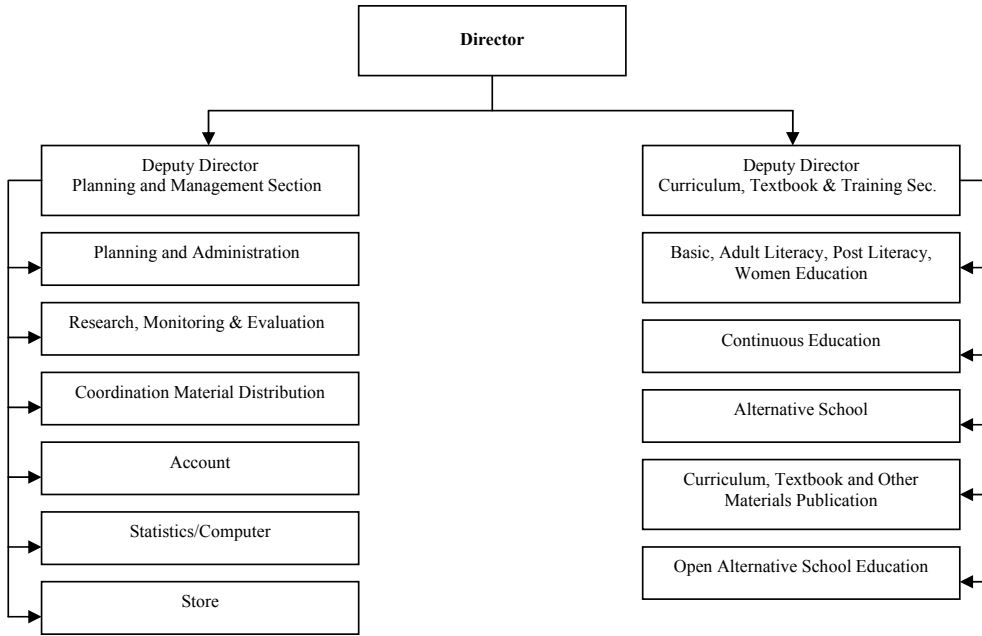
1.5 Teacher Service Commission



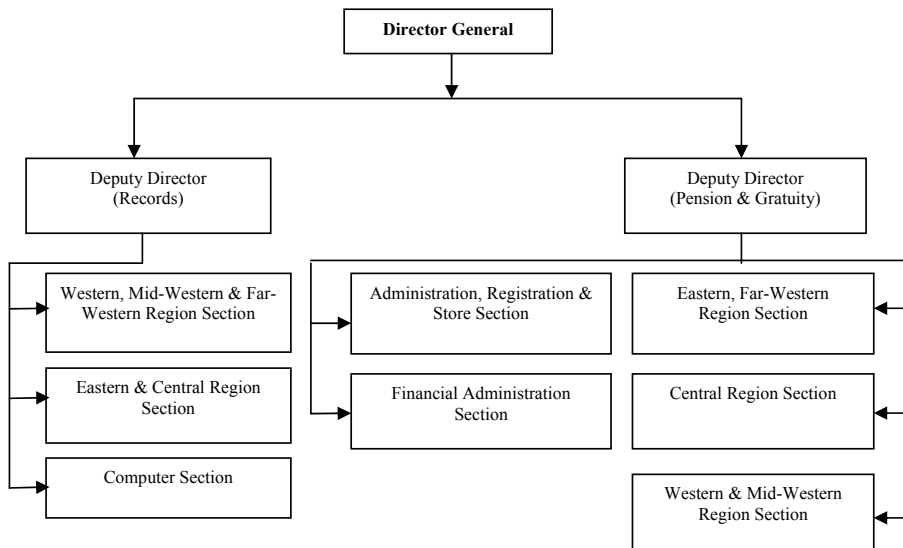
1.6 Office of the Controller of Examination



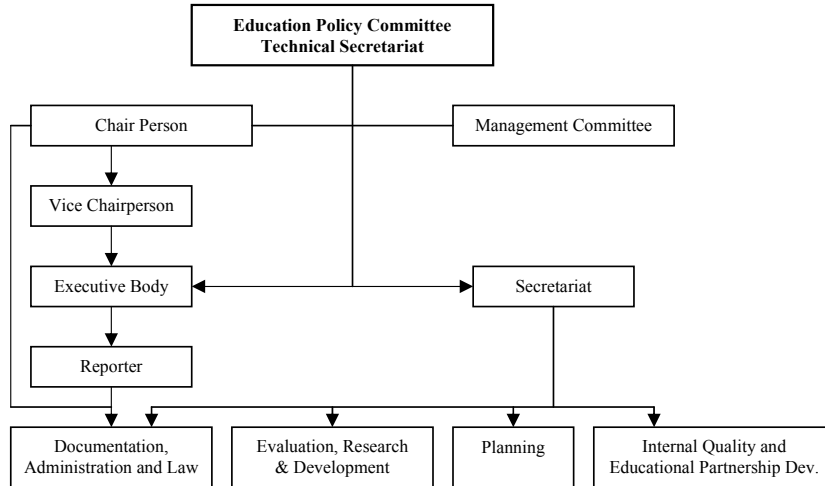
1.7 Non-Formal Education Centre



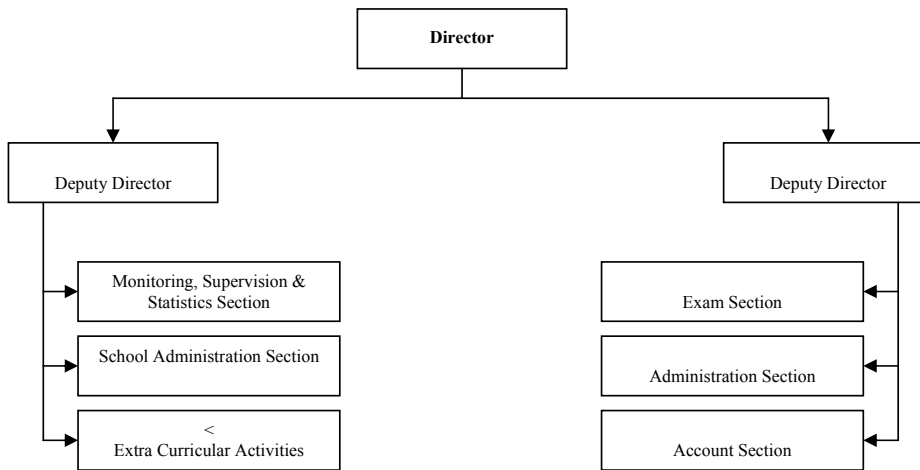
1.8 School Teacher Record Office



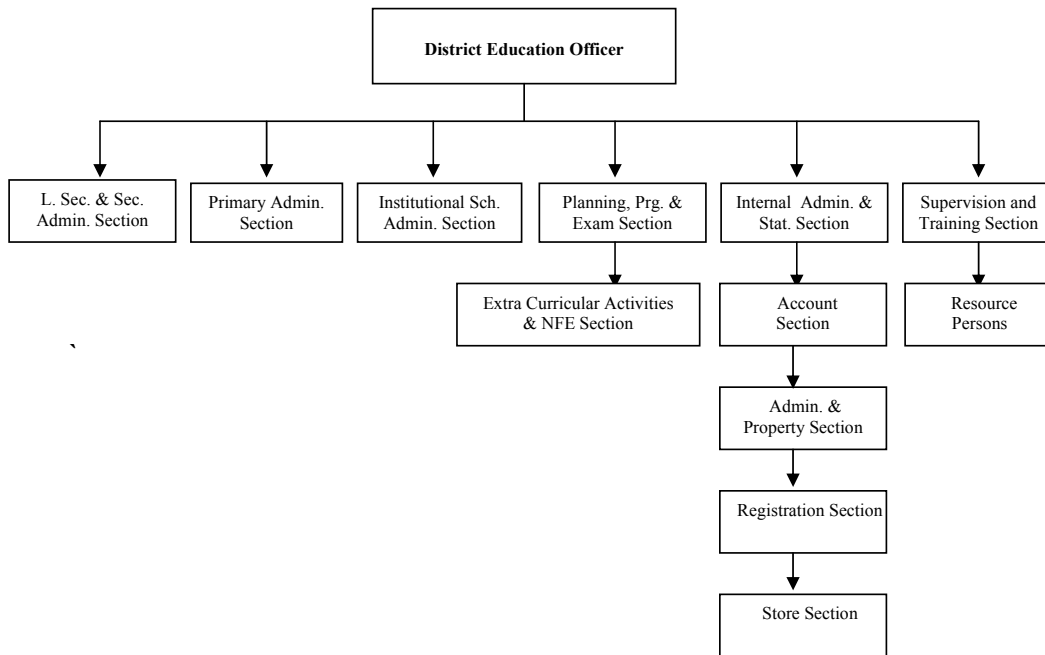
1.9 Education Review Office



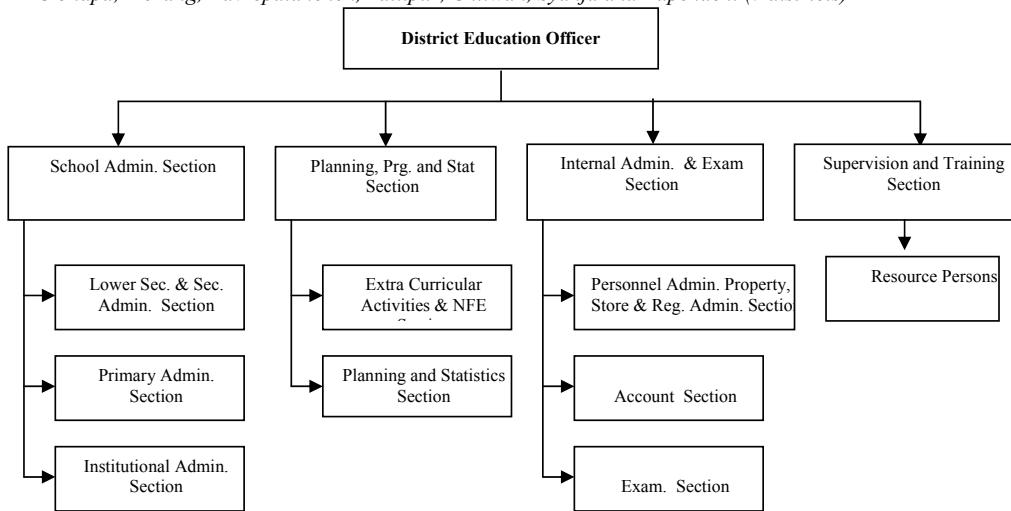
1.10 Regional Education Directorates



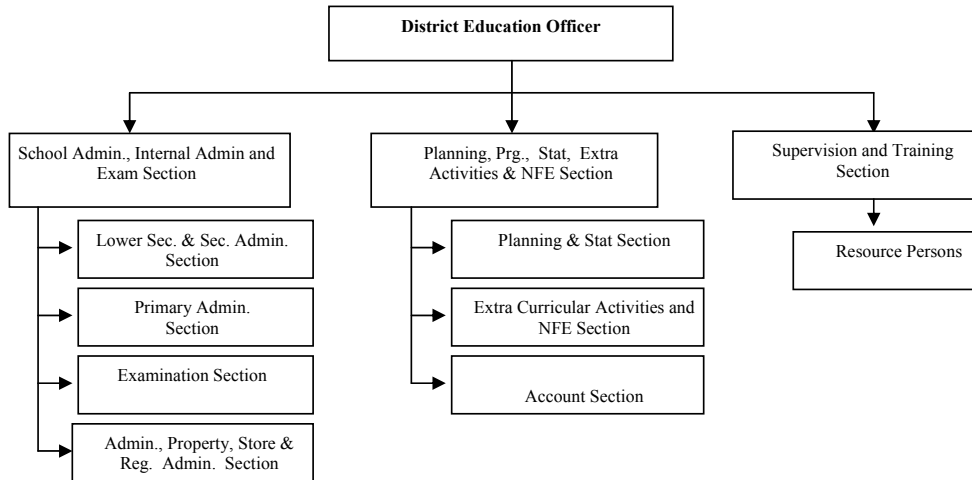
1.11 District Education Offices (DEOs)
DEO Kathmandu (1 districts)

