A

Research Report

To

Find out the Major Problems of PCL Phase out from the University and Suggests Measures

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Acronyms

FGD	Focus Group Discussion
HSEB	Higher Secondary Education Board
HSS	Higher Secondary School
PCL	Proficiency Certificate level
Ph. D	Philosophy of Doctorate
TNA	Training Need Assessment
TU	Tribhuvan University

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1. Introduction

1.1 Tribhuvan University

In recent years, quality management has been increasingly recognized as the most important and valuable asset in higher education institutions and as a key differentiating factor in economic development in the nation. Many researchers have claimed that benchmarking has an enabling role to play in the context of quality management in higher education and achieving the institutional overall objectives.

Higher education is linked with the development of individual and the society as a whole. That is the reason why many developed countries have tried to link higher education with workplace opportunities. To help graduates to find jobs in the market has been the major concerns of higher education institutions today. Many educational programs in professional field have also been growing in this regards. Moreover, higher education once received cannot serve the purpose for ever. The rapidly changing technology and the competitive job market always challenge higher education graduates to update their knowledge and skills. The implications of these can be clearly seen in the design and implementation of various forms of education beyond the graduates. In this perspective, quality in higher education is crucial part of whole education system, which seems to assure the quality management.

Some implicit forms of 'benchmarking' have always been part of Higher Education. Various forms of peer reviews and on-site visits have encompassed some aspects of benchmarking for the reviewers and the visitors: both the peers and the institutions evaluated acquired insights into other institutions and could make comparisons to their own institution. What is new in the use of explicit benchmarking, however, is the increasing interest in the formalization and institutionalization of those processes. Whereas some actors in Higher Education tend to say that they always did some form of benchmarking, but just never used this specific term, many involved in "benchmarking" projects in Higher Education "use the term benchmarking when it is marginally appropriate- the term has been used whenever a comparison of some type has been made" (Engelkemeyer, 1998).

The growth of benchmarking in higher education reflects the search for continuous quality improvement and for a more effective way of improving performance in a highly diversified higher education sector in order to ensure that public funding is used effectively to support higher education. As such it is strongly encouraged by policy-makers. Benchmarking also serves the needs of individual institutions to learn in order to improve, to change and to manage operations in a more professional way.

Quality in higher education has assumed great significance in recent times, particularly in the context of massification and increase in competition due to role of the market forces in higher education. Increasing cross-border education opportunities, technological development resulting in new modes of educational provisions and emergence of 'knowledge society' are other challenging demands. In view of the rapid advancement of knowledge and rapid growth of complexity of technological endeavor, the future will need greater competencies and as a consequence, higher education must provide improved and speedy methods to meet today's needs and face tomorrow's challenges. While the expansion of the system of higher education has been impressive, the problem of access with equity, quality, and that of resource continue to burden the system as a whole, without finding suitable strategies to address them adequately. The principal postulate is that the quality assurance in higher education during the education plan will be enabled primarily when human capital is creatively and imaginatively harnessed, developed and released compared to the 'linear' development strategies. Greater and regular sharing of experiences through networking and otherwise between different institutions at the national and global plan is highly recommended. Multi-disciplinary curriculums with stress on developing problem-solving abilities are augmenting knowledge skill and life situations. Quality of higher education can be greatly enhanced through the use of audio-visual techniques and the modern information & communication technologies.

In India, it attained independence in 1947; concerted efforts are being made in the country for the improvement of quality in higher education. Various measures have been outlined in policy documents of the government. The responsibility of assuring quality is basically that of the University Grants Commission (UGC) and the different statutory bodies dealing with professional education. The University Grants Commission Act,

1956, empowers the UGC to take "all such steps as it may think fit for promotion and coordination of university education and for determination and maintenance of standards in teaching, examination and research in the universities". In keeping with this objective, the UGC has in the past taken a number of initiatives and has launched a number of schemes which are:

- Minimum infrastructure facilities to be fulfilled before a university is declared fit for central assistance.
- Minimum infrastructure facilities to be fulfilled before the grant of affiliation to a college by a university.
- Essential qualifications for the appointment of lectures, readers and professors.
- Workload of teachers, duration of courses and minimum number of teaching days for first-degree program.
- Schedule of academic events.
- Evaluation and assessment of performance of teachers.

Benchmarking has established its position as a tool to improve an organization's performance and competitiveness by identifying and adopting the best practices from others and, recently, also by developing the best practices with others. The learning concerned with in this developmental process is one of the core themes in benchmarking literature, as Cox's et al. identified in their comparative analyses (Ahmed and Rafiq, 1998).

Benchmarking has emerged as a reaction to growing competitive pressures in international markets and is nowadays a common technique applied at the company sector and even at national/international levels (Sisson et al., 2003).

As a consequence, the management literature is full of prescriptive advice on the best ways in which firms can use benchmarking both to monitor their own performance and to learn from other companies through the identification of best practices. It is surprising that, in the field of management studies, no studies have been carried out on the role of national specific institutions which are concerned with the promotion of benchmarking and which intervene with companies and the national economy.

The environment within which higher educational institutions operate has changed considerably over the last decade and is likely to sustain this rate of change in the future. Globalization, the mass expansion of educational opportunities and technological developments are creating a changing environment for higher education systems across the world. Demographic trends, changes to funding arrangements, distance and education are but a few of the factors, which have affected universities. These environmental forces are, in turn, creating pressure for concerted action by universities of the country to improve the way they approach higher education and quality assurance. Student and labour market mobility issues are now closely linked to educational quality. A range of benchmarking initiatives is being implemented with the goal of enabling universities to be assessed against various quality indicators globally.

Nepal's membership of WTO will put it in the global deregulated framework of higher education. This sector will soon be open to international players and forces. A number of private and international players are sure to appear in the higher education market of Nepal. In this emerging context, making quality enhancement is a more challenging endeavour than it used to be. Hence, quality assurance of the universities will maintain and develop their competitive strength internationally as well as satisfy their "customers" at home.

Quality is judged by self-evaluation, feedback from stakeholders and external peer reviews, based on reputation, resources, ranking, assessment and adoption. Universities have been entering into benchmarking partnerships within the country and outside. Ongoing quality assurance and improvement are inherent components of all the strategies for enhancement. This goal of any university cannot be achieved unless an appropriate system of supervision and monitoring is in place.

Different institutions may have different approaches to dealing with quality assurance and there is no single prescriptive model to suit every system. In developed countries, quality assurance and enhancement have already become a focus. Some of the universities in these countries refer to the certification of institutional management processes against the ISO9000 standards of the international organization for standardization.

By and large, higher education in Nepal has been confined to a privileged class. There has been some change after the restoration of democracy in 1990. Now Nepal has entered a multi-university era to make education accessibility to the people of various groups and regions. This study focuses on the importance of higher education with a view to enhancing the nation's capacity in higher education in today's highly competitive globalized market.

The higher education sector is generally considered to be an important contributor to economic prosperity. Higher education brings forth human capital and knowledge, which are indispensable ingredients for the process of economic growth (Barro and Sala-i-Martin, 1995:Romer, 2001). Modern societies have an urgent need for highly skilled labour, not only to push ahead the technological frontier by creative researchers but also to adopt and diffuse existing knowledge. While this crucial role of higher education for economic growth is widely recognized, the way in which countries organize their higher education system differs vastly. Traditionally, the higher education sector is strongly intertwined with the public sector through an extensive system of regulation and financial support. Apart from this very general common feature, countries differ in policies with respect to student selection, tuition fees, student support programs, public funding of teaching and research, and so forth.

