

The National Education System

Plan for 1971-76

MINISTRY OF EDUCATION

Ministry of Education

His Majesty's Government of Nepal

1971

This Plan was prepared

By Command of

**His Majesty King Mahendra Bir Bikram Shah Dev
in consonance with the requirements of the partyless
democratic Panchayat polity and planned
national re-construction.**

MINISTRY OF EDUCATION

Preface

His Majesty's Government of Nepal has since a long time realised that rapid, un-purposive and lopsided growth of education was leading to alienation of education from country's socio-economic realities. Appointments of Nepal National Education Planning Commission in 1954, of the Nepal All-Round National Education Committee in 1961, invitations extended to a UNESCO team in 1962 and a number of experts thereafter to suggest His Majesty's Government ways and means to reform Nepal's archaic educational tradition and the constitution of the National Education-Advisory Council in 1968 amply reflected this concern. It was, however, the political change of 1960 that ushered the Partyless Panchayat Democracy which gave a new urgency to the need for a suitable education system. It was strongly felt that the attainment of the System-goal and its cardinal plank aimed at realising an exploitation-free society considerably depends on our ability to develop a system of education that is geared to generate necessary pre-requisites for this. This briefly explains the background of the present plan of National Education System.

The Plan is primarily aimed at counter-acting the elitist bias of the inherited system of education by linking it more effectively to productive enterprises and egalitarian principles. It, in brief, is committed to tackle irrelevant and disorganised varieties of education that still exist in the country. The Plan calls for unifying education into one productive system that serves the country's needs and aspirations. The concept of education as an end to white-collar jobs is being replaced by a new concept that regards education as an investment in human resources for the development of the country.

The Plan was originally published in Nepali. Utmost care has been taken to maintain the essence and spirit of the original plan in this English edition. Few editorial changes have been made and some obvious charts such as showing the status of the National Education Committee and that of the role of the Janak Education Material Centre have been deleted. The summary of the plan containing the salient features of the National Education System that appeared at the end of the book in the Nepali edition has been placed in the beginning in this edition.

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MINISTRY OF EDUCATION

THE NATIONAL EDUCATION PLAN IN BRIEF

THE NATIONAL EDUCATION PLAN IN BRIEF

1. Objective of Education

The educational objective will be to produce citizens who, with full faith in the country and the Crown, will conduct themselves in accordance with the Panchayat system and to meet the manpower requirements of the development through the spread of scientific and technical education.

2. Educational Organisation

The educational organisation will be geared to achieve the stated objectives.

- 2.1. Primary education will extend from class 1 to 3 and will aim at literacy.
- 2.2. Lower secondary education will extend from class 4 to 7 and it will aim at character building.
- 2.3. Secondary education will extend from class 8 to 10 and its aim will be to produce skilled workers by imparting vocational training.
- 2.4. First level of higher education will be the Certificate level and its aim will be to produce low-level technical manpower.
- 2.5. The second level of higher education will be the Diploma level and its aim will be to produce middle-level technical manpower.
- 2.6. The third level of higher education will be the Degree level and its aim will be to produce high-level technical manpower.

3. Primary Education

- 3.1. At this level boys and girls will be taught reading, writing and arithmetic, some rudimentary knowledge of Nepalese and general information regarding the King and the country. It will lay emphasis on development of general knowledge.
- 3.2. In the next five years 64 per cent of boys and girls in the age-group between 6 and 8 will be given primary education facilities.
- 3.3. Individuals with School Leaving Certificate or its equivalent, and trained,

will be enrolled as primary school teachers.

3.4. Textbooks of good standard will be made available free of cost to children of remote areas and at fair prices to others.

3.5. District-level examination will be held at the end of the primary school term.

3.6. His Majesty's Government will make financial grants to cover the full salary of primary school teachers.

4. Lower Secondary Education

4.1. Language and arithmetic will be taught in more detail at this level. Stress will be laid on character-building by means of textbooks and extracurricular activities. This being the right time for inculcating a spirit of loyalty to the King and the country and to induce a sense of discipline and responsibility, Pre-vocational training also will be introduced at this stage to arouse respect for and habits of labour.