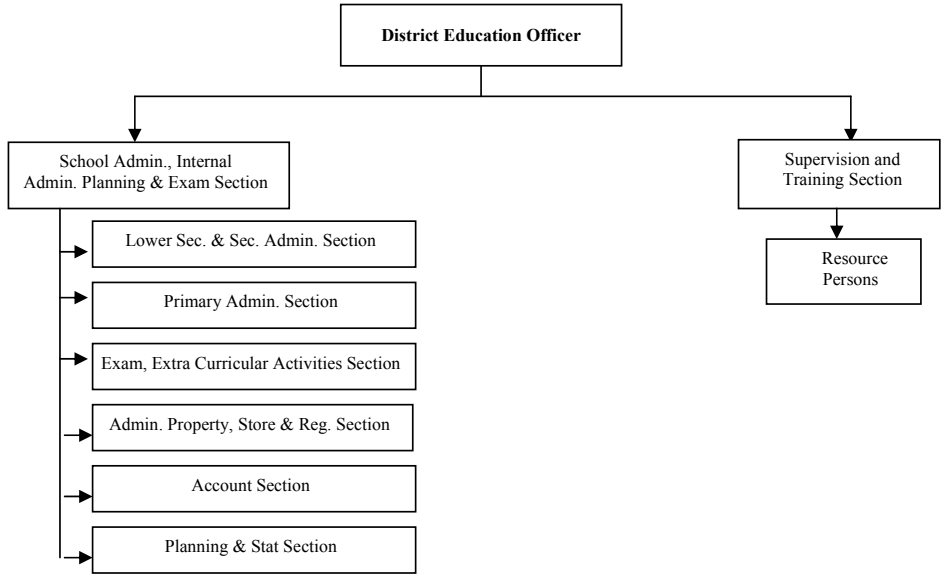


DEO Jhapa, Morang, Kavrepalanchok, Lalitpur, Chitwan, Syanja and Rupendehi (7 districts)

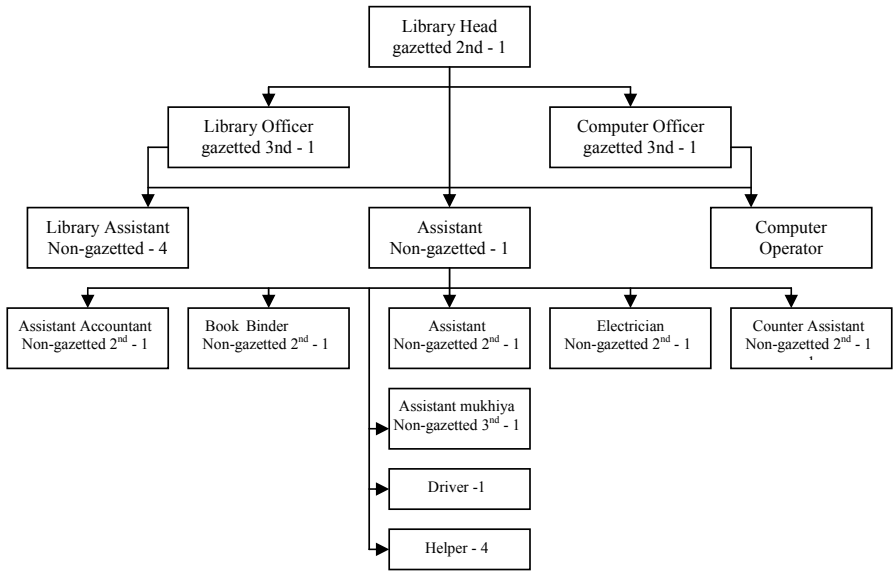


DEO Taplejung, Panchthar, Ilam Sankhuwasaba, Bhojpur, Dhankuta, Sunsari, Terathum, Solukhumbu, Okhaldhunga, Khotang, Udayapur, Siraha, Saptari, Dolakha, Ramechhap, Sindhuli, Mahotari, Dhanusa, Sarlahi, Nuwakot, Dhading, Sindhupalchowk, Bhaktapur, Makwanpur, Parsa, Bara, Rautahat, Gorkha, Lamjung, Tanahun, Kaski, Palpa, Arghakhanchi, Gulmi, Nawalparasi, Kapilbastu, Baglung, Myagdi, Parbat, Rukum, Salyan, Rolpa, Pyuthan, Dang, Banke, Bardiya, Surkhet, Dailekh, Jajarkot, Kalikot, Bajahang, Bajura, Acham, Doti, Kailali, Darchula, Baitadi and Kanchanpur (59 districts)





1.12 Kaiser Library



Annex 2: Key SSR Indicators, Base-Year Status and 2015/16 Targets

Indicators	Unit	Base Years		Targets						
		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1. Share of Education Budget in										
GNP	%	2.0	2.1	2.1	2.2	2.3	2.3	2.4	2.5	2.5
GDP	%	3.5	3.6	3.6	3.7	3.7	3.8	3.8	3.9	4.0
2. Share in Education Budget										
Basic Education	%	70	71	71	72	73	74	74	75	76
Secondary Education	%	9	9	9	9	9	9	9	9	9
3. Enrolment at Grade 1										
New entrants ECED experience with ECED/ Pre Primary	%	33	36	41	45	51	57	64	71	80
Gross Intake Rate	%	141	148	144	140	137	133	130	127	123
Net Intake Rate	%	78	81	83	86	88	91	94	97	100
4. Gross Enrolment Rate										
ECED/Pre primary	%	60	63	67	72	77	82	87	93	99
Basic Education (1-8)	%	116	123	125	128	130	132	132	131	131
Secondary Education	%	36	40	43	47	52	58	66	75	83
5. Net Enrolment Rate										
Primary Education	%	89	92	94	96	97	98	99	99	100
Basic Education	%	71	73	75	77	80	82	85	87	90
Secondary Education	%	20	21	22	23	24	26	27	29	31
6. Teachers with required Qualification and Training										
Basic Education	%	62	66	70	74	79	83	88	94	100
Secondary Education	%	74	77	80	83	86	89	93	96	100
7. Teachers with required Certification										
Basic Education	%	90	91	92	94	95	96	97	99	100
Secondary Education	%	90	91	92	94	95	96	97	99	100
8. Pupil Teacher Ratio										
Basic Education	Ratio	44	43	41	40	39	38	37	36	34
Secondary Education	Ratio	42	39	37	34	32	30	28	26	25
9. Repetition Rate										
Grade 1	%	28	18	12	8	5	3	2	1	1
Grade 8	%	13	11	9	7	6	5	4	3	2
10. Survival Rate by Cohort Method										
Grade 5	%	54	58	61	65	70	74	79	84	90
Grade 8	%	37	41	45	49	54	60	66	73	80
11. Coefficient of Efficiency										
Basic Education	Ratio	0.46	0.49	0.52	0.55	0.59	0.62	0.66	0.71	0.75
Secondary Education	Ratio	0.30	0.33	0.36	0.39	0.42	0.46	0.50	0.55	0.60

Indicators	Unit	Base Years		Targets						
		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
12. Learning Achievement		Average Score of students in core subjects in grade5 and 8								
Grade 5	%	50	53	56	60	63	67	71	75	80
Grade 8	%	44	46	48	49	51	54	56	58	60
13. Pass Rate		Percentage of students passed in the SLC and HSE National Examination								
SLC	%	60	62	64	65	67	69	71	73	75
Higher Secondary	%	23	25	28	31	34	37	41	45	50
14. Literacy Rate		Percentage of literate people								
Age Group 15-24	%	73	75	78	80	83	86	89	92	95
Age Group 6+ years	%	63	69	76	78	80	83	85	88	90
Age Group 15+ years	%	52	56	60	62	64	67	70	72	75
15. Literacy GPI (15+)	Ratio	0.61	0.74	0.90	0.92	0.93	0.95	0.96	0.98	1.00

Annex 3: Literacy Rate

4.1 Literacy Rate of 6 Years and Above

Years		Male	Female	Total	GPI	Gender Gap
B.S.	A.D.					
2009	1952/54	9.5	0.7	5.3	0.07	8.8
2018	1961	16.3	1.8	8.9	0.11	14.5
2028	1971	23.6	3.9	13.9	0.17	19.7
2038	1981	34	12	23.3	0.35	22
2048	1991	54.5	25	39.6	0.46	29.5
2058	2001	65.5	42.8	54.1	0.65	22.6

(CBS, various years of publications)

4.2 Literacy Rate by Sex and Development Region

Development Region/Area	Population 6 years and above			Population 15 years and over		
	Male	Female	Total	Male	Female	Total
Nepal	75.6	53.3	63.7	70.7	43.3	55.6
Eastern	76.7	55.1	65.2	71.9	45.2	57.2
Central	73.8	50.2	61.5	70.5	41.8	55.1
Western	77.0	57.5	66.3	70.4	48.1	57.5
Mid Western	75.5	52.8	63.3	68.1	39	52
Far Western	77.4	52.2	63.4	72.5	40.4	54.1
Urban	89.2	72.2	80.6	88.1	67	77.2
Rural	72.9	50.0	60.5	66.7	38.8	51.1

(CBS, 2009)

Annex 4: Education Budget (Total)

In NRs. '000'

Fiscal Year	National Budget	Education Budget	% of Edu. Bud.	AGR of Edu. Bud.	Foreign Aids (FA)		% of FA in Education	Annual Growth Rate of FA in Education
					Grant	Loan		
2056/57	77238226	10176074	13.17	-	1527980	1120288	26.02	-
2057/58	91621335	11749579	12.82	15.5	1701399	884696	22.01	-2.3
2058/59	99792219	14072847	14.1	19.8	2097512	365194	17.5	-4.8
2059/60	96124796	14402421	14.98	2.3	2115136	779830	20.1	17.6
2060/61	102400000	15613274	15.25	8.4	2173055	1055263	20.68	11.5
2061/62	111689900	18059654	16.17	15.7	3071930	2366147	30.11	68.4
2062/63	126885100	21250447	16.75	17.7	3731185	2052960	27.22	6.4
2063/64	143912300	23005525	15.99	8.3	4025694	2560801	28.63	13.9
2064/65	168995600	28390000	16.8	23.4	5548501	2205589	27.31	17.7
2065/66	236015897	39086407	16.56	37.7	8141081	2869242	28.17	42.0
2066/67	285930000	46616672	16.30	19.3	11162397	3391426	31.22	18.2

