

Title: *School Effectiveness Criteria with Reference to the Public and Private Schools in Nepal.*

ABSTRACT

The purpose of this research was to identify and refine the school effectiveness criteria appropriate to public and private schools in Nepal, with analysis factoring in differences among different development regions, types of schools and ecological belts of Nepal. The study aimed to identify various enabling and impeding factors influencing the school effectiveness effort and to apply the criteria to assess the quality of schools.

The study applied a multi-stage sampling method involving stratified, random and systematic sampling. The study was carried out in five districts representing all the development regions and ecological belts of the country. The study had 300 respondents, including students, teachers, parents, resource persons (RPs) and school management committee (SMC) members. The study was based on the quantitative methods but it also used qualitative methods to cross check the findings. The theoretical background of this study was based on the integrated model of school effectiveness suggested by Scheerens (2001 & 1990) and it applied a set of criteria recommended by Scheerens and Bosker (1997). They were refined through expert opinion and pilot survey and adopted for this study. The criteria included eight key and 252 sub criteria.

The criteria are positively correlated to each other and the correlation within status of school is higher than in the school effectiveness criteria. Mountain schools are using more of the criteria to improve the quality of their school than in hill and tarai. Private schools value more to the criteria and they also implement them more than the public schools. The study observed a significant relationship between the perceptions of respondents on valuing the school effectiveness criteria and status of school. Overall, the criteria are valued useful but they are not implemented properly.

The study reveals that location or types of respondents are not the major predictors of school effectiveness criteria. Both the public and private schools envision almost similar type of criteria, however private schools are more concerned to apply the effectiveness criteria than the public one. Educational leadership is essential but it is not always sufficient to make the school as an effective organization.

As an output of the study, the researcher developed a set of school effectiveness criteria which could be applied to different types of schools. The final list of generic criteria has eight key items, 231 highly preferred sub items and nine new sub items. The highly preferred criteria are result oriented education, availability of text books on time, involvement of teachers in decision making, supportive teachers, peaceful school environment, monitoring, active SMC, punctuality etc.

The study provides recommendations for the use of criteria and improvement of quality of the school. The study recommends that the government should introduce policy measures to make the use of effectiveness criteria mandatory for all school.

Tatwa Prasad Timsina

Title: *Reform Strategies for Quality of Engineering Higher Education in Nepal.*

ABSTRACT

Recent literatures on engineering education have described the need of reform in engineering higher education in Nepal and this has become an essential agenda for the development of the country. In order to identify the policy options and programs for reform in engineering higher education in Nepal, it was essential to examine; the existing level of competency of graduating engineers, the existing pertinent issues influencing quality of engineering education and also to explore the strategies to resolve those pertinent issues. Sufficient emphasis was found in the literatures that much of the world economy, now and in the days to come, rests on the technology and its application in the society. This, eventually, connotes the inevitability of enhanced knowledge and skills of the engineers.

The purpose of this study was to explore and analyze the current issues associated with the quality of engineering higher education and recommending the future strategies for reforming engineering higher education in Nepal. For this, survey instruments were developed that consisted three parts; professional competency, issues and strategies. The pilot test was undertaken and it was validated by a panel of experts. The survey instruments were distributed in August 2007 to stratified sample and data collection continued till the end of February, 2008.

The findings revealed the main parameters representing competencies requirements for entry level engineering professional practice and they were grouped into four categories: basic knowledge and skill; specific professional capacity; understanding society and social phenomena and; management and leadership. It was found that the graduating engineers have satisfactory level of competencies, however, requires further improvements to cope with the complexities emerging in the engineering practice.

The findings also explored the pertinent issues influencing the quality of engineering higher education and were grouped into nine categories, namely; financing, faculties and their

role, equity and access, management and institutional barriers, students and their activities, socio-cultural imperatives, infrastructures, curriculum and assessment system and, job market. Additional issues, such as; politicization, absence of research and development and, inconsistency in policy issues were generated from the open ended responses.

The study also identified reform strategies to resolve emerged issues so as to achieve quality in the engineering higher education. Prominent strategies explored from the study were: concrete planning for human resources (faculties and staffs) development and appropriate investment for technology along with the tangible plan for generation of fund, policies and programs for the access of capable and competent students and for encouragement in the academic and professional skills, periodic review and updating of curriculum based on market needs and prevailing technology, visionary leadership in academic institutions and accountability and transparency in management along with the understanding of society and de-politicization in the institution, encouragement of experimental learning opportunities (on-the-job learning) etc.