The concept of quality in education is not easy to define. Hawes and Stephens (1990) believe that quality is characterized by three inter-related and inter-dependent standards: (i) efficiency in meeting its goals; (ii) relevance to human and environmental conditions and needs; (iii) "something more", which is the exploration of new ideas, the pursuit of excellence and encouragement of creativity. If this is accepted, there might be debate about the relative importance of each strand, about what the goals should be, and it can be argued that equity considerations should be part of a broad view of effective schooling.

Urwick and Junaidu (1991, pp 19-20) distinguish two contrasting orientations towards quality, which they describes as "technical efficiency" and "pedagogic". The 'technical efficiency' orientation focuses on the provision of basic school inputs (especially teachers, educational materials and learning time), their effect on academic achievement and the consequent priorities for investment. This orientation is characterized by positivist assumptions and by attempts to measure production functions through large-

scale surveys. The ‘pedagogic’ orientation towards the quality of education does not give much emphasis either to physical inputs or to their ‘effects’, but rather sees teaching skills, patterns of school organization and curricular content as the essential components of quality. In practice, there is a danger of over-emphasis of over-emphasis on efficiency and on the use of quantitative indicators. Tipple(1990) points out the tendency to restrict to what can be measured, and argues that ‘the measurable thus unwarranted importance’. Wilcox (1990, p39) warns that performance indicators… will seldom if ever tell an unambiguous tale. Quality of educational experience will always be an elusive entity which evades precise delineation. Singh quotes Throsby & Gannicott (1990) that the following statements encapsulate the state of thinking on quality in education:

- Trained teachers make a difference
- Class size is not relevant
- The provision of instructional materials is one of the most cost effective ways of raising the quality of education
- Education is most effective if initial instruction uses the mother tongue
- Lavish buildings and equipment will not raise quality
- Curriculum reform will not necessarily raise educational quality
- Examinations are a useful way of monitoring university quality
- Amount of learning time affects educational outcomes
- Quality depends on good decentralized education management.

Data and Benchmarking

Education sector policy makers and practitioners often presume that data play the key role in problem definition. Data surely can be influential. Although many reform processes have precedents without good data, and many well-document problems have been ignored, data do have an important role to pay. We believe this, in part, because of our view of the proper role of experts including, education sector reformers in a democratic society. Any public policy implicitly or explicitly reflects both science and ethics. It depends on views about how the relevant social systems work-and on values that define problems and priorities. Experts have a particular responsibility for helping the political process understand what is really at stake in any reform. To both educate and

advise, experts need to understand and describe the situation as clearly as possible. Otherwise, myth, ideology, and group interest will dominate the debate. Good data cannot reconcile those with genuine value differences. But it can move the debate to more honest and mutually agreed upon understanding of what choices are available. One particularly helpful use of data is in the process known as "benchmarking". This term from quality management literature refers to one way to judge a system's performance. The suggestion is to look at other comparable situations to find out what is best practice exists elsewhere. In an industrial context, managers look at the costs, or defect rates, or productivity of competitive business. In education sector, benchmarking means looking at the outputs and outcomes from countries at a similar income and spending levels whose education system performance is particularly effective.

Set up in 1959, Tribhuvan University (TU) is a pioneering institution of higher education in Nepal. Named after the late King Tribhuvan, TU is situated in Kirtipur, a small ancient town located five kilometers away from downtown Kathmandu. Following the recent second democratic movement Prime Minister of Nepal has become the Chancellor of the University while Minister of Education is the Pro-Chancellor. Vice Chancellor is the principal executive of the university, who is assisted by Rector in academic programs and Registrar in financial management and general administration. Tribhuvan University, a non-profit autonomous institution, is financed mainly by the Government of Nepal.

During its 49 years long journey, the state owned university has expanded its programs in different disciplines. There are five technical institutes and four general faculties, which offer 300 courses at certificate, 1079 courses at bachelors and 1000 courses at master?s levels. Currently, the total courses offered by the university number more than 2400. Both technical institutes and general faculties offer Ph.D. programs in different disciplines.

Prior to 1980, TU offered the courses through its constituent campuses only. With the increasing number of students interested in joining the Tribhuvan University, there was a necessity of establishing colleges in the private sector because the constituent campuses

of the university alone could not cater to the demand of the nation. So from 1979/80 onward TU started providing affiliation to private colleges to conduct various programs at different levels. 561 private colleges, spread all over the country, have so far received TU affiliations.

In the academic session (2008-09)[1] there are altogether 2, 90,833 students enrolled at the various levels of TU academic programs. The majority of the students (59% - ?1, 71,592) belongs to its 60 constituent campuses and 37 central departments while the remaining (41% - 1, 19,241) study at the 561 affiliated colleges. It shows that population of students in constituent campuses is very high. This is because of the low tuition fees and easy access. According to this student statistics book to university 60% student study in certificate level. This percentage comes to be almost 1, 74,000 students enrolling in this certificate level.

Tribhuvan University has 7,049 teaching faculty members and 5607 non-teaching staffs including support staff in its constituent campuses[2].

1.2 Objectives of Tribhuvan University

- To produce skilled manpower essential for the overall development of Nepal;
- To preserve and develop historical and cultural heritage of the nation;
- To accumulate, advance and disseminate knowledge; and
- To encourage and promote research in arts, science, medicine, engineering, agriculture, management and education as well as in the vocational fields.

1.3 Education System

The education system of the university is mainly divided into four parts. They are: Proficiency Certificate Level, Bachelor Level, Master Level and Ph.D. The certificate level need two years of full course with 1000 full marks. The bachelor level need three

[1] website of Tribhuwan University
[2] website information

years of full course with 1500 full marks. Similarly the master level need two years of full course with 1000 full mark. The duration of Ph. D. need 4-5 years of research study.

1.4 Higher Secondary Board

Government of Nepal decided to introduce the Higher Secondary Education Act, which came into effect in 1989 A.D. Later, as stipulated in the Act, the Higher Secondary Education assembly was constituted under the chairmanship of the Minister of Education. Subsequently Higher Secondary Education Board (HSEB) was established in 1989 under the Higher Secondary Education Act.

1.5 Objectives of Higher Secondary Education

- 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.
- Prepare the youth with competitive strength required for a patriotic, disciplined and productive human resources while contributing to the shaping of one's future and outlook.
- Adopt a system of greater equality in opportunities by reducing by reducing regional and ethnical disparity and promoting female participation.

1.6 The Decision

It is said that education is a life long process, but the basic education that one gets during the formative year definitely contributes to the shaping of one's future and outlook. This is where; the school and high school education assumes importance. Today's school is not merely a school it is much more. Its teachers and staff together with the guardians and students give it a wholesome environment. It is a place to inculcate the fundamentals of honored values. The education of the weak brains between the ages of 17 - 18 is counted within the school education in the international arena.

Further the students of this age group require a disciplined environment of the schools rather than that of the universities because of their sensitive age factor. It was precisely for these kinds of reasons than the educational planner, administrator, pedagogues and experts took the initiative to bring about a change in the existing educational structure by incorporating two more years of schooling in it, grade XI and grade XII, known as higher secondary level.

For this purpose, two important seminars were organized in which educational professionals and responsible authorities participated and eventually concluded with a consensus that the 10 + 2 system be established and operated with optimum efficiency and effectiveness.