(Ministry of Finance, various years of Red Books)

Annex 5: School Education, 2009/10 (2066)

6.1 Total School by Level and Development Region

Development Region	ECD/PPCs	Total School (Units)*	Existing Structure				New Structure	
			Primary	L. Sec.	Sec.	HS.	Basic	Sec.
			G 1-5	G 6-8	G 9-10	G 11-12	G 1-8	G 9-12
TOTAL	29089	32130	31655	11341	6928	2512	31835	7221
Eastern	6506	6713	6622	2196	1294	473	6659	1348
Central	8551	9538	9333	3802	2546	916	9365	2717
Kath. Valley	1710	2213	2076	1507	1170	365	2093	1288
Western	6194	7367	7275	2488	1592	604	7322	1637
Mid Western	4364	4965	4912	1556	814	259	4955	824
Far Western	3474	3547	3513	1299	682	260	3534	695

Note: P=Primary, LS=Lower Secondary, Sec=Secondary, HS=Higher Secondary (+2), G=Grade
* Excluding ECD/PPCs

6.2 Community School by Level and Development Region

Development Region	ECD/PPCs	Total School (Units)*	Existing Structure				New Structure	
			P	LS	S.	HS.	Basic	Sec.
			G 1-5	G 6-8	G 9-10	G 11-12	G 1-8	G 9-12
TOTAL	24773	27174	27028	8449	4715	1767	27159	4730
Eastern	5774	5863	5840	1801	994	348	5861	996
Central	6852	7259	7247	2307	1343	517	7259	1343
Kath. Valley	635	641	638	378	255	85	641	255
Western	5006	6300	6248	1868	1136	456	6287	1149
Mid Western	3985	4530	4489	1317	653	220	4530	653
Far Western	3156	3222	3204	1156	589	226	3222	589

6.3 Institutional School by Level and Development Region

Development Region	ECD/PPCs	Total School (Units)*	Existing Structure				New Structure	
			P	LS	S.	HS.	Basic	Sec.
			G 1-5	G 6-8	G 9-10	G 11-12	G 1-8	G 9-12
TOTAL	4316	4956	4627	2892	2213	745	4676	2491
Eastern	732	850	782	395	300	125	798	352
Central	1699	2279	2086	1495	1203	399	2106	1374
Kath. Valley	1075	1572	1438	1129	915	280	1452	1033
Western	1188	1067	1027	620	456	148	1035	488
Mid Western	379	435	423	239	161	39	425	171
Far Western	318	325	309	143	93	34	312	106

6.4 Total School Enrolment

Development Region	ECD/PPC		P		LS		S		HS	
	Girl %	Total	Girl %	Total	Girl %	Total	Girl %	Total	Girl %	Total
TOTAL	48	947278	50	4900663	49	1604422	48	790348	51	280447
Eastern	47	199880	51	1058402	51	358404	50	179104	56	65137
Central	48	295522	49	1578824	48	502241	48	253318	52	86903
Kath. Valley	47	101081	49	285674	49	149995	49	86207	48	31558
Western	47	209358	50	929717	50	344647	50	175200	54	69021
Mid Western	48	131640	51	805289	48	241355	45	111134	43	34152
Far Western	48	110878	51	528431	47	157775	44	71592	43	25234

6.5 Total Enrolment According to New Structure

Development Region	Total		Basic		Secondary	
	Girl	Total	Girl %	Total	Girl %	Total
TOTAL	3763913	7575880	50	6505085	49	1070795
Eastern	843842	1661047	51	1416806	52	244241
Central	1183189	2421286	49	2081065	49	340221
Kath. Valley	269786	553434	49	435669	49	117765
Western	762564	1518585	50	1274364	51	244221
Mid Western	591040	1191930	50	1046644	45	145286
Far Western	383278	783032	50	686206	44	96826

6.6 Share of *Dalit* Enrolment in Total Enrolment

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
TOTAL	20.1	19.9	20.0	12.3	13.0	12.6	8.1	9.1	8.6	3.7	4.7	4.2
Eastern	17.1	17.5	17.3	10.4	11.3	10.8	7.0	8.0	7.5	3.2	4.1	3.6
Central	16.7	16.8	16.8	9.3	9.6	9.5	6.2	6.8	6.6	2.7	3.5	3.1
Kath. Valley	5.7	5.1	5.4	4.6	3.9	4.2	3.7	3.3	3.5	2.5	2.6	2.6
Western	23.1	22.5	22.8	15.9	15.9	15.9	10.5	10.8	10.6	4.7	5.7	5.2
Mid Western	23.7	23.8	23.7	14.4	16.0	15.2	9.9	11.3	10.7	4.9	5.4	5.2
Far Western	24.8	24.2	24.5	14.5	16.7	15.7	9.0	11.9	10.6	3.9	6.0	5.1

6.7 Share of *Janjati* Enrolment in Total Enrolment

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
TOTAL	38.8	38.4	38.6	42.9	40.5	41.7	40.7	38.3	39.5	22.9	21.7	22.3
Eastern	45.4	45.3	45.4	51.5	49.2	50.3	49.8	47.1	48.5	30.9	29.2	30.1
Central	43.5	42.1	42.7	45.5	42.8	44.1	42.5	40.6	41.5	20.3	19.1	19.7
Kath. Valley	45.2	44.5	44.9	44.4	42.9	43.6	45.3	43.0	44.1	12.4	9.4	10.9
Western	42.3	42.6	42.5	43.0	42.9	43.0	40.2	40.8	40.5	23.9	26.0	24.9
Mid Western	30.5	30.6	30.6	36.1	33.8	34.9	32.1	30.0	30.9	18.8	18.2	18.4
Far Western	18.3	17.7	18.0	23.9	20.1	21.9	22.9	18.3	20.3	9.0	9.3	9.2

6.8 Share of Community School Enrolment in Total Enrolment

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
TOTAL	88.7	85.0	86.8	87.0	83.4	85.2	84.8	81.4	83.1	84.8	80.3	82.6
Eastern	91.9	88.6	90.3	92.4	89.6	91.0	90.9	87.5	89.2	91.5	87.2	89.6
Central	82.8	79.9	81.4	77.0	73.4	75.1	73.7	70.3	71.9	77.6	72.4	75.1
Kath. Valley	33.1	27.3	30.1	39.8	32.3	36.0	41.0	32.4	36.6	51.2	43.6	47.3
Western	85.5	79.9	82.7	86.3	80.4	83.3	85.4	79.5	82.4	80.1	70.4	75.6
Mid Western	94.1	91.0	92.6	94.5	92.4	93.4	93.1	91.8	92.4	92.9	91.8	92.3
Far Western	96.6	93.4	95.0	96.4	94.1	95.2	95.5	92.9	94.1	96.9	96.5	96.7

6.9 Share of Institutional School Enrolment in Total Enrolment

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
TOTAL	11.3	15.0	13.2	13.0	16.6	14.8	15.2	18.6	16.9	15.2	19.7	17.4
Eastern	8.1	11.4	9.7	7.6	10.4	9.0	9.1	12.5	10.8	8.5	12.8	10.4
Central	17.2	20.1	18.6	23.0	26.6	24.9	26.3	29.7	28.1	22.4	27.6	24.9
Kath. Valley	66.9	72.7	69.9	60.2	67.7	64.0	59.0	67.6	63.4	48.8	56.4	52.7
Western	14.5	20.1	17.3	13.7	19.6	16.7	14.6	20.5	17.6	19.9	29.6	24.4
Mid Western	5.9	9.0	7.4	5.5	7.6	6.6	6.9	8.2	7.6	7.1	8.2	7.7
Far Western	3.4	6.6	5.0	3.6	5.9	4.8	4.5	7.1	5.9	3.1	3.5	3.3

6.10 Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)

Levels	GER			NER			
	Girl	Boy	Total	Girl	Boy	Total	GPI
ECD/PPCs	64.8	67.5	66.2	-	-	-	-
Primary	146.1	137.1	141.4	92.6	94.7	93.7	0.98
Lower Secondary	89.3	88.2	88.7	61.9	64.3	63.2	0.96
Secondary	64.5	66.8	65.7	40.1	41.4	40.8	0.97
Higher Secondary	24.6	22.6	23.6	6.8	6.8	6.8	1.01
Basic	126.5	120.3	123.3	82.0	84.3	83.2	0.97
Secondary	44.6	44.8	44.7	23.5	24.2	23.9	0.97

6.11 Promotion, Repetition and Dropout Rates (School Year 2008-09)

Grade	Promotion			Repetition			Dropout		
	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total
1	63.6	63.4	63.5	26.6	26.5	26.5	9.8	10.1	9.9
2	85.4	84.6	85.0	10.9	10.4	10.6	3.7	5.0	4.4
3	86.1	86.5	86.3	9.2	9.0	9.1	4.7	4.6	4.6
4	87.6	87.3	87.5	8.7	8.6	8.6	3.6	4.1	3.9
5	86.0	85.7	85.8	6.8	6.6	6.7	7.2	7.7	7.4
6	86.2	86.2	86.2	7.9	7.6	7.8	5.9	6.2	6.0
7	86.5	86.6	86.6	7.0	6.2	6.6	6.5	7.1	6.8
8	83.6	86.3	85.0	6.7	6.3	6.5	9.7	7.4	8.5
9	87.8	87.6	87.6	7.4	6.9	7.1	4.9	5.6	5.2
10	81.6	80.1	80.8	6.5	6.0	6.2	11.9	14.0	13.0

6.12 Total Teachers by Development Region and Level

Development Region	Total		Primary		Lower Secondary		Secondary		Higher Secondary	
	F %	Total	F %	Total	F %	Total	F %	Total	F %	Total
TOTAL	32.0	237166	39.6	153536	24.7	40259	15.6	29109	4.7	14262
Eastern	28.2	45304	36.6	30357	15.6	7527	7.7	5225	3.5	2195
Central	38.1	80888	45.0	48319	36.4	15386	25.5	12132	7.4	5051
Kath. Valley	52.4	31786	64.4	14983	52.1	8049	38.9	6582	12.1	2172
Western	32.3	58778	42.5	37844	22.6	9361	9.6	7002	2.9	4571
Mid Western	27.6	28474	34.0	20352	15.2	4414	8.1	2703	5.5	1005
Far Western	23.2	23722	29.7	16664	10.6	3571	6.9	2047	2.3	1440