4.2. Lower secondary education facilities will be extended to 40% of the primary school students.

4.3. Individuals with I.Ed, I.A. or their equivalents, and trained, will be enrolled as teachers in the lower secondary schools.

4.4. His Majesty's Government will grant financial assistance to cover full salaries of the teachers in the remote areas and 75 per cent in others.

4.5. Zonal level examinations will be held at the end of the lower secondary school term.

5. Secondary Education

5.1. Vocational training will be compulsory at the secondary education level as it is designed to produce skilled workers. There will be three types of secondary schools:

- (a) General secondary schools, where general subjects will form 80 per cent and vocational subjects will account for the remaining 20 per

cent of the school hours.

- (b) Vocational secondary schools, where vocational training will cover up to 30 or 40 per cent and general subjects will be given correspondingly less importance.
- (c) Sanskrit Secondary Schools where the main emphasis will be on Sanskrit.

5.2. Fifty per cent of the lower secondary school students and 20 per cent of the primary school students will be given secondary school facilities.

5.3. Trained individuals with B.Ed. or B.A. or their equivalent will be enrolled as teachers in the secondary schools.

5.4. Nation-wide examinations will be held at the end of the secondary school term.

6. Adult Education

Adult education will be of two kinds: (a) to spread literacy and (b) to give functional education. His Majesty's Government will assume direct responsibility for functional adult education whereas the adult literacy campaign will be the joint responsibility of the class organisations and the local Panchayats.

7. Higher Education

7.1. Higher education will be organised to meet the manpower requirements of the country based on nation-wide estimates. Its aim will be to maintain a high standard of teaching and study.

7.2. The University will organise a separate admission test to determine eligibility for higher education.

7.3. Institutes in each subject of higher education will be set up under the University.

7.4. All kinds of higher education will be part of the functions of the Institutes to be set up under the University. No other agency will be allowed to

impart higher education.

7.5. The six-monthly semester system will be applied to higher education. Examination will be held at the end of each semester.

7.6. Chances will be given to low-level technicians to join higher-level technical institutes, provided they pass the requisite entrance tests.

7.7. Fieldwork of one year's duration will be compulsory before joining the next higher level after completing one level of higher education.

7.8. Arrangements will be made to reduce the number of those taking up arts and humanities and increase the number who elects technical subjects.

7.9. Tribhuvan University, an autonomous body, will assume responsibility for meeting manpower requirements as determined by the Education Ministry.

1.10. Governance of Tribhuvan University will be entrusted to a 50– member University Council, and the present senate and syndicate will be scrapped.

8. National Education Committee, a high-level body, will be formed to determine and lay down the total education policy.

9. Teaching methods: Research will be conducted to improve teaching methods for each subject. Under this project, scientific methods of teaching will be studied, investigated and applied and the requisite educational materials will be produced, assessed and examined.

Nepali will be the medium of instruction up to the secondary school and will in general be replaced by English in higher education.

10. Textbooks: The Janak Educational Materials Centre will be transformed into an autonomous body and it will prepare, produce and distribute textbooks in all principal subjects, Other publishers also will be encouraged to produce books according to the prototypes prepared by the Janak Educational Materials Centre.

11. Teacher Training: Arts students will be given teacher training and the arts courses will include teacher training among their subjects to increase the number

of trained teachers according to need. Similarly, to upgrade the standard of training, the curriculum and textbooks will be modernised and emphasis will be placed on subject teaching along with teaching-methods.

12. Reforms in Service Terms of Teachers: District-level teaching service will be constituted and college teachers will be appointed through the University Service Commission to regulate and safeguard the service of all teachers employed by the Government. Teachers will be entitled to a pay-scale which is equivalent to what other professionals with similar qualifications can get. Promotion of teachers will be based on considerations of academic qualification, experience, special performance, health and services rendered in the remote areas.

13. Examinations: System of internal assessment will be introduced. Students' records will be maintained. Final examinations will be held at the end of each level. Improvements will be made in the question papers and examination methods of the SLC. Marks obtained in the internal assessments will be added to the SLC examination results.