Following this outcome, Government of Nepal decided to introduce the Higher Secondary Education Act, which came into effect in 1989 A.D. Later, as stipulated in the Act, the Higher Secondary Education assembly was constituted under the chairmanship of the Minister of Education. Subsequently Higher Secondary Education Board (HSEB) was established in 1989 under the Higher Secondary Education Act.

Similarly the Tribhuvan University has also decided to phase out it certificate level program from its wings. The main objectives of the university to phase out the program are:

- ✓ To decrease load of the university
- ✓ To ensure the qualitative education
- ✓ To support on achieving the goal of higher secondary board

The academic council Tribhuvan University has made a series of decision to phase out the certificate level program. According to the web news of *Gorkhapatra* on July 5, 2009 the council has made it 26th decision for the same purpose on April 2009.

2. Study Objectives

The main objectives of the study are:

- ✓ To find out the problems to be faced by university in relation to teacher management after phasing out the PCL programs.
- ✓ To identify the problems related to curriculum, textbook and pedagogical aspect after phasing out the PCL programs from the university.
- ✓ To find out the problems related to quality assurance of higher secondary schools after phasing out the PCL program from the university.
- ✓ To suggest strategic measures to smoothly phase out the PCL program from the university.

3. Executive Summery

3.1 Background

Established on half century ago, Tribhuvan University is one of the largest universities of the country. With almost 300 thousands students and 12000 academic and non academic staff, it has been providing the scholars to the nation. It is also a only one state owned university. It is found that the performance of the TU is getting down because of the establishment of new universities. The main cause of losing its performance is the overload of the university as comparison to its capacities.

In the late 80's decade, a new concept was entered into the country to upgrade its education system in the level of international arena. The new concept was continuation of school education up to grade XI and XII. This was the best opportunity to safe load scheduling of its duties. Hence in cooperation with the government, TU decided to phase out its Proficiency Certificate Level which contains almost 60% of its burden.

3.2 Survey Methodology

The study was designed as per the discussion with Department of Education. This was a short term study based one the discussion with students, teachers, guardians and concerned authorities. Some basic and secondary information were collected from

Tribhuvan University, Kirtipur and HSEB office, Bhaktapur. A checklist was developed to gather primary information.

All the students, teachers, guardians and other stakeholders were the universe of this study. But, taking the time and resources constraints, a sample of 40 respondents were selected. The sample contained 10 students from HSEB, 10 students from TU, 5 teachers from university, 5 teachers from HSEB, 5 guardians from TU and 5 guardians from HSEB. Collecting the students from TU and HSS, two separate FGDs were conducted for the open discussion to get the information not included in the checklist.

The collected data were coded and entered into the computer and analyzed by using SPSS (Statistical Package for Social Science). Different table and cross table were generated. On the basis of these data, a draft report was prepared. With consultation in Ministry and incorporating their suggestion and comments, this final report was prepared. A preliminary inception report was already prepared just after starting the study.

3.3 Findings

The decision of TU to phase out its PCL program has multi diplomacy effects to the nation. It affects the present teachers' management of the university. It is to be noted that the respondents urged this problem is not as important as other problem to upgrade the quality education of the university and HSEB was important.

The change in curriculum, textbooks and teaching methodology will create the problems to the teachers and management. However it can be easily settled by providing trainings and other capacity building activities to them.

In case of quality assurance of the HSEB, the study found 8 major areas for improvements. The major areas for the improvements are:

- ✓ Strong Monitoring and Evaluation

- ✓ Easy access of students in the HSS
- ✓ Quality of teachers
- ✓ Lean and thin management
- ✓ Discipline management
- ✓ Fair and fast examination system
- ✓ Monopoly of private school
- ✓ Quality deficit in government school

Similarly we collected the strategic measures from respondents by open ended questionnaire. Different respondents gave different ideas for smooth phasing out of the PCL program. The research team has tried to organize these ideas in a logical sequence. Here are those strategic measures for smooth phasing out of the PCL program from the university. They are:

Step 1: Availability of HSS
Step 2: Assurance of free education
Step 3: Standard guideline for necessary physical infrastructure
Step 4: Accessible everywhere
Step 5: Modernized curriculum to be with international arena
Step 6: 6 Qualified and trained teacher for the curriculum
Step 7: Strong monitoring and evolution system from the government
Step 8: Transfer of teachers and administrative staff from TU to HSEB
Step 9: Phasing out

If the government follows these steps, the study concluded that PCL phasing out program will conclude smoothly.

4. Literature Review

International development, particularly structural development, quality assurance and increased co-operation, present new challenges for higher education institutions

(HEIs), which compete and co-operate in the global market and the European Higher Education Area. Competition and cooperation have led to a situation where trust in the standard of higher education is no longer a sufficient requisite to guarantee quality. Higher education should be transparent and credible internationally and enable student and labor mobility. The European Ministers responsible for higher education agreed in the Bologna Process to realize a coherent and cohesive European Higher Education Area by 2010 (Berlin Communique, 2003). They agreed among other things that the national quality assurance systems of higher education should include external review. The national quality assurance system is usually composed of the evaluation activities of the agencies responsible for the quality evaluation (Stensaker and Harvey, 2006; Filippakou and Tapper, 2007).

The future orientation of the education policy emphasizes the need to define the direction and scope of HEI in the long term. Strategic planning produces an explicit description of how an organization is moving from the present day described by the mission in the intended direction and towards the state expressed by the vision (Fidler, 2002; Davies and Ellison, 2003; Steiss, 2003). Strategic management matches the changing education policy and the regional circumstances to the resources of the institution. Strategic management defines strategic objectives, which take into account the international and national education policies and the regional demand for skilled labor. When the performance of an HEI is evaluated, the objectives of the education policy and strategic plans must be taken into account, otherwise the evaluation is not consistent with the environment of the HEI.

For most institutions of higher education the desire to learn from each other and to share aspects of good practice is almost as old as the university itself. With the emphasis on collegiality and the recognition of the international role of the university such desires have traditionally manifested themselves in numerous ways; professional associations, both academic and non-academic, meeting to share common interests; numerous visits by experts from one higher education system to examine practice in another; professional bodies working collaboratively with institutions in supporting academic provision and mediating standards; and where formal quality assessment or accreditation systems exists, their ultimate dependence upon the maintenance of the

goodwill of universities often by providing their own staff to take part as assessors of other institutions. Thus improving performance by collaboration or comparison with other universities is nothing new in higher education.

What is new, however, is the increasing interest in the formalization of such comparisons, and this short monograph reports on one recent innovation in this area; the development of benchmarking in higher education. Arising as it does from other initiatives concerning both the enhancement and assurance of quality and the drive to increase the effectiveness of university management, benchmarking is directly relevant to current UNESCO concerns as described in its policy paper 'Change and Development in Higher Education' (1995). The original development of benchmarking in the USA by the Xerox Corporation came about because of the recognition of the need to improve performance in the face of increasing international competition. Similarly, the publication of number of influential comparative studies of industrial performance (Eomack, Jones and Roos 1990 on productivity in the international automobile industry) demonstrated clearly the greater effectiveness of many Japanese and non-US/European industries. For the companies concerned corporate survival necessitated looking beyond statistical performance indicators to examine the processes by which such productivity was achieved, and how similar gains could be made in different cultural settings.