Note: F=Female

6.13 Total Dalit and Janajati Teachers by Development Region

Development Region	Total Dalit			Total Janajati		
	Female	Male	Total	Female	Male	Total
TOTAL	1437	5311	6748	16856	27681	44537
Eastern	261	835	1096	4146	8245	12391
Central	524	1696	2220	7580	9785	17365
Kath. Valley	154	507	661	4006	2645	6651
Western	409	1396	1805	3782	5672	9454
Mid Western	155	830	985	883	2438	3321
Far Western	88	554	642	465	1541	2006

6.14 Share of Dalit Teachers in Total Teachers by Development Region and Level

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
TOTAL	1.9	4.4	3.4	1.3	2.3	2.0	2.3	2.0	2.0	3.7	0.5	0.7
Eastern	2.1	3.2	2.8	2.2	2.1	2.1	1.3	1.7	1.7	1.3	0.2	0.3
Central	1.8	4.9	3.5	1.0	1.8	1.5	1.6	2.0	1.9	6.4	0.9	1.3
Kath. Valley	1.0	6.8	3.1	0.4	1.4	0.9	0.7	1.3	1.1	9.1	1.8	2.7
Western	2.2	4.8	3.7	1.3	2.8	2.5	5.2	2.1	2.4	0.0	0.2	0.2
Mid Western	1.9	4.8	3.8	2.2	3.2	3.0	4.1	2.3	2.5	0.0	0.5	0.5
Far Western	1.6	3.8	3.2	0.8	1.9	1.8	4.9	1.9	2.1	0.0	0.6	0.6

6.15 Total Janajati Teachers by Development Region

Development Region	Total Janajati		Basic		Secondary	
	Female	Total	Female	Total	Female	Total
TOTAL	16856	44537	16253	40887	603	3650
Eastern	4146	12391	4042	11466	104	925
Central	7580	17365	7214	15585	366	1780
Kath. Valley	4006	6651	3732	5729	274	922
Western	3782	9454	3676	8805	106	649
Mid Western	883	3321	863	3111	20	210
Far Western	465	2006	458	1920	7	86

6.16 Share of *Janajati* Teachers in Total Teachers by Development Region and Level

Development Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
TOTAL	24.8	22.4	23.4	11.9	12.6	12.4	9.4	9.5	9.5	26.4	5.2	6.2
Eastern	34.1	32.4	33.0	21.3	18.7	19.1	19.3	13.3	13.7	35.5	8.5	9.4
Central	30.6	26.4	28.3	10.1	13.9	12.5	7.7	11.4	10.4	34.6	8.2	10.2
Kath. Valley	35.6	30.1	33.6	7.2	10.1	8.6	6.4	11.0	9.2	42.2	10.7	14.5
Western	21.1	20.3	20.6	13.5	9.8	10.6	13.1	6.8	7.4	13.4	2.5	2.8
Mid Western	11.6	13.9	13.1	9.2	10.2	10.0	8.7	7.1	7.2	1.8	1.5	1.5
Far Western	8.9	10.9	10.3	4.8	5.9	5.8	3.5	3.3	3.3	6.1	1.1	1.3

6.17 Total Community and Institutional School Teachers

Development Region	Total Community			Total Institutional		
	Female	Male	Total	Female	Male	Total
TOTAL	47269	126108	173377	28707	35082	63789
Eastern	9655	27693	37348	3116	4840	7956
Central	14669	34837	49506	16141	15241	31382
Kath. Valley	4369	5039	9408	12287	10091	22378
Western	12774	30578	43352	6243	9183	15426
Mid Western	6164	17532	23696	1718	3060	4778
Far Western	4007	15468	19475	1489	2758	4247

6.18 Share of Community School Teacher by Development Region and Level

Dev Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
TOTAL	66.1	82.3	75.9	48.6	76.2	69.4	42.1	66.2	62.5	51.6	76.8	75.6
Eastern	76.2	87.2	83.2	71.7	84.1	82.2	67.5	76.7	76.0	89.5	88.8	88.8
Central	53.4	79.1	67.6	34.4	61.5	51.6	32.3	50.6	45.9	34.6	68.9	66.4
Kath. Valley	27.1	45.1	33.5	23.4	25.5	24.4	28.3	23.9	25.6	19.4	35.9	33.9
Western	68.7	80.9	75.7	59.0	75.5	71.7	54.5	68.0	66.7	79.1	72.2	72.4
Mid Western	79.2	85.5	83.4	75.0	87.6	85.7	74.8	78.4	78.1	23.6	86.8	83.4
Far Western	72.0	80.2	77.8	82.2	94.1	92.8	74.6	92.1	90.9	90.9	92.6	92.6

6.19 Share of Institutional School Teacher by Dev. Region and Level

Dev Region	Primary			Lower Secondary			Secondary			Higher Secondary		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
TOTAL	34.0	17.7	24.1	51.4	23.8	30.6	57.9	33.8	37.5	48.4	23.2	24.4
Eastern	23.8	12.8	16.8	28.3	15.9	17.8	32.5	23.3	24.0	10.5	11.2	11.2
Central	46.6	20.9	32.4	65.6	38.5	48.4	67.7	49.4	54.1	65.4	31.1	33.6
Kath. Valley	72.9	54.9	66.5	76.6	74.5	75.6	71.7	76.1	74.4	80.6	64.1	66.1
Western	31.3	19.1	24.3	41.0	24.5	28.3	45.5	32.0	33.3	20.9	27.8	27.6
Mid Western	21.0	14.4	16.6	25.0	12.4	14.3	25.2	21.6	21.9	76.4	13.2	16.6
Far Western	28.0	19.8	22.2	17.8	5.9	7.2	25.4	7.9	9.1	9.1	7.4	7.4

6.20 Total Teachers by Training Status

Training Status	Total		Community		Institutional	
	Female	Total	Female	Total	Female	Total
TOTAL	75292	222904	46910	162593	28100	75924
Trained	53764	159310	38016	123662	16175	45181
Partial	9058	30229	5231	21807	4025	12304
Untrained	12470	33365	3663	17124	7900	18439

6.21 Share of Trained Teachers in Total Community School Teachers

Training status	Primary			Lower Secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
TOTAL	40175	76296	116471	4828	23108	27936	1907	16279	18186
Trained	82.5	77.1	79.0	68.0	56.2	58.3	84.2	84.9	84.8
Partial	10.9	13.7	12.7	13.6	18.7	17.8	10.4	11.0	10.9
Untrained	6.7	9.2	8.3	18.4	25.1	23.9	5.4	4.1	4.2

6.22 Share of Trained Teachers in Total Institutional School Teachers

Training status	Primary			Lower Secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
TOTAL	20651	16414	37065	4828	23108	27936	2621	8302	10923
Trained	53.0	62.1	57.0	68.0	56.2	58.3	74.0	70.2	71.1
Partial	15.0	19.9	17.2	13.6	18.7	17.8	10.3	8.3	8.8
Untrained	32.0	18.0	25.8	18.4	25.1	23.9	15.7	21.5	20.1

6.23 Student Teacher Ratio

Dev Region	Total				Community				Institutional			
	P	LS	S	HS	P	LS	S	HS	P	LS	S	HS
TOTAL	31.9	39.9	27.2	19.7	36.5	48.9	36.1	21.5	17.4	19.3	12.3	14.0
Eastern	34.9	47.6	34.3	29.7	37.8	52.7	40.3	29.9	20.2	24.0	15.4	27.5
Central	32.7	32.6	20.9	17.2	39.4	47.5	32.7	19.5	18.8	16.8	10.8	12.7
Kath. Valley	19.1	18.6	13.1	14.5	17.1	27.5	18.7	20.3	20.0	15.8	11.2	11.6
Western	24.6	36.8	25.0	15.1	26.8	42.8	30.9	15.8	17.5	21.7	13.2	13.4
Mid Western	39.6	54.7	41.1	34.0	43.9	59.6	48.7	37.6	17.7	25.1	14.2	15.8
Far Western	31.7	44.2	35.0	17.5	38.7	45.3	36.2	18.3	7.2	29.6	22.9	7.9

(DoE, 2009/10)

Annex 6: Comparative SLC Result (2062 to 2066)

Year		Appeared	Passed	In %				
				Pass	Distinction	Division		
						1 st	2 nd	3 rd
2062	Total	294216	113020	38.4	3.5	37.2	52.6	6.7
	Regular	225032	104654	46.5	3.8	40.1	51.4	4.7
	Exempted	69184	8366	12.1	0.0	0.6	68.0	31.4
2063	Total	347185	267991	77.2	2.8	21.0	40.1	4.7
	Regular	274210	160802	58.6	4.7	34.9	55.8	4.7
	Exempted	72975	23009	31.5	0.0	1.1	77.0	21.9
2064	Total	367041	215024	58.6	4.6	35.0	56.5	3.9
	Regular	307078	195689	63.7	5.0	38.2	54.0	2.8
	Exempted	59963	19335	32.2	0.0	3.3	81.7	15.0
2065	Total	388522	256489	66.0	4.4	34.5	55.7	5.3
	Regular	342632	234602	68.5	4.8	37.4	53.5	4.3
	Exempted	45890	21887	47.7	0.0	3.2	80.3	16.5
2066	Total	427051	259916	60.9	6.5	36.1	52.8	4.7
	Regular	385146	247689	64.3	6.8	37.7	51.7	3.8
	Exempted	41905	12227	29.2	0.0	3.4	74.5	22.1

Annex 7: Distribution of Teaching License for Permanent Community School Teachers

Districts	From 2061 to 2066			Total
	Primary	Lower Secondary	Secondary	
Nepal	156549	146263	57571	360383
Eastern Region	38058	26653	9435	74146
Taplejung	1133	486	256	1875
Panchthar	1742	1192	418	3352
Ilam	2355	2355	664	5374
Jhapa	4904	3705	1395	10004
Sankhuwasabha	1440	961	392	2793
Terhathum	1108	607	222	1937
Dhankuta	1840	2202	577	4619
Bhojpur	1543	413	211	2167
Morang	5916	4320	1640	11876
Sunsari	4404	2085	834	7323
Solukhumbu	833	805	220	1858
Khotang	1628	731	300	2659
Okhaldhunga	1603	1169	270	3042
Udayapur	2151	1645	442	4238
Saptari	3294	2169	719	6182
Siraha	2164	1808	875	4847
Central Region	47246	52051	26556	125853
Dolkha	1507	1107	360	2974
Ramechhap	1479	1399	424	3302
Sindhuli	2259	1583	568	4410
Dhanusa	2260	1313	776	4349
Mahottari	2145	734	317	3196
Sarlahi	3436	1756	697	5889
Sindhupalchok	1890	1825	399	4114
Rasuwa	394	474	95	963
Nuwakot	1800	1635	468	3903
Dhading	2209	1675	490	4374
Kavrepalanchok	3390	3124	1251	7765
Bhaktapur	1806	3027	1299	6132
Kathmandu	6639	16477	12909	36025
Lalitpur	2616	2951	2094	7661
Makwanpur	2310	2482	803	5595
Chitwan	4127	6008	1965	12100
Rautahat	2396	1471	488	4355
Bara	2603	1174	455	4232
Parsa	1980	1836	698	4514
Western Region	38616	33070	11457	83143
Gorkha	2741	1926	673	5340
Manang	96	129	18	243
Lamjung	2376	1387	579	4342
Kaski	4341	6638	2426	13405