Bharat Raj Pahari

Title: *Management Practices in the Institutions for Higher Education in Nepal.*

ABSTRACT

The study analyzes management practices in the institutions for higher education in Nepal. Seven basic research questions were developed to analyze the management practices. It reviewed the literature obtained from three sources: academic and professional articles in the subject field, textbooks, and web-resources.

The study followed a survey research design and collected data and information from the field. The survey was administered in 147 different representative campuses/colleges from three development regions: Eastern, Central and Western. All numerical data were analyzed using SPSS package. The major statistical methods used were frequency distribution, percentages, means, Independent-Samples T- Test, one-way Analysis of Variance (ANOVA), and Pearson Correlation.

The key findings of the study are (a) differences clearly exist on the extent of application of management functions/techniques among various institutions for higher education, (b) management practices between constituent campuses and affiliated colleges largely vary, (c) differences clearly exist between the assessment made by the campus chiefs and senior faculty members, (d) organizational characteristics such as location, duration of the establishment, faculty, level of teaching, number of students, number of staff, education facility, and personal characteristics like age, gender, qualifications, length of employment, college shift, training, and type of training are not the factors in the overall management practices in the colleges, (e) Management practices in the institutions for higher education have positive but weak associations with students' performance results, and (f) public campuses are still being managed based on the traditionally defined rules and regulations.

The major conclusions are (a) institutions for higher education have applied management functions/techniques at wide-ranging levels, (b) education managers of the constituent and affiliated campuses perceive management practice differently, (c) differences in responsibility and accountability are the determinants of the difference in management practices, (d) multiple determinants shape management practices, (e) academic level, year of experience, training, and exposures of the managers do not necessarily show the association with the management practice, (f) organization culture, strategy, systems, structure and training are inseparably interlinked, and (g) management practices in the institutions for higher education have less impact to improve students' performance results.

Finally, the study provides recommendations for practice and future research. The recommendations for practice are that the institutions for higher education (a) should be provided the summary of overall institutional rating of management practices, and (b) should use the survey instrument used in this study to periodically measure their managerial effectiveness.

Similarly, recommendations for future research include (a) conduct a study on whether physical facility can be a factor in practicing organizing and leading functions of management in the higher education institutions in Nepal, (b) conduct a study to analyze significant associations between students' performance results and management practices, and (c) conduct a study to identify factors that govern higher education institutions in practicing management functions differently.

Dil Prasad Shrestha

Title: Non-Formal Education as an Empowering Process for Improved Livelihoods in the Context Rural Nepal

ABSTRACT

Review of literatures on poverty, development, and education have described empowerment as an important means to facilitate the overall development process in general and capacitate rural people in particular. The development agencies in this regard, have been implementing NFE programme to empower people for the betterment of livelihood since long time. This study was conducted to explore its impact and effectiveness. The study analyzes the contribution of NFE in the field of community empowerment and improved livelihood. The study also analyzes the NFE designing and implementation process and factors affecting empowerment process. Although there are different kinds of NFE programme, the study was mainly focused on NFE adult education, i.e. Mahila Shichhaya I, II, Shachhayarotar class and literacy. Five basic research questions were developed to accomplish three objectives. Before and during field work, I reviewed eight different types of literatures obtained from three different sources viz. academic and professional articles, textbooks, and web-resources. The study followed a case study as a research strategy and data was collected from various sources. The four case studies from Chitwan and Dhading districts were taken into consideration to generate primary data. Different qualitative tools were used to generate and analyze the information. Similarly, interactions with the concerned DEO, CLC, mobilisers, Centre for NFE Programme Coordination and other stakeholders were made.

The key findings of the study are; a) number of institutions are implementing NFE programme with the focus on empowerment and improved livelihood of rural poor; b) NFE is able to generate an environment for empowerment process to some extent especially on

making them aware on various development process, initiating different IGAs, enhancing skills, building confidence to access information and maintaining cohesive and operational relationship with others; c) to foster the ability to deal with the hurdles at the family and community levels; d) there is a direct linkage between education and empowerment and creates an enabling environment; e) current curriculum, session plans and educational materials are developed centrally and not well captured local views; f) although policy talks about integration of NFE programme with other development initiatives and effective monitoring mechanism, it is not in practice; g) need to integrate NFE with quick impact projects and overall community development process; h) participatory and integrated approach linking with DDC and VDC level plan and a local level mechanism need to establish and institutionalize and; h) a clear and effective planning and communication mechanisms are needed. In order to implement the proposed framework effectively, the key future strategies of the study are needed - to design and implement NFE programme on a holistic and participatory approach; to develop an operational structure and appropriate policies; to capacitate DEO and implementing organizations to implement the proposed framework; and to establish equivalency and parity of esteem.

Prem Bahadur Thapa