The successful evaluation of institutional performance means that there must be a general and common conceptual framework to describe and evaluate performance. The framework for evaluating institutional performance should include the elements of the quality assurance, strategic management and the balanced scorecard approach. The framework for evaluating quality and institutional performance must be flexible, because the aim of the quality assurance agencies is not to harmonize the quality assurance systems according to any particular predetermined model.

The purpose of this study is to construct a flexible framework to evaluate the quality assurance system and institutional performance including the strategic management and internal processes of HEI. Quality assurance must be taken into account, because it is mandatory and the responsibility of the institution.

Quality assurance is a holistic approach providing a philosophical framework for the development of HEIs. According to the definition of the Finnish Higher Education Evaluation Council it refers to the procedures, processes or systems used by the HEI to safeguard and improve the quality of its education and other activities (Finnish Higher Education Evaluation Council, 2008). In this study quality assurance is seen to overlap strategic planning, because strategic planning is an essential management activity where high quality can be expected. Therefore strategic planning, management process, internal processes and systems must be taken into account in the framework to evaluate quality assurance.

As in many other countries, HEIs are autonomous and therefore assume responsibility for their own quality assurance. Each institution builds its own quality assurance system, sets objectives and selects the methods of quality assurance. Each institution builds its own quality assurance system, sets objectives and selects the methods of quality assurance. The external evaluation is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (European Association for Quality Assurance in Higher Education, 2005). Quality Assurance must be taken into account in the general conceptual framework to evaluate the institutional performance, because quality assurance is compulsory of HEIs. The quality assurance system can be described using the concept of the quality map. The quality map is a visual representation of how the environment is taken into account in strategic planning. The HEIs must accept the challenge of taking into account changes in the environment and involves a sufficient number of managers and personnel in the strategy process. The participation of the regional representatives of stakeholders, students and personnel in a strategy process can be seen as more important than the final strategic plan. In knowledge-intensive work, the stakeholders and experts can commit themselves to the strategic plan more easily if they are able to contribute to its development.

Many European countries have established quality assurance agencies and developed national quality assurance systems. They use various terms to describe their auditing procedures: the institutional audit, quality audit, the evaluation of the quality assurance systems or enhancement-led institutional review. The quality assurance

system may refer to the environments and quality assurance systems of the international and national levels and the environment and quality assurance system of an individual HEI. The quality audits should encompass how the institution takes account of these matters in its strategic planning, management process and internal processes. On the other hand, the national aim of quality audits is to support HIEs in their quality management and performance enhancement.

The autonomy of HEIs emphasizes the need for strong management and accountability to stakeholders (Moses, 2007; Salmi, 2007). The self-regulation of institutions enhances the responsibility of HEIs to select the tools for management (Maassen and Stensaker,2003). Strategic management is widely used in HEIs. This involves taking the holistic view of the institution in its environment and aims to map the route to described future situation (Kettunen, 2005, 2006, 2007).

Higher education institutions have traditionally vied for renown for quality education, with external measurements such as achievement levels of graduating students and later graduate success as two evidences of that quality.

While quality and excellence have always been a keen concern for educators in higher education, the debate on how to manage or improve quality internally has intensified in more recent years. Terminology can confuse the issue, with the terms quality management, quality assurance, quality improvement, and quality control and quality assessment being some of the key terms used to describe all or part of the institutional process of focusing on quality issues. While definitions of each term have broad agreement, specific understanding of the terms can vary. Internationally, different countries have tended to adopt one or more terms more than the others for describing their particular processes. This in turn can reflect slightly different foci specific countries may have in application of quality principles within their education processes.

However, despite the variations of terminology and approaches, international trends in quality improvement and management have tended to converge rather than diverge; particularly when it comes to the principles of what an institution should be like that is effectively engaged in improvement of quality. Even where specific approaches to development of improved quality exist, interchange of best-practice

continues to help government quality exists, and interchange of best-practice continues to help government quality agencies and councils refine their processes and expectations.

In this study quality management (QM) will be used generically to refer to structures within a higher education institution that assist in the management of quality issues and the term quality improvement (QI) will be the preferred term for discussing the more specific quality processes. Ideas on processes will reflect a range of best-practice approaches used internationally, giving institutions a range of ideas from which to select those that best fit their situation. In practice quality improvement is concerned with an ongoing cycle of agreeing on a set of standards goals, gathering relevant information, evaluating feedback and ensuring the implementation of change. An institution involved in a strong and effective process will be characterized by the following:

- An institutional culture that is open to constructive evaluation and to change.
- A high level of satisfaction from students, employees and external customers.
- Institutional-wide embracing of the concept of quality improvement, including commitment to participate in institutional improvement and growth.
- Evidence of ongoing measurable improvement in institutional performance in agreed areas of need.
- Open communication within and between different areas of operation.
- Self-confidence of the institution in its ability to manage its own future, and evidence of its success in doing so particularly in relation to any external accreditation bodies.

The Issues

Quality management discussions have ranged widely in recent years. However, the following principles provide a framework for development of all quality management structures and improvement processes.

Internal quality management complements external accreditation expectations (Birnbaum,R.,2001).

External accreditation agencies have traditionally evaluated an institution in relation to a set of expected standards. In some countries this is still a major focus and in all countries will remain an important element of accreditation. However, much more importance is now attached to an institution's ability to manage effectively its own quality. This means external accreditation bodies want to find mature institutions that can successfully identify their own strengths and areas for needed improvement, and then develop a strategy to bring necessary changes that are evidenced by outcomes. Institutional quality management changes the way that higher education institutions should see external accreditation. It is still an important process, but it is one that helps guide the internal processes, providing assistance in developing guidelines of accepted standards and monitoring the institution's effectiveness in responding to these. If the institution is effectively developing and monitoring its own standards, then the external bodies are more likely to agree with the recommendations and directions already set up internally. However, the most important reason for quality improvement is that it helps the institution focus continuously on doing its job better.

Quality management decisions, especially the identification of quality objectives, should be linked the institutional strategic plan (Brennan, J. and Tarla, S.,2000).

Strategic planning and quality management look at different aspects of the present and future of an institution. However, there are clear areas of overlap and effective coordination between the two will strengthen the institution and avoid unnecessary duplication of effort. The most important area of overlap is in setting of goals. While a strategic plan looks widely at institutional identity and direction, some of the institutional goals and objectives identified in the planning process will be directly or indirectly related to institutional quality. This will be particularly the case if Key Performance Indicators are used to characterize institutional goals. The overlap will be even more significant at unit levels, particularly the case if Key Performance Indicators are used to characterize institutional goals. The overlap will be even more significant at unit levels, particularly academic departments. Institutions should ensure that there is enough communication to ensure that goals and objectives responding to the same issue are not in conflict, and ideally are the same.

The action plans developed to respond to goals will similarly have areas of overlap. Once again good communication will ensure that these plans work together, not against each other, and that faculty and staff are not overloaded in implementing agreed changes. It may be that while quality improvement processes may still need to operate with some independence, that one "standing" area of the strategic plan should be the area of quality. This would neatly tie the procedures together.

All quality improvement processes will be most successful if the institutional culture is that of a learning organization (Lewis, R. and Douglas, S., 1994)

In broad terms a "learning organization" is an organization that is open to change and improvement. This is not always the automatic culture in a higher education institution, where traditions can be strong and departments or divisions can operates with a high degree of independence. A learning organization will be open to wide ranging input, communicate across departmental and lines and be willing to challenge long-held traditional positions-not for the sake of change, but when changes may be necessary for positive change and growth. It is possible to have effective quality improvement in an institution not characterized in this way, but the effectiveness may be limited. In fact, it is likely that most campuses have not fully developed the culture of a "learning organization". However, if the present institutional culture is operating against the ability of campus to manage institutional quality effectively, then the administration has the responsibility to initiate change to enable that to happen.