Districts	From 2061 to 2066			
	Primary	Lower Secondary	Secondary	Total
Tanahu	2795	2110	829	5734
Syanja	3454	2741	785	6980
Nawalparasi	2846	2573	784	6203
Palpa	3229	2822	915	6966
Gulmi	2965	1429	587	4981
Arghakhachi	2326	1281	465	4072
Rupandehi	3404	5394	1676	10474
Kapilbastu	1879	1384	505	3768
Mustang	128	68	33	229
Myagdi	1133	524	246	1903
Baglung	2871	1496	538	4905
Parbat	2032	1168	398	3598
Mid-Western Region	19878	18360	5262	43500
Rukum	1689	1594	371	3654
Rolpa	840	418	160	1418
Salyan	1748	1479	273	3500
Pyuthan	1254	617	248	2119
Dang	3045	2186	835	6066
Humla	174	214	60	448
Mugu	289	249	70	608
Dolpa	212	214	65	491
Kalikot	798	620	116	1534
Jumla	367	568	161	1096
Jajarkot	1461	1322	249	3032
Dailekh	1066	1174	374	2614
Surkhet	2215	3634	1201	7050
Banke	2541	2215	636	5392
Bardiya	2179	1856	443	4478
Far-Western Region	12751	16129	4861	33741
Bajura	559	656	159	1374
Bhjhang	1195	1182	282	2659
Achham	1224	1132	291	2647
Doti	861	883	262	2006
Kailali	3213	5741	1524	10478
Darchula	1058	823	324	2205
Baitadi	1400	1259	410	3069
Dadeldhura	831	1543	422	2796
Kanchanpur	2410	2910	1187	6507

Annex 8: Higher Education, 2065

8.1 Comparative Total Higher Education Information (Year 2063 and 2065)

University	College			Enrolment				Teacher			
	2063	2064	2065	2063	2064	2065	GR	2063	2064	2065	GR
TOTAL	621	781	834	186452	207680	347577	36.5	6808	8780	14558	46.2
Tribhuvan	476	621	676	163956	176200	314952	38.6	5970	7950	13356	49.6
Nepal Sanskrit	29	31	27	2164	3339	3348	24.4	507	560	560	5.1
Kathmandu	19	18	21	6392	7596	7110	5.5	242	166	341	18.7
Purbanchal	71	85	84	8884	15185	14629	28.3	43	54	251	141.6
Pokhara	26	26	26	5056	5360	7538	22.1	46	50	50	4.3

Note: In 2064, TU covers its Constituent College data only..

8.2 Constituent and Affiliated College

Development Region	TU		NSU		KU		PU		PoKU		Total	
	Con.	Aff.	Con.	Aff.	Con.	Aff.	Con.	Aff.	Con.	Aff.	Con.	Aff.
TOTAL	60	616	13	14	6	15	3	81	3	23	85	749
Eastern	13	82	2	2	0	1	3	20	0	0	18	105
Central	28	330	4	6	6	11	0	55	0	12	38	414
Western	11	120	4	6	0	2	0	5	3	10	18	143
Mid-Western	5	40	2	0	0	1	0	1	0	0	7	42
Far-Western	3	44	1	0	0	0	0	0	0	1	4	45

Note: Con.= Constituent Aff.= Affiliated

8.3 Total Enrolment of Constituent and Affiliated College

Universities	Total				Constituent			Affiliated		
	F	M	T	GPI	F	M	T	F	M	T
TOTAL	135557	212020	347577	0.64	58473	120440	178913	77084	91580	168664
Tribhuvan	123889	191063	314952	0.65	56278	115240	171518	67611	75823	143434
Nepal Sanskrit	781	2567	3348	0.30	678	2189	2867	103	378	481
Kathmandu	2791	4319	7110	0.65	1151	2276	3427	1640	2043	3683
Purbanchal	5747	8882	14629	0.65	199	476	675	5548	8406	13954
Pokhara	2349	5189	7538	0.45	167	259	426	2182	4930	7112

8.3.1 Region- and University-wise Total Enrolment

Development Region	TU*		NSU		KU		PU		PoK	
	F	T	F	T	F	T	F	T	F	T
TOTAL	102031	268106	781	3348	2791	7110	5747	14629	2349	7538
Eastern	18778	47283	116	374	37	116	1966	4264	0	0
Central	52598	140614	315	1747	2229	5548	3407	9628	1517	4815
Western	20700	45784	149	565	272	693	359	696	803	2524
Mid-Western	5898	20757	148	466	253	753	15	41	0	0
Far-Western	4057	13668	53	196	0	0	0	0	29	199

Note: *Due to unavailability of TU Region-, Level- and Faculty-wise Private College Enrolment data, the information of Table 8.3.1, 8.3.2, 8.3.7, 8.4, 8.4.1, 8.4.6 are not matched with the Total Enrolment Tables 8.1 and 8.3.

8.3.2 Constituent and Affiliated Enrolment of TU* (Region and Level-wise)

Development Region	PCL		Bachelor		Master		M. Phil.		Ph.D.		Total	
	F%	T	F%	T	F%	T	F%	T	F%	T	F%	T
TOTAL	34.7	59253	41.2	173293	28.4	35071	15.8	284	25.9	205	38.1	268106
Eastern	40.7	16327	42.0	25847	24.9	5109					39.7	47283
Central	31.6	26793	41.1	88494	30.9	24838	15.8	284	25.9	205	37.4	140614
Western	36.9	10426	50.2	31954	23.6	3404					45.2	45784
Mid-West	30.0	4924	29.6	14377	11.0	1456					28.4	20757
Far-West	10.9	783	31.0	12621	20.5	264					29.7	13668

8.3.3 Constituent and Affiliated Enrolment of NSU (Region and Level-wise)

Development Region	PCL		Bachelor		Master		Ph. D.		Total	
	F%	T	F%	T	F%	T	F%	T	F%	T
TOTAL	29.8	1861	18.5	1006	7.8	373	11.1	108	23.3	3348
Eastern	39.1	238	16.5	115	19.0	21	0.0	0	31.0	373
Central	24.8	934	13.3	430	5.1	275	11.1	108	18.0	0
Western	28.2	383	23.2	177	0.0	5	0.0	0	26.4	2719
Mid-Western	39.7	262	25.0	132	15.3	72	0.0	0	31.8	256
Far-Western	38.6	44	23.7	152	0.0	0	0.0	0	27.0	3348

8.3.4 Constituent and Affiliated Enrolment of KU (Region and Level-wise)

Development Region	PCL		Bachelor		Master		M. Phil		Ph. D.		Total	
	F%	T	F%	T	F%	T	F%	T	F%	T	F%	T
TOTAL	44.5	389	40.9	5352	33.6	1207	13.3	120	19.0	42	39.3	7110
Eastern			31.9	116							31.9	116
Central	44.5	389	42.9	3790	33.6	1207	13.3	120	19.0	42	40.2	5548
Western			39.2	693							39.2	693
Mid-Western			33.6	753							33.6	753
Far-Western												

8.3.5 Constituent and Affiliated Enrolment of PU (Region and Level-wise)

Development Region	Bachelor		Master		Total	
	F%	T	F%	T	F%	T
TOTAL	40.1	14066	17.9	563	39.3	14629
Eastern	46.4	4209	25.5	55	46.1	4264
Central	36.1	9235	19.3	393	35.4	9628
Western	59.9	581	9.6	115	51.6	696
Mid-Western	36.6	41	-	-	36.6	41
Far-Western	-	-	-	-	-	-

8.3.6 Constituent and Affiliated Enrolment of PoKU (Region and Level-wise)

Development Region	Bachelor		Master		M. Phil		Total	
	F%	T	F%	T	F%	T	F%	T

TOTAL	30.5	6901	39.3	603	14.7	34	31.2	7538
Eastern	-	-	-	-	-	-	-	-
Central	30.5	4208	40.1	573	14.7	34	31.5	4815
Western	31.9	2494	23.3	30			31.8	2524
Mid-Western								
Far-Western	14.6	199					14.6	199

8.3.7 Faculty and University-wise Enrolment (Constituent and Affiliated)

Faculty	TU*		NSU		KU		PU		PoKU	
	F	T	F	T	F	T	F	T	F	T
TOTAL	102031	268106	861	3348	2791	7110	5747	14629	2349	7538
Engineering	685	5513	-	-	56	580	505	3252	399	2500
Agriculture	151	860	-	-	-	-	-	-	-	-
Medicine	1262	2787	-	-	1838	4366	1519	2087	-	-
Forestry	106	484	-	-	-	-	-	-	-	-
Sc.& Tech	2972	15988	-	-	345	837	423	1633	366	919
Law	487	2415	-	-	-	-	163	422	-	-
Mgmt	23039	65276	-	-	302	579	1206	3238	1577	4089
Education	40976	93345	99	373	83	363	1587	3348	-	-
Hu. & So.	32262	80877	-	-	167	385	344	649	7	30
Food Tech.	91	561	-	-	-	-	-	-	-	-
Sanskrit	-	-	619	2719	-	-	-	-	-	-
Ayurved	-	-	63	256	-	-	-	-	-	-

8.4 Affiliated Campus Enrolment (Region and University-wise)

Development Region	TU*		NSU		KU		PU		PoKU	
	F	T	F	T	F	T	F	T	F	T
TOTAL	45753	96588	103	481	1640	3683	5548	13954	2182	7112
Eastern	7964	17649	17	48	37	116	1767	3589	-	-
Central	21371	40933	23	164	1078	2121	3407	9628	1517	4815
Western	10092	18510	63	269	272	693	359	696	636	2098
Mid-Western	2792	8336	-	-	253	753	15	41	-	-
Far-Western	3534	11160	-	-	-	-	-	-	29	199

Note: *Only Community Campuses

8.4.1 Affiliated Enrolment of TU (Region and Level-wise) - Only Community Campuses

Development Region	PCL		Bachelor		Master		Total	
	F%	T	F%	T	F%	T	F%	T
TOTAL	43.5	7420	48.8	84449	28.3	4719	47.4	96588
Eastern	47.7	2716	47.3	13410	21.7	1523	45.1	17649
Central	41.2	3201	53.7	36016	42.5	1716	52.2	40933
Western	45.6	461	56.7	17127	19.3	922	54.5	18510
Mid-Western	43.3	860	33.2	7163	14.1	313	33.5	8336
Far-Western	17.6	182	32.1	10733	21.6	245	31.7	11160

8.4.2 Affiliated Enrolment of NSU (Region and Level-wise)

Development Region	PCL		Bachelor		Master		Total	
	F%	T	F%	T	F%	T	F%	T
TOTAL	19.2	271	24.9	205	0	5	21.4	481
Eastern	0.0	4	38.6	44	-	-	35.4	48
Central	11.4	88	17.1	76	-	-	14.0	164