14. Education Administration: Planning, implementation and evaluation will go hand in hand in the educational administration. Planning and evaluation will be centralized, while implementation will be de-centralised. Regional directorates will be set up in the East, Zone, Central Zone and West Zone to streamline the process of implementation. There will be a district education officer stationed in each district, maintaining direct contact with the district educational institutions.

15. Inspection: The centre will fix the form of the physical facilities with which the educational institutions must be equipped, and will determine the standard of study. The district office will carry out inspections twice a year to see whether facilities are sufficient and teaching is up to standard. The educational institutions will be evaluated on the basis of the inspection reports and the amount of grant will be determined accordingly.

16. Policy Governing Grants-in-Aid: Government grants will be made available only for defraying teachers' salaries. Building and other facilities will be met out of local resources.

17. Extracurricular Activities: Extracurricular activities will be viewed as an integral part of the total educational exercise and through them an attempt will be made to generate among the students a sense of discipline, reliance and responsibility.

18. Physical Facilities: The Education Ministry will issue detailed instructions on the nature of school buildings, furniture and other physical facilities. Every school should have one classroom for each class. Secondary schools should have, in addition, a workshop, a laboratory and a library.

19. National Development Service: Arrangements will be made for every student receiving higher education to go to a village and perform some service under the National Development Service Scheme after passing the third or fifth year of higher education. The National Development Service is divided into four corps: (a) Educational service corps, (b) Health service corps, (c) Agricultural service corps and (d) Construction corps.

The students of each corps will be given military and vocational training prior to deputing them to villages. The Ministries concerned will give them allowances during their service period. The performance of the students will be inspected and evaluated.

20. Provision of Scholarships: Scholarships will be instituted for the benefit of economically handicapped but talented students.

THE NATIONAL EDUCATION PLAN

MINISTRY OF EDUCATION

THE NATIONAL EDUCATION PLAN

INTRODUCTION

- 1.1 Nation-building is a complex and challenging task. A handful of modernised elite may find it an exciting prospect to shape the future but the overwhelming majority steeped in tradition renders the pace of development considerably slow. A situation like this needs a break-through by effective mobilisation of available manpower. We need to wage war against inherent ignorance and poverty to transform the subsistence economy into a dynamic one. We should pursue national development programme on a war-footing by organizing and disciplining the country's manpower and make a judicious choice between immediate gains and future development as well as between narrow interests and broad national objectives.
- 1.2 Success in the war against poverty as in any other struggle demands physical and mental discipline. In order to insure success in such a venture, new techniques and bold strategies have to be evolved and adopted. To that end, the entire Nepalese people have to be infused with incentives and skills for development and widely exposed to new notions through symbols, communiques, circulars and other mass media. This is imperative for any attempt at developing a political community and modernising the economy.
- 1.3 Similar to democracy, development is a mental attitude and a way of life. Development does not evolve by itself but calls for conscious endeavour. This is all the more relevant in the Nepalese context in order to accelerate the process of political and economic development. Development requires new approaches and modern skills. Irrigation canals do not channelize to fields of their own nor do better seeds sprout by themselves or chemical fertilizers increase yield without judicious application. Tractors and modern machines do not function or maintain themselves without manipulation. Again, roads and tracks are not laid-out by natural volition just as sectional parochialism cannot be transformed into social cohesion without deliberate effort. Man is the prime agent of development. The pace of development can be improved in so far as the state

is able to motivate the people to make a fuller utilization of physical resources. Unless people develop attitudes and skills, development cannot be self-sustaining, and lack of modernisation ideals can well handicap the healthy growth of a political system.

1.4 The Panchayat system itself is the outcome of an awareness of the hard realities outlined above. Leadership and responsibility have to be disseminated to the local communities if development like democracy is to become a self-generating process. But, politicisation of the traditional multi-ethnic Nepalese societies will not lead to national solidarity and independent sovereign nationhood without a central guidance in planned socialisation. Such a process assumes great significance in the context of the basic objective of the Panchayat system that aims at co-ordinating the various economic and social interests, harmonising diverse multi-lingual traditions into a single nationhood, consolidating the loyalty and faith in the Crown and accelerate socio-economic progress in order to transform the geo-political entity of Nepal into a positive emotional integration. The achievement of this objective largely depends on the ability to create a mass awareness that the great task of nation-building demands willing participation of all the people. The social unification of the Nepalese people must necessarily depend on the effective utilisation of opportunities and responsibilities proffered by the present polity. This is hardly possible without a close relationship between political and education system. The above objective can be fulfilled only if the education output can be utilised as an essential investment for political and national development. The proposed education policy is indeed inspired by these imperatives.