An institutional quality management plan is concerned with all aspects of a campus community, as well as having consideration for any external customers.

The need for quality and management of quality in the delivery of academic programs has been generally accepted in higher education. Procedures may have been informal, or may have relied on external evaluation processes, but they have been accepted as necessary. However, an institution-wide quality improvement plan moves beyond the area of academic quality. Its concern is equally with the physical campus, the quality of student life, the attitudes of faculty and staff, the satisfaction levels of faculty and staff, the spiritual environment and the service to external constituencies. In effect it is concerned with every area of campus operation. It must be comprehensive.

A quality management plan needs to be supported by accurate factual information.

It is important that the documents gathered by an institution support the quality improvement processes and are relevant and accurate. This is where all administrators involved in quality issues need to recognize that they do not operate in a vacuum. Ideally the institution should have a regular process in place to gather factual and quantifiable data about institutional quality. It is important that the information gathered by institutional research supports both quality improvement processes and strategic management processes. Once again, communication between different institutional groups is vital. The individual leading on quality management need to inform the necessary individuals/groups of what information they need on a regular basis, and need to take advice back on what may or may not be possible or objectives.

Academic quality improvement starts with the individual faculty member. Most instinctively reflect on their teaching processes and the effectiveness of their classes. However, it is important to ensure that faculty do receive useful feedbacks on their teaching and general performance and are given opportunity to set goals for the future. Official student evaluations of courses are one way that this feedback comes to teachers. Such evaluation processes should be as objective as possible to give the most helpful response to teachers. This will ideally mean:

- That forms are anonymous, and where classes are small that written comments are typed up by a reliable third party, so students will feel they can be honest.
- That the same class is evaluated over a period of two or three years, so that the teacher can get a pattern of responses.

In some institutions the form given to students is the same for every class. In others the central core of questions are the same and reflect the issues of focus of the institution to all teaching and learning. However, teachers can add additional question that ask for responses to their specific concerns in a class.

The growth of sophistication in the data collection needed for benchmarking would not, of course, have been possible without recent development in information technology, and only relatively recently has it become possible to both collect and interpret the necessary performance data. Indeed, for many higher education systems such data collection remains problematic, and as the contributors in this monograph observe, much work still

remains to be done within universities if adequate benchmarking data is to be made available.

Almost all such approaches to quality management emphasis evaluation, and broadly this can only be undertaken in four main ways: against defined objectives or standards (whether set internally or by externally funding bodies); against measures of customer satisfaction; against expert and professional judgment; and against comparator organizations; with analysis in all four approaches being undertaken over a defined time scale. Thus benchmarking as it has come to be defined, was an inevitable outcome of the growth of the quality movement, and indeed a recent major review of benchmarking methodologies has identified a close conceptual and philosophical link between it and TQM (Zairi, 1996).

Such developments within the commercial sector have been quickly followed by similar initiatives within the public sector in many countries, and a growing literature is now available on TQM and benchmarking within non-profit organizations (Morgan and Murgatroyd, 1994). Inevitably higher education has also expressed interest, although currently more in the application of TQM than in benchmarking, and as is evident most effort appears to have been applied in the United States. Within many higher education systems a similar set of contextual factors can be found to those that have affected the commercial sector, and which are increasingly likely to encourage more attention to the opportunities that benchmarking provides; interest in quality management continues to grow, often fuelled by governmental and public concerns about graduate standards and value for money; financial pressures constantly require institutions to seek new ways of utilizing valuable resources; and in many countries new private universities or distance learning providers may stimulate competition with state funded institutions.

The methodology of benchmarking with its conceptual emphasis on openness of analysis, organizational learning, and an examination of processes rather than a narrow focus on input or output data, has encouraged some commentators to be optimistic about its application in universities, arguing that such a methodology fits a universities culture more comfortable than other forms of change management (Alstede, 1995). Indeed, in the UK Brennan (1995) has suggested that benchmarking may be a more appropriate way of

examining the performance of secondary education than the currently rigid assessment system used by established national agency.

5. Study Methodology

4.1 Desk Study

Immediately after the contract with Department of Education, Ministery of Education the research team collected the documents related with education sector mainly Tribhuvan University and Higher Secondary Education Board. In this process, we went through the Website of Tribhuvan University, Higher Secondary Education Board, and daily newspaper news related to PCL phase out, Higher Secondary Education Act-1989 and Student statistics 2008.

4.2 Sampling

The universe of the study was all the students and teachers of the Tribhuvan University and Higher Secondary Board and their respective guardians. This total no. is really a huge mass which is out of access of the study. Taking the availability of resources and time constraints in account, we decided to take very small sample from three different sectors.
Thus we decided to select 10/10 students from university and higher secondary, 5/5 teacher from university and higher secondary. Similarly we selected 5/5 guardians related to university and higher secondary school. All together 40 respondents were selected from the different sectors for the study.

4.3 Instrument development

The research was based on the discussion with individuals and group. It was believed that different individuals have different type of perspectives. So the closed ended questionnaire was not feasible for the study. An open ended checklist was developed for the study which is attached with the report as annex. The checklist was inclusive for the

interview but not limited within it. Wide range of information was collected during the individual interview and focus group discussion with students.

4.4 Primary data collection

The primary data for the study was collected mainly by two methods: Individual interview and focused group discussion.

4.4.1 Interview

The interview was conducted with 20 respondents comprising 5 teachers and 5 guardians from university and 5 teachers and 5 guardians from higher secondary school. Remaining 20 respondents were solely students out of which 10 were from university and 10 from higher secondary school.

4.4.2 Focus Group Discussion

Collecting 9 students from Patan Multiple Campus, Lalitpur studying in intermediate and bachelor level, a focus group discussion was conducted on the basis of checklist. Students were actively participated on the discussion. Similar type of discussion was made in Lagankhel, Lalitpur collecting students from Pinnacle Higher Secondary School studying in class XI and XII.

4.5 Secondary data collection

The data related to the university and higher secondary board was collected from their respective office in Kirtipur and Bhaktapur. Some other necessary information was collected from their website also. Oldest newspaper (The Kantipur daily and Gorkhapatra) were collected to see the news about PCL phase out programs. Some other websites were also reviewed.

4.6 Data analysis

The data collected from the study were coded and enter into the computer. The entered data was analyzed by using statistical software SPSS.

4.7 Report preparation

An inception report was prepared just one week after the agreement with the Ministry. This report contained basically the planning and framework of the study. A draft report was prepared just after finishing the field study explaining the information collected and detail framework of the report to be submitted. This final report was prepared on the basis of inception and draft report submitted before and incorporating the comments and suggestions from the Ministry.

5. Findings of the survey

5.1 Teacher Management

5.1.1 Problem in TU

The study attempted to draw out the level of problem about the teacher management after phasing out the PCL program. About 40% of the respondent said that it is a simple problem that should not affect the PCL phase out program. Only 10% respondent said that it creates great problem. Five percent respondent said that this is not a problem related to the spirit and objectives of government to phase out PCL program.