Western	23.5	179	24.7	85	0	5	23.4	269
Mid-Western	-	-	-	-	-	-	-	-
Far-Western	-	-	-	-	-	-	-	-

8.4.3 Affiliated Enrolment of KU (Region and Level-wise)

Development Region	Bachelor		Total	
	F%	T	F%	T
TOTAL	44.5	3683	44.5	3683
Eastern	31.9	116	31.9	116
Central	50.8	2121	50.8	2121
Western	39.2	693	39.2	693
Mid-Western	33.6	753	33.6	753
Far-Western	-	-	-	-

8.4.4 Affiliated Enrolment of PU (Region and Level-wise)

Development Region	Bachelor		Master		Total	
	F%	T	F%	T	F%	T
TOTAL	40.6	13446	17.1	508	39.8	13954
Eastern	49.2	3589	-	-	49.2	3589
Central	36.1	9235	19.3	393	35.4	9628
Western	59.9	581	9.6	115	51.6	696
Mid-Western	36.6	41	-	-	36.6	41
Far-Western	-	-	-	-	-	-

8.4.5 Affiliated Enrolment of PoKU (Region and Level-wise)

Development Region	Bachelor		Master		M. Phil		Total	
	F%	T	F%	T	F%	T	F%	T
TOTAL	29.9	6505	40.1	573	14.7	34	30.7	7112
Eastern	-	-	-	-	-	-	-	-
Central	30.5	4208	40.1	573	14.7	34	31.5	4815
Western	30.3	2098	-	-	-	-	30.3	2098
Mid-Western	-	-	-	-	-	-	-	-
Far-Western	14.6	199	-	-	-	-	14.6	199

8.4.6. Faculty and University-wise Enrolment of Affiliated Campus

Faculty	TU*		NSU		KU		PU		PoKU	
	F	T	F	T	F	T	F	T	F	T
TOTAL	45753	96588	103	481	1640	3683	5548	13954	2182	7112
Engineering	-	-	-	-	-	-	461	3029	399	2500
Medicine	-	-	-	-	1405	3282	1519	2087	-	-
Sc. & Tech	152	415	-	-	-	-	402	1520	286	703
Law	25	68	-	-	-	-	163	422	-	-
Management	11298	26566	-	-	184	315	1076	2922	1497	3909
Education	24980	50200	46	152	-	-	1587	3348	-	-
Hu. & So	9298	19339	-	-	51	86	340	626	-	-
Sanskrit	-	-	33	186	-	-	-	-	-	-
Ayurved	-	-	24	143	-	-	-	-	-	-

Note: Only Community Campus

8.5 Enrolments of BPKIHS and NAAMS

Tech. Institutions	Bachelor		Master		Total	
	Female	Total	Female	Total	Female	Total
BPKHS	37.6	782	30.4	191	36.2	973
NAAMS	100.0	35	35.1	168	46.3	203

8.6 Faculty and Level-wise Graduates of Higher Education, 2063/64

Faculty	Universities					Total
	TU	NSU	KU	PU	PoKU	
TOTAL	40418	393	1378	2255	92	44536
Hu. & So	11302	0	91	154	7	11554
Law	288	0	0	57	0	345
Management	12527	0	288	459	35	13309
Education	13752	10	90	767	0	14619
Sc. & T	2549	0	131	128	50	2858
Medicine	0	0	660	342	0	1002
Engineering	0	0	118	294	0	412
Agriculture	0	0	0	54	0	54
Sanskrit	0	280	0	0	0	280
Ayurved	0	103	0	0	0	103

8.7 Teaching Staff by Service Types

University	Professors	Readers	Asst. Professor	Lecturers	Asst. Lecturers	Others	Total
TOTAL	656	2339	2294	5844	132	3091	14356
TU	549	2242	2227	5405	11	2922	13356
NSU	72	65	0	299	117	7	560
KU1	33	22	67	82	0	137	341
PurU	0	9	0	22	4	14	49
PokU	2	1	0	36	0	11	50
Technical Institutions							
BPKHS	52	26	66			39	183
NAAMS	43	35	42			22	142

(UGC, 2067)

Annex 9: Staff Description of MoE and its Institutions

SN	Institution	Special	Gazette 1 st		Gazette 2 nd		Gazette 3 rd		Non Gazette 1 st		Non Gazette 2 nd		Non Gazette 3 rd		Typist	Driver	Office Assistant	Total			Grand Total
			N	T	N	T	N	T	N	T	N	T	N	T				N	T	O	
1	MoE	2	1	3	5	11	13	20	28	16	1	2			9	9	28	49	53	46	148
2	DoE		1	3	2	10	5	20	9	18	2				4	4	10	19	51	14	84
3	NCED			4	1	8	3	23	8	19	2				2	4	11	14	54	17	85
4	ETC-9 Ka					9		54	9	9	9						27	18	72	27	117
5	ETC-20 Kha							20									40	0	20	40	60
6	ETC-sub																10	0	0	10	10
7	CDC			1		5	2	22	5	6	1				5	2	10	8	34	17	59
8	OCE			1		2	2	17	11	9	4				2	2	8	17	29	12	58
9	NFEC			1		2		5	4	4	2				2	1	4	6	12	7	25
10	STRO		1			2		6	5	7	3						3	9	15	3	27
11	REDs			5		10	5	35	18	20	15				5	5	25	38	70	35	143
12	DEOs					75	1	568	217	377	163				75	27	225	381	1020	327	1728
13	TSC			1		2	2	3	4	5					2		10	6	11	12	29
14	NNL					1	1	2	1	6	4	1			1		5	6	10	6	22
15	KL					1		1	1	5	1	2	1	2	1		5	3	11	6	20
		2	3	19	8	138	34	796	320	501	207	5	1	2	104	54	421	574	1462	579	2615

(MoE, 2061/62)

Note: Based on the decision of MoE (2061/05/29) with the restructure of the Organization Structure,
 N=Non Technical, T=Technical, O= Others (Typist+Driver+Office Assistant)

Annex 10: List of Education Acts, Rules and Regulations and Policies

- 2.1. Acts
 - Scholarship Act, 2021
 - Education Act, 2028
 - National Education Committee Act, 2028
 - Nepal Sanskrit University Act, 2043
 - Technical Education and Vocational Training Council Act. 2045
 - Higher Secondary Education Act, 2046
 - Tribhuvan University Act, 2049
 - Kathmandu University Act, 2048
 - Purbanchal University Act, 2050
 - University Grant Commission Act, 2050
 - Pokhara University Act, 2053
- 2.2. Rules and Regulations
 - Providing Salary and Stationary for Primary School Staff and Decisions of Expenditure Record Keeping, 2021
 - National Education Committee Rules, 2029
 - Nepal Education Services (formation, groups and class divisions and appointment) Rules, 2050
 - Technical Education and Vocational Training Council Regulation, 2051
 - Higher Secondary Education Rules, 2052
 - Articles of Association of Janak Education Materials Centre Ltd., 2055
 - Teacher Service Commission Rules, 2057
 - Education Regulation, 2059
 - Scholarship Regulation, 2060
 - University Grants Commission Work Management Regulation, 2060
- 2.3. Policies
 - Special Education Policy, 2053
 - Human Resource Development for MoE: Training Policy, 2062
 - National Centre for Educational Development: Training Policy, 2062
 - Open and distance Learning (ODL) Policy, 2063
 - Non Formal Education Policies-2063
 - Technical Education and Vocational Training Skill Development Policy, 2064

Annex 11: List of Guidelines of MoE Institutions

MoE Institution	Guidelines
CDC	<ul style="list-style-type: none"> • Structure of national curriculum, 2063 • House styles, 2063 • Guidelines on CDC working procedure, 2062 • Guidelines on district and regional curriculum coordination committee, 2061 • Guidelines on development of local curriculum, 2060 • Guidelines on development of curriculum and textbook, 2059
OCE	<ul style="list-style-type: none"> • School Leaving Certificate (SLC) Examination Conduction and Management Guideline, 2065
NFEC	<ul style="list-style-type: none"> • A Ten-year Literacy/ NFE Policy and Programme Framework 2006-2015-2006 • Guidelines on the Management and Operation of Community Learning Centres-2062 • Non Formal Education Programmes Implementation Guidelines-2064 • Monitoring Tools and guidelines-2062 (Revised Version 2064) • Guidelines on National Literacy Campaign-2065(First Amendment 2066)

Annex 12: List of Researches and Studies conducted by different Institutions under MoE

MoE Institution	Researches
DoE	<ol style="list-style-type: none"> 1. Mother Tongue Intervention at Primary Level, 2005 (2061-62) conducted by Centre for Research Education and Development. 2. Head Teacher Efficacy and School Improvement, 2005 (2061-62) conducted by Hope Nepal. 3. Parental Support and Students' Learning, 2005 (2061-62) conducted by Centre for Educational Research and Social Development 4. Women Literacy Program, 2005 (2061-62) conducted by Mobilization and Development (MODE) Nepal (P.) Ltd. 5. Feasibility Study on Restructuring of School Education System, 2006 (2062-63) conducted by Centre for Educational Research and Social Development 6. A study on Effectiveness of Primary Teacher Training in Nepal, 2006 (2062-63) conducted by Full Bright Consultancy (Pvt.) Ltd, CHIRAG and SILT 7. A Study on the Status of Gender Equality in school, 2007 (2063-64) conducted by Social Development and Research Centre (CDRC) 8. Teacher Management in Inclusive Education, 2007 (2063-64) conducted by National Centre for Special Education (NASEC) 9. The Effectiveness of the school level scholarship program of the Government of Nepal, 2007 (2063-64) conducted by The Centre for Educational Innovation and Research (CEIR) 10. Monitoring and Impact Evaluation Survey for Schooling Input, Output and Outcome Indicators, 2008 (2064-65) conducted by Full Bright Consultancy (Pvt.) Ltd, CHIRAG and SILT 11. Social mobilization for participation in the Community Managed School Project; Identification of community characteristics on project take-up; Development of a best-practice handbook, peer-to-peer networking and school report card system, 2008 (2064-65) conducted by Centre for Policy Research and Consultancy , Nepal (CPRc) 12. National Assessment of Grade-VIII Students, 2008 (2064-65) conducted by Educational Development Service Centre 13. National Assessment of Grade-V Students, 2008 (2064-65) conducted by Full Bright Consultancy (Pvt.) 14. A Comparative Study of School Cost between Community and Institutional Schools, 2008 (064-65) conducted by Santwona Memorial Academy Research Centre 15. A Study on Effectiveness of Government Support to Community Schools (with reference to both Technical and Financial Support), 2008 (2064-65) conducted by National Council for Economic and Development Research. 16. A Study on the Financial Management of Department of Education, District Education Office, School; and Tracking of School Grants (especially, School Improvement Plan and Rahat Grants), 2009 (2065-66) conducted by Santwona Memorial Academy Research Centre. 17. A Study on the Identification of out of School Children and Possible Measures for bringing them into Formal and Non-formal Education System, 2009 (2065-66) conducted by Full Bright Consultancy (Pvt.) 18. A Survey on Health and Nutrition Status of Students, 2009 (2065-66) conducted by DMI
NCED	<ol style="list-style-type: none"> 1. Effectiveness Study of Teacher Training (A Study Report), 2003 2. Follow-up Study of Teacher Training Programme , 2003 3. Quality Assurance Scheme of the NCED, 2005 4. Tools for Measuring Performance for Promoting Excellence, 2005 5. A Report of Tracer Study Disadvantaged Group (DAG) Fellowship Programme, 2063 6. Tracer Study of DAG Fellowship Programme, 2063 (Executive Summary) 7. Effectiveness of Primary Teacher Training Programme, 2063 (Executive Summary)