EDUCATION IN NEPAL: A SURVEY

2.1 The progress of education in Nepal during the last two decades and particularly since 1960 is as shown in the following table:

Education Development

Education Level	No. of Schools			No. of Students			No. of Teachers		
	1951	1961	1970	1951	1961	1970	1951	1961	1970
Primary	321	4,001	7,256	8,505	132,533	449,141	N.A.	N.A.	18,250
Secondary	11	156	1,065	1,680	21,115	102,704	N.A.	N.A.	5,407
Higher	2	33	49	250	5,143	17,200	N.A.	417	1,070

Student Enrolment

Year	Primary	Secondary	Higher
	Percentage of Primary School age children	Percentage in terms of Primary enrolment	Percentage in terms of Secondary enrolment
1951	0.9	19.0	20.5
1961	15.8	12.0	24.4
1970	32.0	23.0	16.0

2.2 The rapid expansion of education, devoid of specific objectives, has produced a number of problems. The investment of the limited financial resources available for the development of education, therefore, appears to have been unproductive and unsatisfactory. Proper management of educational activities has long been overdue. Just as the treatment of a disease becomes possible only on the basis of diagnosis, reorganisation of the educational system also calls for correct identification of the educational problems. With this in view, an attempt is made here to present a brief summary of the education problems facing the country.

2.3 Problems

2.3.1 Education policies and objectives were not well-defined and laid down clearly.

- (a) No decision was made regarding who shall be educated, to what level and how.

- (b) Effort at quantitative increase alone has resulted in a wide diffusion of the available financial resources, and has unfavourably influenced the education standard.
- (c) Education has been treated as a side issue and the financial policy has been to set aside for education only such sums as are left over after meeting other requirements. Allocation for education has not been viewed as an indispensable investment for economic growth.
- (d) New education institutions are set up without reference to regional needs and potentials.
- (e) Decisions to provide grants-in-aid are made in an impractical and unscientific manner.

2.3.2 The present education system is based on the unproductive values of the society.

- (a) Education is looked upon as a means of avoiding manual labour.
- (b) Access to education opportunities is greatly restricted in the case of the backward communities of the population.
- (c) The educational system as prevalent now lays almost exclusive stress on general education.
- (d) The different levels of the current education system are not complete in themselves. The object of primary and secondary education has been mainly to prepare for higher education.
- (e) Most educational facilities are concentrated in urban areas. The people passing out from the urban educational institutions are not interested in giving up urban comforts and moving to rural areas for service.

2.3.3 The present education system is wholly unrelated to the aims and objects of the national plan. It is not work-oriented.

- (a) Education is not functional. It does not enable students to earn their livelihood.

- (b) The present education system fails to produce middle-level manpower. As vocational workers are not held in esteem and poorly paid, students are attracted more toward getting degrees which qualify them for white-collar jobs.
- (c) The present education system has not been able to function as an effective means of imparting knowledge. Besides, the present examination system which is an integral part of the system has encouraged a tendency of learning by rote.
- (d) The present education system is divorced from the realities and requirements of the students. It cannot lead to the solution of the problems currently facing the country for the simple reason that it stresses the theoretical rather than the practical aspects of knowledge.

2.3.4 The present education system does not stress the need of consolidating education institutions. Hence quantitative increase of education institutions of various levels has been made at the cost of quality.

- a. The physical aids available to education institutions have not kept pace with the increase in the number of students. This problem has become more acute in the urban institutions.
- b. Shortage of trained teachers has proved a constraint in the development of a modern education system.
- c. The teaching profession has been unable to attract talented people. The educated people themselves look down upon the teaching profession. Since other professions fetch higher salaries, teachers switch over to them at the first opportunity.
- d. Attempts at upgrading the quality of education have proved abortive because of the shortage of standard textbooks and other educational materials. There is a great dearth of writers trained to produce standard textbooks. Whatever textbooks are currently available have not found their way to the education institutions functioning in the distant areas of the Kingdom.