Table 1: Perception of respondents about the level problem for teachers' management

SN	Level of problem	Percentage
1	Very big	10
2	Big	17.5
3	Simple	67.5
4	No	5

Thinking the problem of unemployment of university teachers, we asked the respondents whether there will be the problem of unemployment or not. Only 13% of the respondents

said that there it creates unemployment and remaining 87% believed that it does not. We asked them what are the possibilities that they will not unemployed. Sixty percent respondents said that they should be occupied by HSEB. Twenty five percent said that teachers of university are definitely capable so they can get job easily. Remaining 15% said that they should be sent with golden shake hand by the university. Hence the problem of unemployment does not have meaning.

Table 2 Perception of respondents about the possibility of unemployment

SN	Possibilities	Percentage
1	They are capable and got another job easily	25
2	Government provide retirement fund	15
3	HSEB needs and use them	60

5.1.2 Problem in HSEB

According to the respondents, the problem about teacher management will strike in HSEB. HSEB still does not have its service commission of teachers and no provisions permanent services. In our question for necessity of service commission for the permanency of the teachers, 95 % respondents were positive. Only five percent respondents said that they should continue hiring the teacher in contract basis as they are doing nowadays. That will support for the qualitative and quantitative output of the education.

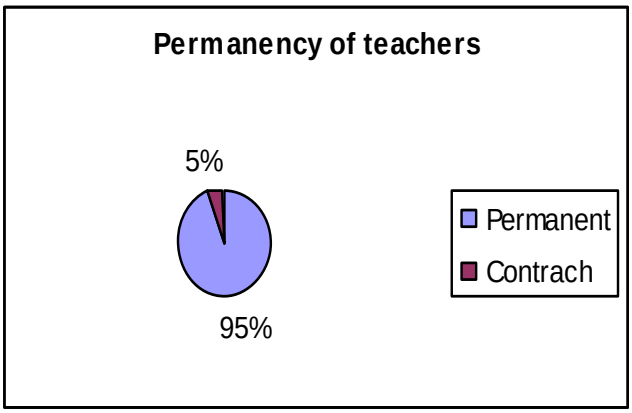

Figure 1: Response on permanency of teachers

According to the conclusion of Focus Group Discussion, the university teachers are not really laborious and result oriented. While managing teachers by HSEB, this aspect should be properly addressed. They also claimed that most of the HSEB teachers are still from TU. Hence the phasing out of PCL will not create great problem. It will to some extent be the transfer of students from one management to another management. Face of the teachers will be the same.

5.2 Training Need Assessment (TNA)

We asked the respondents about the capacity building parts of the teacher after phasing out the PCL program. All together 80% of the respondents said that necessary training should be provided to the teachers to adjust the changed context. Also they need training package for the better performance in present situation.

Table 3: Necessity of trainings

SN	Training need	Percentage
1	Yes	80
2	No	20

Both the FGD also concluded that two TNA should be conducted after phasing out the PCL program: one for existing HSEB teacher for better performance and another for TU teacher for new adjustment in HSEB.

5.3 Curriculum

The comparison of the curriculum for the perspective of teachers, students and guardians from the both institutions was necessary. In our question, 53 % claimed that HSEB has good curriculum. Similarly 37% claim TU has better. Remaining respondents were negative in both curriculums. They urged the timely update in curriculum is necessary to be included with in international arena.

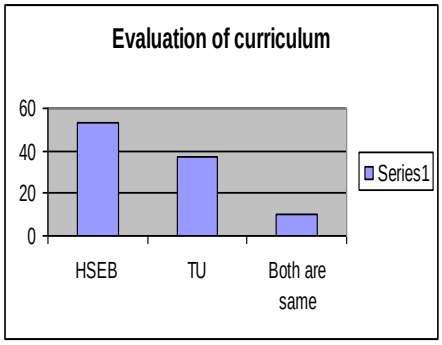

Figure 2: Evaluation of Curriculum

In our open ended question for the improvement of curriculum, all the respondents agreed for the necessity of change in curricula. These should more practical and vocational sine the HSEB's main objective is to produce middle level manpower to the nation.

5.4 Textbook

The quality of text books is found almost same from the perspectives of teachers, students and guardians. All together 78% respondents agreed in this sentence. However 12 percent claim was gone in favor of HSEB text books and remaining on TU text books. The conclusion of the both FGD also supported the first argument.

Table 4: Quality of textbooks

SN	Textbooks	Percentage
1	Both are same	78
2	HSEB	12
3	TU	10

For the future of the present TU text books and responsibility of TU management, 69% respondents suggested that these textbooks can be used as references. While other 23% respondents suggested replacing completed totally in the changing scenario of new curriculum. Eight percentage of the respondents said that it is not the matter of concern of TU.

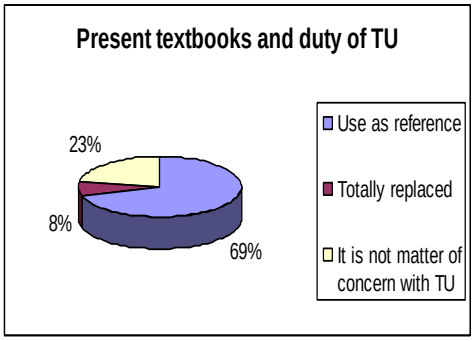

Figure 3: Present text books and duties of TU

5.5 Pedagogical aspect

As we discussed about the teaching methodology adopted by TU and HSEB in FGD, they concluded that both the institutions are following traditional lecture method to teach the students. This aspect of education should be immediately changed to take the HSEB into the level of international standard. In our question about the teaching methodology, 80% respondents claimed that both the institutions do not have appropriate teaching methodology.

Table 5: Teaching methodology of TU and HSEB

SN	Teaching methodology	Percentage
1	Both are not good	80
2	HSEB	10
3	TU	10

The respondents suggested for the better methodology to make it more practical and participatory.

5.6 Quality assurance of higher secondary school

The quality of HSSs in the present context was not found satisfactory from the three different perspectives: teacher, student and guardian. About 90% of the respondents were

not satisfied with quality of higher secondary school. This is the major challenge to phase out PCL program from the TU. Only 10% respondents were satisfied.

The respondents were asked to rate the present status of HSS from 1 to 10. The instruction of rating was:

Table 6: Ranking Values

SN	Standards	Rating value
1	Unsatisfactory	1, 2, 3
2	Satisfactory	4, 5
3	Good	6, 7, 8
4	Very Good	9, 10

After collecting the data from all 40 respondents, the rating values were added and made an average. The average value of the rating shows that the quality of the HSSs in the present context is just satisfactory. Infrastructure and discipline system were found unsatisfactory. However the examination system and political intervention specially related to students activities was found good. But guardians and teachers were worried about the growing political activities in HSS.

Table 7: Rating result on the quality of present higher secondary school

SN	Area	Rating			
		Very Good	Good	Satisfactory	Unsatisfactory
1	Curriculum				
2	Teachers				
3	Textbooks				
4	Management				
5	Infrastructure				
6	Discipline				
7	Examination System				
8	Laboratory				
9	Teaching methodology				
10	Open space				
11	Political activities				

There was an open question to extract the problems to ensure the quality of HSS. All together 8 different problems were raised by the 40 respondents and to FGD. Here are short descriptions of the problem derived from their words.