MoE Institution	Researches
CDC	<ol style="list-style-type: none"> 1. Action research on the fulfilment of partial needs of proposed curriculum structure planning and management training of school education, 2061. 2. Study on identification of importance of Sanskrit education in school level national curriculum structure, 2062 3. A study on job-oriented education in school level, 2062 4. Study on the use of multiple textbooks in school, 2061 5. Study of affecting factors of learning achievement in primary level students of Nepal, 2061 6. A study on content analysis of curriculum textbooks (grade 1-12) from rights based and child centered perspective, 2060 7. Study on balancing weight-age and subject-matters of secondary level, 2064 8. A study on job-oriented education in school level, 2063 9. Study on improvement on textbooks, 2063 10. Balancing subject-matter of grade 9, 10, 11 and 12 curriculum, 2065 11. A Study on education for work, 2065 12. Study on development of national curriculum structure implementation guidelines, 2065
OCE	<ol style="list-style-type: none"> 1. Item Analysis : Com. Maths- 2064 2. Item Analysis : - Com English-2065 3. Item Analysis : Com Social Studies – 2065 4. Status of SLC Results(2045 to 2064) -2065 5. A Study on : Effectiveness of the Training Conducted by OCE – 2065 6. Teacher's Profile of Marker and Scrutinizer-2065 7. Statistics of SLC Result (Publishing each year)
NFEC	<ol style="list-style-type: none"> 1. A survey report on the causes behind dropping out school by the primary school aged children-2061. 2. A third party monitoring and supervision report on NFE programmes-2062. 3. A study on the effectiveness of the Alternative Schooling Programmes 2063. 4. A study on the effectiveness of Community Learning Centres-2065(In collaboration with CERID/TU). 5. A study on the effectiveness of the trainings on NFE- 2066. 6. A study on the effectiveness and usefulness of the Alternative Schooling Programmes-2066. 7. An end line situation survey and CASP/ ASP(SOP/FSP) in Kathmandu district-2009.
Kathmandu University	<ol style="list-style-type: none"> 1. E-Government and Trust Issues, 2010 2. Turbine Testing Laboratory (TTL), 2009 3. Cases of community managed schools, 2005 4. Information and Language Processing Research Lab (ILPRL), 2004 5. Assessing the teaching behaviour of trained teachers, 2001 6. Quality Education Project in Dhulikhel Municipality, 1997-2001
CTEVT	<ol style="list-style-type: none"> 1. Follow-up Studies of H. A. Graduates, 2010 2. Follow-up Studies of Nursing Graduates, 2009 3. Follow-up Studies of Diploma in Computer Engineering Graduates, 2008 4. Trace study of mostly demanded market oriented short term training conducted by TTPs under skill for employment project, 2009 5. Labour market need assessment of technical and skilled human resource in Nepal , 2007 6. Training need assessment of tourism human resource, 2006

**Annex 13: List of Formative Research conducted by TU, CERID under
Formative Research Project (EFA) 2004-09**

SN	Formative Research Study Reports
1	Access of Disadvantaged Children to Education (Study Report 1), 2005
2	Implementation of School Improvement Plan Identification of Successful Cases (Study Report 2), 2005
3	Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities (Study Report 3), 2005
4	Disbursement of Block Grants (Study Report 4), 2005
5	Longitudinal Study on System Indicators (Study Report 5), 2005
6	Life Skill Education: Nature of the Issues and their Linkage to System Provision (Study Report 6), 2006
7	Effectiveness of School/Community-based Monitoring System (Study Report 7), 2006
8	Gender Equality and Gender Friendly Environment in School (Study Report 8), 2006
9	Effectiveness of School-based and Community-based ECD program (Study Report 9), 2006
10	Situation of Inclusive Classroom in Nepal (Study Report 10), 2006
11	Linking Madrasa with Mainstream Education in Nepal (Study Report 11), 2006
12	Education of Internally Displaced Children: Provisions and Challenges (Study Report 12), 2006
13	Longitudinal Study on System Indicators (Study Report 13), 2006
14	Understanding school autonomy: A study on enabling conditions for school effectiveness (Study Report 14), 2007
15	Enhancing education reform process: A study on operation of system and structural provisions at implementation levels (Study Report 15), 2007
16	Basic enabling conditions for quality school education: A study on the successful schools for developing norms and standards for school monitoring (Study Report 16), 2007
17	Classroom transformation for better conditions of pedagogical processes and student- centered learning (Study Report 17), 2007
18	Rights-based education and structural reform in basic and primary education: A study on institutional needs and community readiness (Study Report 18), 2007
19	Institutional scope and need of mainstream education in Madrasas and its autonomy (Study Report 19), 2007
20	Education in Gumbas and Vihars of Nepal: A case study (Study Report 20), 2007
21	Longitudinal study on system indicators (Study Report 21), 2007
22	School Governance in Nepal (Study Report 22), 2008
23	Provision and Conditions for Better Classroom Pedagogical Practices (Study Report 23), 2008
24	The Rights to Education for Disadvantaged Children: A Study on Existing Status and Challenges (Study Report 24), 2008
25	A Study on Problems and Prospects of Mainstreaming Inclusive Education at Primary Level (Study Report 25), 2008
26	Education in Gumba, Vihar and Gurukul: Linking with Mainstream Education (Study Report 26), 2008
27	Formal Education in Madrasas of Nepal: A Study on Emerging Trends and Issues (Study Report 27), 2008
28	Exploring the Possibility of Expanding Per-child Funding (PCF) Mechanism (Study Report 28), 2008
29	Longitudinal Study on System Indicators (Study Report 29), 2008
30	Ensuring Free and Compulsory Basic Education for Disadvantaged Groups in the Context of Education for All (Study Report 30), 2009
31	Linking School Mapping with Educational Planning (Study Report 31), 2009
32	A Study on Community Managed School: An Innovative Approach to School Management (Study Report 32), 2009
33	Gender Issues in School Education (Study Report 33), 2009
34	A Study on the Alternative Schooling: Addressing the Un-served School Age Children (Study Report 34), 2009
35	Quality of Education in Registered Madrasas (Study Report 35), 2009
36	Professional Development of Primary School Teachers in Nepal (Study Report 36), 2009
37	Longitudinal Study on System Indicators (Study Report 37), 2009

Annex 14: CTEVT Information

14.1 Enrollment Capacity in Diploma/PCL Programmes

S.N	Programmes	Constituted			Affiliated			Total	
		Inst.	Quota	Total	Inst.	Quota	Total	Inst.	Total
1	Medicine/Health			212			7930		8142
	PCL Nursing	2	40	80	77	40	3080		3160
	PCL General Medicine	1	62	62	46	40	1840		1902
	PCL Medical Lab. Technology	1	30	30	43	30	1290		1320
	Diploma in Pharmacy	1	40	40	20	40	800		840
	PCL Radiography				15	40	600		600
	PCL Dental Science (Dental Hygiene)				5	40	200		200
	Homeopathy				1	40	40		40
	Ayurved				2	40	80		80
2	Engineering			456			2784		3240
	Diploma in Civil	3	48	144	21	48	1008		1152
	Diploma in Electronics	2		78	10	48	480		558
	Diploma in Mechanical	2		78	1	48	48		126
	Diploma in Architectural				2	48	96		96
	Diploma in Computer			0	17	48	816		816
	Diploma in IT	1		24			0		24
	Diploma in Electrical	4		132	6	48	288		420
	Diploma in Survey			0	1	48	48		48
3	Agriculture			60			176		236
	I.Sc. Ag. (Plant & Animal Science)	2	30	60	2	40	80		140
	Diploma in Food Technology				2	48	96		96
4	Forestry				1	40	40		40
	Diploma in Forestry				1	40	40		40
	Total			728			10930		11658

14.2 Enrollment Capacity in TSLC Programmes

S.N	Programmes	Constituted			Annex			Affiliated			Total	
		Inst.	Quota	Total	Inst.	Quota	Total	Inst.	Quota	Total	Inst.	Total
1	Medicine/Health			250						5690		5940
	CMA	2		78				72	40	2880		2958
	ANM	4		132				40	40	1600		1732
	Lab Assistant			0				30	30	900		900
	AAHW	1		40				5	30	150		190
	Amchi							1	40	40		40
	AAM							1	40	40		40
	COH							2	40	80		80

S. N	Programmes	Constituted			Annex			Affiliated			Total	
		Inst.	Quota	Total	Inst.	Quota	Total	Inst.	Quota	Total	Inst.	Total
2	Engineering			474			448			2208		3130
	Electrical	2		67	3		120	15	48	720		907
	Mechanical	3		75	1		24	2	48	96		195
	Survey							8	48	384		384
	Civil	6		203	3		120	15	48	720		1043
	Junior Computer Technician	1		32	5		160	6	48	288		480
	Automobile	1		24	1		24	1		0		48
	Refrigerator & air conditions	1		14					48	0		14
	Sanitary	1		35						0		35
	Electronics	1		24						0		24
3	Agriculture			374			120			1400		1894
	JTA Animal Science	4		238	2		80	27	40	1080		1398
	JTA Plant Science	4		136	1		40	7	40	280		456
	JTA Textile & Sericulture							1	40	40		40
4	Others			30				1	40	360		390
	Office Mangement			30				1	40	40		70
	Social Mobilizer							8	40	320		320
	Total			1128			568			9658		11354

14.3 Total Graduates upto Magh 2065

SN	Programmes	Capacity (annual)	Enrollment	Total Graduates
	TSLC		144652	46460
<u>1</u>	VJTA	1278	3384	2178
2	AAW		2825	1103
3	Civil SO		4877	1785
4	Lab Assistant		11012	5484
5	ANM		15966	8558
6	CDO		270	158
7	Dental		649	323
8	AMIN		1622	751
9	Food Technology		11	1
10	ANCHW (yoga)		28	23
11	Electrical		1429	542
12	CMA		55292	25106
13	Office Management		62	44
14	Mechanical		39	7
15	Auto mechanical		140	72
16	Carpentry		15	12
17	Acupuncture		40	34
18	JCT		84	43
19	AMCHI		3	1
20	SM		400	279