- e. Our current examination system has not been able to make a true assessment of the capabilities of students. Failure in examinations at the primary and secondary levels does not prevent students from moving on to higher grades. Success in the School Leaving Certificate examination generally is regarded as a passport to higher education.
- f. Most of the educational institutions are run on commercial lines with a profit motive. In the absence of any authoritative specifications of the minimum number and standard of physical and educational materials that are deemed essential
 - to run an education institution, schools and colleges exist and operate within a wide latitude of variables.
- (g) The teaching profession displays a singular lack of enthusiasm in updating itself. The reason for this inertia is that promotion and other incentives are given on the basis of seniority without regard to individual abilities and performance.

2.3.5 The impact of the cumulative weaknesses and shortcomings is reflected in the existing educational wastage which is fraught with grave socio-economic consequences.

- a. Educational wastage in the form of drop-outs, repeaters, failures and unemployed graduates have been on the increase. If all these losses are properly taken account of sizeable portion of the annual outlay on education will be seen to have been wasted.
- b. Since the majority of school drop-outs belong to backward communities, it will not be conducive to the balanced growth of the Nepalese society if this trend is not checked in time.

2.3.6 In the ultimate analysis, most of the problems outlined above seem to be the outcome of weaknesses inherent in the educational administration.

- (a) The present education system is not action-oriented. The attention of the administration is mainly confined to allocation of grants-in-aid, sanctioning

of new educational institutions, appointment and transfer of personnel and investigation into individual applications and complaints.

- (b) The administrative set-up of education is highly centralised. Most of the divisions, field offices and planning activities in relation to education are concentrated in the Kathmandu Valley and, that too, mostly in the Central Secretariat. Even minor decisions are processed through the central offices.
- (c) No clear-cut definition of the scope, authority and responsibility of the education administrator and other officials appears to have been laid down. Lack of well-defined work division has produced considerable confusion and uncertainty in the educational administration which has in turn impeded the process of stream-lining it.
- (d) Administrative authority is concentrated in the top hierarchy of administration to a great degree. In consequence, such simple and routine things as transfer and leave of personnel, individual applications and complaints, and grants-in-aid have to be referred to the higher level for decision and approval. The top level officials, therefore, appear to be almost incapable of devoting any time to such basic functions as inter-departmental co-ordination, detailed appraisal of the work-programme and policy-guidance.
- (e) A great deal of disequilibrium also is evident in the central and field offices. If, on the one hand, the central departments are filled with a large number of trained but under-utilised staff, the field offices on the other have to function insufficiently manned. Besides, the field offices are generally staffed by under-trained and low-grade employees. They have not been able to play an effective role in the extension and development of education as these offices are not delegated with necessary powers from the Centre.
- (f) Absence of effective communication among the different divisions, sections and projects within the educational administration and between the central and district-level offices has adversely affected their

co-ordination. In almost all cases, communication appears to flow from the top to the bottom. Much time is consumed by writing memos and instructions. Personal contacts and staff meetings in connection with project formulation, implementation and review are almost non-existent.

- (g) Field-activities have been rarely inspected from the central office. High-ranking officials prefer to stay in the Centre. They spend very little time on duty tours and inspections. For these reasons a kind of lethargy has gripped the whole educational administration. It looks almost incapable of playing a developmental role.

MINISTRY OF EDUCATION

The National Goal of Education

The creation of a just, dynamic and exploitation - free society in conformity with the partyless democratic Panchayat System is possible only through the medium of a healthy and well-knit national educational system, and as such the national goals of education have been laid down as follows:

- (1) To produce citizens who are loyal to the nation, monarchy and national independence, and who remain ever alert and active toward their rights and duties under the Panchayat System.
- (2) To develop, preserve, expand and extend such learning, science, technology and skill as may be necessary for the development of the country and to produce a cadre of able workers who can shoulder responsibilities in every development sector.
- (3) To inculcate the following qualities in all:
 - Moral integrity
 - Habits of work
 - Self-reliance
 - Creativity
 - Scientific approach
 - Powers of appreciation
 - Aesthetic awareness
 - Cosmopolitanism
- (4) To preserve, develop, and propagate the national language and literature, culture and arts.