5.6.1 Strong Monitoring and Evaluation

As per the present TU records, about 1, 70,000 students will transfer from TU to HSEB. This mean no of schools, teachers and others staff automatically increased proportionally. The monitoring and evaluation of the government usually reported not efficient in the entire sector. Obviously, it is sufficient in schools and higher secondary schools. Phasing out PCL program from TU and adding them to HSS mainly create the additional problem in monitoring and evaluation process.

5.6.2 Easy access of students in the HSS

The government has announced free education for all. The market of HSS is full with private schools. There are not sufficient government HSS especially in rural sides. They are not also sufficient in urban area. In the present context with out assuring the sufficient HSS, TU should not phase out the PCL program. According the respondents, if so happened, a huge no. of economically deprived students should dismiss their dream to join higher education. Finally the frustration got promoted and difference between have and have not increase more.

5.6.3 Quality of teachers

The quality of teacher in most of the HSS is still in question. There is not any official government effort to train the teachers of this sector. After phasing out the PCL program from the university, number of teachers should be definitely increased. Since the market is constant and HSS does not have any special rule, regulation and service commission, obtaining the quality teacher will be the great problem.

5.6.4 Lean and thin management

Increasing the number of student means there increase the number of teachers, other non academic staff and number of school. It also increases the no. of student per class, per school and no. of staff and teachers per school. Hence the present management should take additional burden. This will be the barrier to the lean and thin management.

5.6.5 Discipline management

The main spirit in establishing the HSS is to manage the critical age factor of the student of this level. Since the university has the free and open system of study, it is true that this system can not genuinely address the problem of this age factor. But the present scenario in the HSS also does not address this expectation of HSEB. The discipline system should be friendly maintained. It has not achieved in the present situation of HSS. It will be more critical after phasing out PCL program from the university. With the increase in no of students, it becomes automatically critical.

5.6.6 Fair and fast examination system

The examination system of HSEB was found comparatively fast than TU. But some frauds were found in last 5 years. Examinations were postponed because of the question papers were published before the schedule date. Increasing the efficiency of the present examination system, HSEB should maintain its integrity and fairness. This problem will be more critical for the days to come after phasing out the PCL program from the university.

5.6.7 Monopoly of private school

Present market is volatile with advertisements. All the private schools are attracting student with their virtual advertisement. While the government higher secondary schools

do not have such practices and policies. Phasing out PCL program from the university means that expanding the markets to the private school that are doing "business of education". If the government does not manage this problem properly, monopoly of private school will increase.

5.6.8 Quality deficit in government school

If the private school dominates the government schools, qualified students voluntarily or forcefully transferred to private schools. Similarly the teachers are also influenced with the private school which is being happened today. This problem will grow more after the phasing out of PCL from the university. Hence the qualities of government schools will cross the threshold of disqualify.

6. Strategic measures for smoothly phase out

In the last of checklist, there was an open question to extract the strategic measures for smoothly phasing out the PCL program from the university. Different respondents gave different measures. The research team has tried to consolidate these ideas in stepwise sequences. The steps to be followed for smoothly phasing out the PCL program as per the respondents are:

6.1 Availability of HSS

The HSEB was established in 1989 hardly two decade ago. It is not being able to establish sufficient HSS through out the country. First of all, all the HSEB should be capacitated to establish its schools through out the country that could manage all the students from TU which was around 170000 in the year 2008/09.

6.2 Assurance of free education

HSEB is giving affiliation to private as well as government schools. Private is private. Government schools are also taking huge amount of fees from the students. This is because that the government has not given subsidy to those schools. Hence the government should provide subsidy to the schools and assure the free higher secondary education to all the students. Simultaneously, government should develop the guideline not to give freedom to private schools in monitory matters.

6.3 Standard guideline for necessary physical infrastructure

The government schools should be free of cost with minimum physical infrastructures. The private schools should have clear guideline with minimum level of necessary infrastructures. The level of fee they charge with the students should be based on the infrastructures and quality of teachers they provide. This should be clearly mentioned in the guideline and strongly implemented and monitored.

6.4 Accessible everywhere

TU was accessible in case economic perspective but not in the sense of distance. But HSS should be accessible in both perspectives. There should be at least one HSS in the interval of one hour walking distances. The HSS should contain the diversity of the subjects necessary for the students.

6.5 Modernized curriculum to be with international arena

The major concept of establishing the HSEB is to be in line with international arena. After phasing out the PCL program from the university, the board should change its curriculum to be fit with international arena as well as the students of Humla district.

6.6 Qualified and trained teacher for the curriculum

An independent institution should be established to train the existing teachers of HSEB. With the flow of students, no of new teachers is also increased. The new comers should be trained properly for the quality education on the basis of new curriculum.

6.7 Strong monitoring and evolution system from the government

The main backdrop of the government is the lack of proper monitoring and evaluation in every system. Education system is not also different from this bitter truth. After phasing out the PCL programs from the university, HSSs should be strongly monitored for their quality performances. To promote participatory monitoring, government can hand over these schools to the community.

6.8 Transfer of teachers and administrative staff from TU to HSEB

To avoid the problems of jobless to academic and non academic staff of TU, government should arrange the system to transfer them from TU management to HSEB management. This will also assure the quality to some extent rather than the new comers.

6.9 Phasing out

After completing these 8 steps, by government and the university both, the 27th decision can be done to phase out the PCL program from the university.

7. Reference:

I. Website of Tribhuwan University: www.tu.edu.np

II. Website of Higher Secondary Education Board: www.hseb.edu.np

III. Gorkhapatra news, 5 July, 2009

8. Annexes

I. Questionnaire of the study

II. Nepali Translation of Executive Summery

Annex: 1

Major Problems of PCL Phase out from the University and Suggests Measures

Questionnaire -2067

Name of Respondent: …….. Address: ……Collage: …….

1. Do you see any problems about the teacher management after phasing out the PCL program?
a) Yes b) No

2. If yes what is level of problem?
a) Very big b) big c) simple d) No

3. What are the options not to make them unemployment?
a) They are capable and got another job easily
b) Government provide retirement fund
c) HSEB needs and use them

4. Do you see the necessity of service commission in HSEB for the permanency of the teachers?
a) Yes b) No

5. Do you see the necessity of capacity building of the teacher after phasing out the PCL program?
a) Yes b) No

6. What do you think about the curriculums of TU and HSEB?
a) HSEB b) TU c) Both is same

7. What do you think about the quality of textbooks of TU and HSEB?
a) HSEB b) TU c) Both is same

8. What should be done to these textbooks after phasing out the PCL program?
a) Use as reference b) Totally replaced c) It is not the concerned matter of TU

9. What do you think about the teaching methodologies of TU and HSEB?
a) HSEB b) TU c) Both is same

10. Quality of Higher Secondary Schools in different area.
Rating guideline

SN	Standards	Rating value
1	Unsatisfactory	1, 2, 3
2	Satisfactory	4, 5
3	Good	6, 7, 8
4	Very Good	9, 10

Checklist

SN	Area	Rating
1	Curriculum	
2	Teachers	
3	Textbooks	
4	Management	
5	Infrastructure	
6	Discipline	
7	Examination System	
8	Laboratory	
9	Teaching methodology	
10	Open space	
11	Political interventions	

11. Could you please give use some strategic measure to smoothly phase out the PCL program?

a)

b)

c)

d)

e)

f)

g)

Date: ……
Signature: ……
Name of the Enumerator: ……..