14.4 Vocational Training provided by CTEVT

S.N	Subjects	Duration	S.N	Subjects	Duration
Animal Science			Civil		
1.	Dairy product/Sweets Maker	550 hrs.	1	Mason	390 hrs
2.	Community Livestock Assistant	390 hrs.	2	Shuttering Carpentry	160 hrs
3.	Wool Processor	460 hrs.	3	Scaffolder	160 hrs
Plant Science			4	Plumber	390hrs
1	Tea plantation and management	197 hrs.	5	Bar Bender	160 hrs
2	Mushroom production	48 hrs.	6	Tile Fitter	160 hrs
3	Off seasons vegetables production	39 hrs	7	Assistant Carpenter	231 hrs
4	Horticulture	435 hrs	8	Assistant Plumber	284 hrs
5	Sericulture technical worker	140 hrs	9	Junior Bamboo Artisan	244 hrs
6	Assistant Florist	393 hrs	10	Senior Mason Helper	164 hrs
7	Garden Designer	550 hrs	11	Junior Wood Artisan	296 hrs
8	Flower Decorator	260 hrs	12	Junior House Painter	152 hrs
9	Fruit Processor	390 hrs	13	Plumber	390hrs
10	Allo Processor	160 hrs	14	Shuttering Carpentry	390 hrs
11	Cardamom Processor	460 hrs	15	Scaffolder	390 hrs
12	Herb Processor	460 hrs	16	Bar Bender/Steel Fixer	390 hrs
13	Off Season Vegetable Producer	390 hrs	17	Tile and Marble Fitter	390 hrs
14	Banana Fiber Craft Person	460 hrs	18	Furniture Maker	460 hrs
15	Tea Plantation Worker	390 hrs	19	General Carpenter	460 hrs
16	Coffee Plantation Worker	460 hrs	20	Marble Polisher	390 hrs
17	Beekeeper	460 hrs	Cooking/Baking		
18	Community Agriculture Assistant	390 hrs	1	Commercial Cooking/Baking	792 hrs
19	Vegetable processor	550 hrs	2	Assistant Cook	211 hrs
Computer			3	Chinese Cook	390 hrs
1	Web designer	196 hrs.	4	Indian Cook	390 hrs
2	Basic Computer application	180 hrs	5	Continental Cook	390 hrs
3	Computer Service Technician	480 hrs	6	Waiter/Waitress	390 hrs
Secretarial/Management			Miscellaneous		
1	Saving and credit mobilizing	40 hrs	1	Basic Hair and Beauty culture	396 hrs
Electronics/Electrical			2	Hair and Beauty culture	396 hrs
1	Domestic Installation Repairer	390 hrs	3	Photography	200 hrs
2	Telecom Technician	1380 hrs	4	Thanga Arts and Painting	
				• Module 1	998 hrs
				• Module 2 & 3	992 hrs
				• Module 4	997 hrs
				• Module 5	987 hrs
				• Module 6	1000 hrs
3	House Wiring Helper	272 hrs	5	Junior Barber	233 hrs
4	House Wiring Electrician	260 hrs	6	Junior Ceramics Assistant	303 hrs
5	Telecom Outside Plant Technician	1150 hrs	7	Junior Paper Artisa	
6	Building Electrician	390 hrs	8	Hand Embroider	1120 hrs
7	Electrical Appliances Repairer	460 hrs	9	Social Mobilizer	460 hrs
8	Radio TV Repairer	460 hrs	10	Lathe Setter Operator	650 hrs

S.N	Subjects	Duration	S.N	Subjects	Duration
Mechanical			11	Fashion Designer	390 hrs
1	Guide for Motorbike Mechanic	756 hrs	12	Beautician	390 hrs
2	Domestic refrigerator and Air conditioner	180 hrs	13	Shoe Maker	390 hrs
3	Repairing & maintenance of pump set (Diesel Engine & Water pump)	280 hrs.	14	Nepali Hand Paper Maker	520 hrs
4	Assistant Welder	480 hrs	15	Security Guard	460 hrs
5	Cycle and Riksha Mechanic	230 hrs	16	Tailor Master	460 hrs
6	Metal Work Helper	367 hrs	17	Thanka Art Maker	460 hrs
7	Water Pump Repair Assistant	247 hrs	18	Fabric Painter	520 hrs
8	Assistant Auto Mechanic	482 hrs	19	Mithila Folk Artist	Hrs
9	Water Pump Repair Assistant	247 hrs	20	Fashion Designer hrs
10	Welder (SMAW, OAW, GTAW, GMAW)	710 hrs	21	Carving	1500 hrs
11	Auto Painter	460 hrs	22	Turning	1280 hrs
12	Light Vehicle Driver	390 hrs			
13	Lathe Setter Operator	460 hrs			
14	Auto Mechanic	390 hrs			
Health					
1	Dental Lab Technician	272 hrs			
2	Physical Rehabilitation Facilitator	460 hrs			
3	Caregiver	390 hrs			

14.5 Description of the Approved Positions (darbandi) of Technical and Administrative Staff of CTEVT

Organization/School	Special Class	Officer Level 1 st Class	Officer Level 2 nd Class	Officer Level 3 rd Class	Assistant Level 1 st Class	Assistant Level 2 nd Class	Assistant Level 3 rd Class	Class Less	Total
Central Office	2	13	39	58	63	16		18	209
Training Institute for Technical Instruction, Sanathimi		6	11	17	7	4		17	62
Balaju School of Engineering Technology		1	9	20	33		2	13	78
Lahan Technical School, , Lahan		1	2	12	18	11		14	58
Bheri Technical School, Nepalganj		1	4	23	29	12		12	81
Rapti Technical School, Dang		1	2	16	14	10		14	57
Seti Technical School, Dipayal			3	11	16	11		9	50
Karnali Technical School, Jumla			4	11	16	12	1	10	54
Pokhara Tourism Training Center, Pokhara			4	13	16	6		6	45
Dhawalagiri Technical School, Lete			3	12	15	7		11	48
Uttarpani Technical School, Dhankuta			3	6	7	7		12	35
Rural Training Center, Lamjung			1	2	4	4		3	14
Rural Training Center, Tanahun			1	2	6	6		2	17

Organization/School	Special Class	Officer Level 1 st Class	Officer Level 2 nd Class	Officer Level 3 rd Class	Assistant Level 1 st Class	Assistant Level 2 nd Class	Assistant Level 3 rd Class	Class Less	Total
School of Health Science		1	2	17	7	7	1	2	37
Hetauda Polytechnics			1		6			1	8
Panauti Technical School			1	3	6	1			11
Jiri Technical School, Dolkha			4	11	13	11		15	54
Eastern Regional Office, Itahari		1	2	3	1	1			8
Western Regional Office, Nepalganj		1	2	3	1	1			8
Total	2	26	98	240	278	127		159	934

14.6 Number of participants in Skill -testing by the end of 065/66

Level	Up to 2061/062	062/063	063/064	064/065	065/066	Total
Elementary	0	0	0	40	1442	1482
1	7825	622	1039	2783	9404	21673
2	6510	979	761	849	1234	10333
3	1935	214	160	202	212	2723
4	2	0	4	2	0	8
Total	16272	1815	1964	3876	12292	36219

Annex 15: Education related Websites, Emails and Contact Numbers

15.1 MoE and its Institutions

Institutions	websites	Contact No		
		Phone	Fax	Email
MoE	www.moe.gov.np	4418784, 4412013, 4411704, 4418191		info@moe.gov.np
DoE	www.doe.gov.np	6631075, 6634178		
NCED	www.nced.gov.np	6630193, 6630766	6631486/ 6630457	decedu@mail.com.np
CDC	www.moescdc.gov.np	6630588, 6630797		
OCE	www.soce.gov.np	6630739, 6630819, 6630070	6631146	info@soce.gov.np
NFEC	www.nfec.gov.np	6631288	6631280	nfec@mos.com.np nfec@wsn.com.np
STRO	www.stro.gov.np	4283023		info@stro.gov.np
Food For Education Programme		4431853, 4431895		
UGC	www.ugcnepal.edu.np	6638549, 6638434, 6638550, 6638551	6638552	info@ugcnepal.edu.np
TSC	www.tsc.gov.np	6637872, 6637873	6637873	info@tsc.gov.np
Nepal National Commission for UNESCO	www.nncu.org.np	4418782, 4428107	4412460	unesco@nncu.wlink.com.np
TU	www.tribhuvan-university.edu.np	4330840 4330843		
NSU	Contact Off:	08252901, 4221510		
KU	www.ku.edu.np	11-661299, 661399	11-661443	web@ku.edu.np
PU	www.purbuniv.edu.np	021-521204		
PokU	www.pu.edu.np	61-560489, 560639	61-560392	info@pu.edu.np
		Contact off: 4412196	4440904, 4440905	contact-office@pu.edu.np
HSEB	www.hseb.edu.np	6630598, 6631362, 6631586, 6635129	6631586	hseboard@mos.com.np
CTEVT	www.ctevt.org.np	6630408, 6630769	6630294	admin@ctevt.wlink.com.np
JEMC		66307878, 6630796		
Kaiser Library	www.klib.gov.np	4411318	4442010	info@klib.gov.np
Nepal National Library	www.nnl.gov.np	5521132	5010061	nnl@nnl.wlink.com.np
Dilliraman Kalyani Regmi Memorial Library	www.drkrmlibrary.np	4411090, 4417835		drkrmlibrary@htp.com.np.

15.2 Contact Numbers of Divisions and Sections of MoE

SN	Division/Section	Contact No.	Fax
1	Secretariat of Minister	4411499/4414690	4435140
2	Secretary	4411599	4414887
3	Secretary Basic	4416693	4423252
4	Administration Division	4418781	
5	Higher Education and Educational Management Division	4418582	4418673
6	Planning Division	4418783	
	Monitoring, Evaluation and Inspection Division	4418191	
7	Internal Administration and Property management Section	4427782	
8	Personal Administration and Human Resource Development Section	4412015/4410090	
9	Financial Administration Section	4427782	
10	Legal Counselling Section	4422340	
11	Higher and Technical Education Section	4423251	4423251
12	Scholarship Section	4418169	
13	School Education Section	4414357	
14	Policy Analysis and Programme Section	4419233	4419233
15	Foreign Aid Coordination Section	4443332	4443332
16	Library Coordination Section		
17	Monitoring and Evaluation Section	4412199	
18	Inspection Section	4412804	
19	Research and Education Information Management Section (REMIS)	4410465	
20	UNESCO National Commission	4428107/4418782	4412460

15.3 Other Education related Institutions

Institutions	websites	Contact No		
		Phone	Fax	Email
CERID	www.cerid.org	4274527, 4286732	4274224	
CBS	www.cbs.gov.np	4245947/ 4229406	4227720	info@cbs.gov.np
ESAT	www.esat.org.np	4411597, 4422507	4423590	info@esat.org.np
UNESCO Kathmandu	www.unesco.org/kathmandu			
IIEP PARIS	www.unesco.org/iiep			
Education Journalist Group	www.ejg.org.np	257655	4218686	info@ejg.org.np
Teacher Monthly	www.teacher.org.np			
Madan Puraskar Library	www.mpp.org.np	5549948, 5005515	5536390	
TU Central Library	www.tucl.org.np	4330834, 4331317		tucl@healthnet.org.np
TU Exam Controller's Office	www.tuexam.edu.np	4-283913, 4-222962		ocoe@ioe.edu.np