EDUCATION POLICY FOR NATIONAL DEVELOPMENT

3.1 The National Education System will aim at the following:

- (a) To further consolidate and strengthen faith in and loyalty to the Crown and the country by harmonising different economic and social interests; by integrating multi-lingual traditions into one all-embracing nation; by further encouraging economic and social mobility and by transforming the geopolitical entity of Nepal into a positive, emotional integration.
- (b) To comprehend the old and new teaching methods currently in force in the country within a national education system and bring about uniformity in the intellectual traditions so that national solidarity may be further developed and strengthened.
- (c) To supply trained manpower for national development and to generate a deeper faith in the national heritage and the Panchayat System.

3.2 To these ends, the following steps will be taken:

- (a) Determination of Priorities:
 - 1. Vocational education will receive special emphasis with a view to meeting the needs of technical manpower for successful implementation of the National Plan.
 - 2. Higher education will be correlated to the job-opportunities of the future.
 - 3. Qualitative improvement of education will be synchronised with its quantitative growth. New educational facilities will be progressively made available to the remote areas.
 - 4. Stress will be laid on production and distribution of necessary educational materials in order to raise educational standards.
 - 5. The teaching profession will be up-graded to make it competitive with other professions.
 - 6. Inspection system will be further strengthened in the educational

administration.

7. In the educational institutions, proper provisions will be made for programming of extra-curricular activities, cultivating of an intellectual atmosphere and promotion of active student participation in nation-building.

(b) Standardisation of Textbooks

1. Curricula of different levels of education will be centrally prescribed and made uniform throughout the country.
2. Selection and publication of textbooks and reference materials will be determined not only with a view to raising the standard but also to providing students with common knowledge and experience.
3. Words and phrases from different regional languages will be assimilated into the national language so that it may be further enriched and so develop into a more effective medium of instruction.

(c) Uniform Standard of Education

1. The object of each level of education will be clearly laid down.
2. Internal assessments and periodic examinations will be held in close coordination.
3. Terminal examinations will be held at the end of each level and admission to the next higher level will be contingent upon passing them.
4. After the School Leaving Certificate examination, higher education entrance tests will be held and opportunity for higher education will be given strictly on the basis of merit as shown in the tests.

(d) Expansion of Educational Opportunities

1. Standards of the less-equipped and low-grade schools will be raised and effective steps will be taken to reduce the gap between the ordinary, less-equipped schools and the exclusive, costly ones.
2. Scholarships will be instituted for the benefit of talented but economically handicapped students.

EDUCATIONAL STRUCTURE

The foregoing goals can be achieved only through an appropriate educational structure. The old educational structure contains no well-defined aims for different levels of education. They are not, in fact, geared to the achievement of any particular goal. According to the old structure, the primary level extends over a period of five years. This period is obviously too long if the aim is only to impart the knowledge of the three R's; it is too short if what is aimed at is to teach some skills, inculcate some outlooks or impart some learning. The new educational structure will be as shown below:

School Level

- (1) First level: Class I to III (primary education).

The aim of this level of education will be to impart literacy.

- (2) Second level: Class IV to VII (lower secondary education).

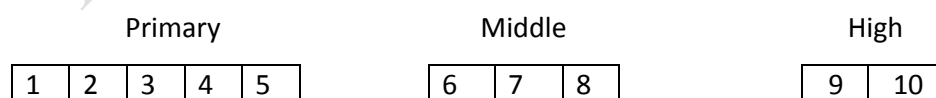
The aim of this level will be character-building by cultivating loyalty to the king and the country and to initiate prevocational education.

- (3) Third level: Class VIII to X (secondary education).