कार्यकारी सारांश

पृष्ठभुमि

करिब ५० बर्ष अघि स्थापना भएको त्रिभुवन विश्वविधालय देशकै सवैभन्दा ठुलो विश्वविधालय हो । झण्डै तिन लाख जति विधार्थी र शैक्षिक गैर शैक्षिक गरि भण्डै १२,००० कर्मचारी भएको यस संस्थाले राष्ट्रलाई बिद्धानहरु प्रदान गर्दै आईरहेको छ । यो राज्यले अनुदान दिने एउटामात्र विश्वविधालय पनि हो । अहिलेको अवस्थामा नयां नयां विश्वविधालयहरु खुलीरहेको अवस्थामा यसको गुणस्तरमा कमि आईरहेको महशुश गरिएको छ । यसको गुणस्तरमा कमि आउनुको एउटा मुख्य कारण यसको क्षमता भन्दा बढि बोझ हुनु नै हो ।

झण्डै असिको दशकको अन्ततिर देशको शिक्षा प्रणालीलाई अन्तराष्ट्रियस्तरमा पुऱ्याउने एउटा अवधारणा आयो । नया अवधारणा अन्तर्गत नै देशमा स्कुल शिक्षामा कक्षा ११ र १२ थप्ने काम भयो । यो नै त्रि. वि. को बोझ कम गर्ने एउटा अचुक उपाय भयो । त्यसैले सरकारसंग समन्वय गरि त्रि. वि. ले आफ्नो प्रमाण पत्र तह हटाउने निर्णय गऱ्यो जसले उसको क्षमताको ५० प्रतिशत भन्दा वढि बिधार्थी हिस्सा ओगट्छ ।

सर्भेक्षण विधि

यो सर्भेक्षण शिक्षा विभागसंगको छलफलमा तय गरिएको थियो । यो बिधार्थी, शिक्षक, अविभावकहरु र सरोकारवाला अधिकारीहरुसंगको छलफलमा आधारित भएर गरिएको एउटा छोटो अवधिको अध्ययन हो । केहि आधारभुत तथा माध्यामिक तथ्यांकहरु त्रि. वि. किर्तिपुर र उच्च माध्यमिक शिक्षा परिषद, भक्तपुरबाट संकलन गरिएका थिए भने प्राथमिक सुचना संकलनको लागी एउता प्रश्नावली तयार गरिएको थियो ।
त्रि. वि. र उच्म माध्यमिक शिक्षा परिषदसंग सम्बन्धित सबै शिक्षक, बिधार्थी र अविभावकहरु यो अध्ययनको लागी जम्मा जनसंख्या थियो तर समय र स्रोत साधनको सिमितताले गर्दा तिनिहरु सबैको प्रतिनिधित्व हुने गरि ४० जनाको एउटा नमुना छनौट गरिएको थियो जसमा १०/१० बिधार्थी त्रि. वि. र उच्च मा. वि। बाट, ५/५ जना शिक्षक त्रि. वि. र उच्च मा. वि. बाट र ५/५ जना त्रि. वि. र उ. मा. वि. संग सम्बन्धितबाट समावेश गरिएको थियो । त्रि. वि. र उ. मा. वि. संग सम्बन्धित बिधार्थीहरुलाई छुट्टाछुट्टै जम्मा गरेर दुईवटा सामुहिक छलफल गरिएको थियो जसले प्रश्नावलीबाट आएको तथ्यांकलाई थप सत्यता प्रमाणित गर्न सहयोग गरेको थियो भने थप तथ्यांक तथा सुचना उपलब्ध पनि गरेाएको थियो ।

यसरी जम्मा गरिएको तथ्यांकलाई विभिन्न कोड दिई कम्प्युटरमा राखि बिश्लेशण गर्ने काम गरियो । साथै SPSS सप्ट्वेयर प्रयोग गरि विभिन्न टेबलहरु तयार पारियो । यिनै तथ्यांकहरु समावेश गरि एउटा खाका प्रतिवेदन तयार गरि शिक्षा विभागमा पेश गरियो । त्यहांबाट प्राप्त सुझाबहरुलाई समावेश गरि यो अन्तिम प्रतिव्दन तयार गरिएको छ । काम शुरु हुनसाथ नै एउटा शुरुवात प्रतिवेदन पेश गरि सकिएको थियो ।

प्राप्त विवरण

त्रिभुवन विश्वविधालयको प्रमाणपत्र तह हटाउने निर्णयले राष्ट्रलाई बहुआयामी असर पारेको छ । यसले वर्तमानमा विश्वविधालयमा अध्यापनरत शिक्षकहरुको व्यवस्थापनमा असर पर्निछ । तर सुचनादाताहरुको अनुभवमा त्रि. वि. र उ. मा. वि. को शिक्षको गुणस्तरको तुलनामा यो खासै ठुलो समस्या भने होईन । साथै पाठ्यत्रम, पुस्तक र अरु शैक्षिक पक्षहरुमा परिवर्तन ल्याउंदा शिक्षक व्यवस्थापनमा पनि असर पर्छ । तैपनी यस्ता समस्याहरु तालिम तथा अन्य क्षमता अभिबृद्धिका क्रियाकलापहरु मार्फत समाधान गर्न सकिन्छ ।

- ✓ उच्च मा. वि. हरुको गुणस्तरको कुरामा भने अध्ययनले मुख्य ८ वटा सुधार गर्नुपर्ने पक्षहरु पत्ता लगाएको छ । तिनीहरु हुनः
- ✓ प्रभावकारी अनुगमन तथा मुल्यांकन
- ✓ उ. मा. वि. मा बिधार्थीहरुको सजिलो पहुंच
- ✓ शिक्षकहरुको व्यवस्थापन
- ✓ छिटो र चुस्त व्यवस्थापन
- ✓ अनुशासन व्यवस्थापन
- ✓ छिटो र स्वच्छ परिक्षा प्रणाली
- ✓ निजी बिधालयहरुको एकाधिकार हटाउने
- ✓ सरकारी बिधालयहरुको गुणस्तर बृद्धि गर्ने

साथै हामीले खुला प्रश्न मार्फत उत्तरदाताहरुलाई प्रमाणपत्र तह राम्रोसंग हटाउनको लागि महत्वपुर्ण सुझाबहरु दिनको लागी अनुरोध गरेका थियौं । उहांहरुले छुट्टाछुट्टै र धेरै सुझाबहरु प्रदान गनुभएको थियो । त्यसलाई हामीले क्रम अनुसार मिलाउने प्रयास गरेका छौं । तिनीहरु यस प्रकार छन् ।

चरण १ः उ. मा. वि. हरुको उपलब्धता

चरण २ः निशुल्क शिक्षाको ग्यारेन्टी

चरण ३ः आवश्यक भौतिक पुर्वाधारहरुको लागी निर्देशिका तयार

चरण ४: सबै ठाउंमा उपलब्ध

चरण ५: अन्तराष्ट्रियस्तर सुहाउंदो आधुनिक पाट्यक्रमको विकास

चरण ६: उक्त पाठ्यक्रमको लागि योग्य तथा तालिम प्राप्त शिक्षकको निर्माण

चरण ७:: सरकारबाट प्रभावकारी अनुगमन तथा मुल्यांकन प्रणाली

चरण ८: बिश्वबिधालयका शिक्षकहरुको उ. मा. वि. मा स्थानान्तरण

त्यसपछि मात्र विश्वविधालयबाट प्रमाणपत्र तह हटाउनु उपयुक्त हनेछ ।