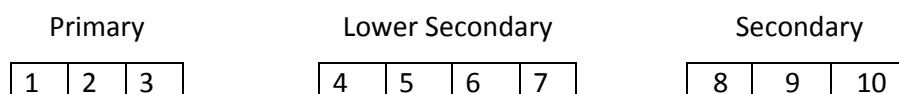
The aim of this level will be to create useful citizens by laying special stress on vocational training

The difference between the old and the new educational structures is shown below:

Old Educational Structure :



New Educational Structure:



Higher Education Level

(a) Certificate level, (b) Diploma level, (c) Degree level, and (d) Research level.

Object of Higher Education

The main object of higher education will be to produce trained manpower. Each level of higher education will, therefore, be related to the different levels of trained manpower.

- (a) the Certificate level will provide low-level manpower.
- (b) the Diploma level will provide middle-level manpower.
- (c) the Degree level will provide high-level manpower.
- (d) the Research level will provide specialized manpower.

The complete educational structure is shown on the next page. All children will be given the same education up to Class Seven and diversification will start only from Class Eight onward.

Secondary education will be of three types:

- (1) General Secondary Education: where more general subjects with some vocational subjects will be taught.
- (2) Vocational Secondary Education: where more vocational subjects with some general subjects will be taught.
- (3) Sanskrit Secondary School Education: where emphasis will be laid on Sanskrit.

The following will also be provided in the secondary education level:

- (1) Student's Guidance and Counselling Service:

Its function will be to frame the content of the secondary education according to the aptitude, inclination and ability of the student concerned and to help make the vocational part of education a success.

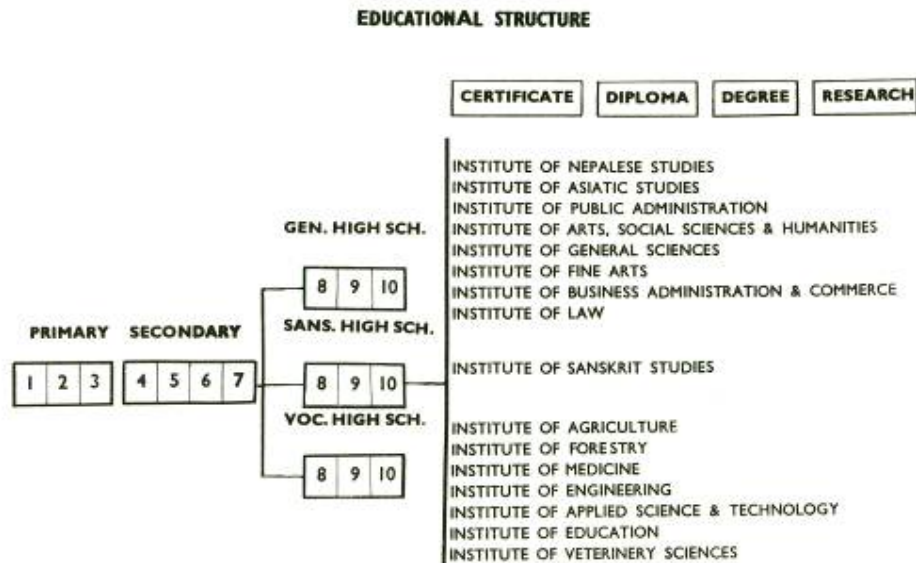
- (2) Secondary School Entrance Examination:

After completing Class Seven, the student will be required to take Secondary School Entrance Examination. The examination will be so devised as to admit

students to suitable types of secondary education.

Terms of the Different Levels of Higher Education

The term of each of the four levels of higher education will be decided upon by the concerned Institutes that are to be organised by the University. The term of each level may be different according to the specific requirements of the subject concerned.



National Education Committee

A high-level national education committee will be formed to implement the National Education Plan. The committee will work under the guidance of His Majesty the King or under the supervision of a highly eminent person nominated by His Majesty the King who is capable of providing leadership and guidance. The committee will be composed of members nominated by His Majesty the King. The committee will have its own secretariat. The Committee will undertake to do the following to implement the National Education Plan :

- (a) Formulate policies and issue directives.
- (b) Co-ordinate the functions of Tribhuvan University, the Education Ministry and other Ministries concerned in enforcing the National Education Plan.

- (c) Evaluate the progress of the entire educational programme.
- (d) Report to His Majesty the King on the educational progress from time to time.
- (e) Clarify the plan as and when required.

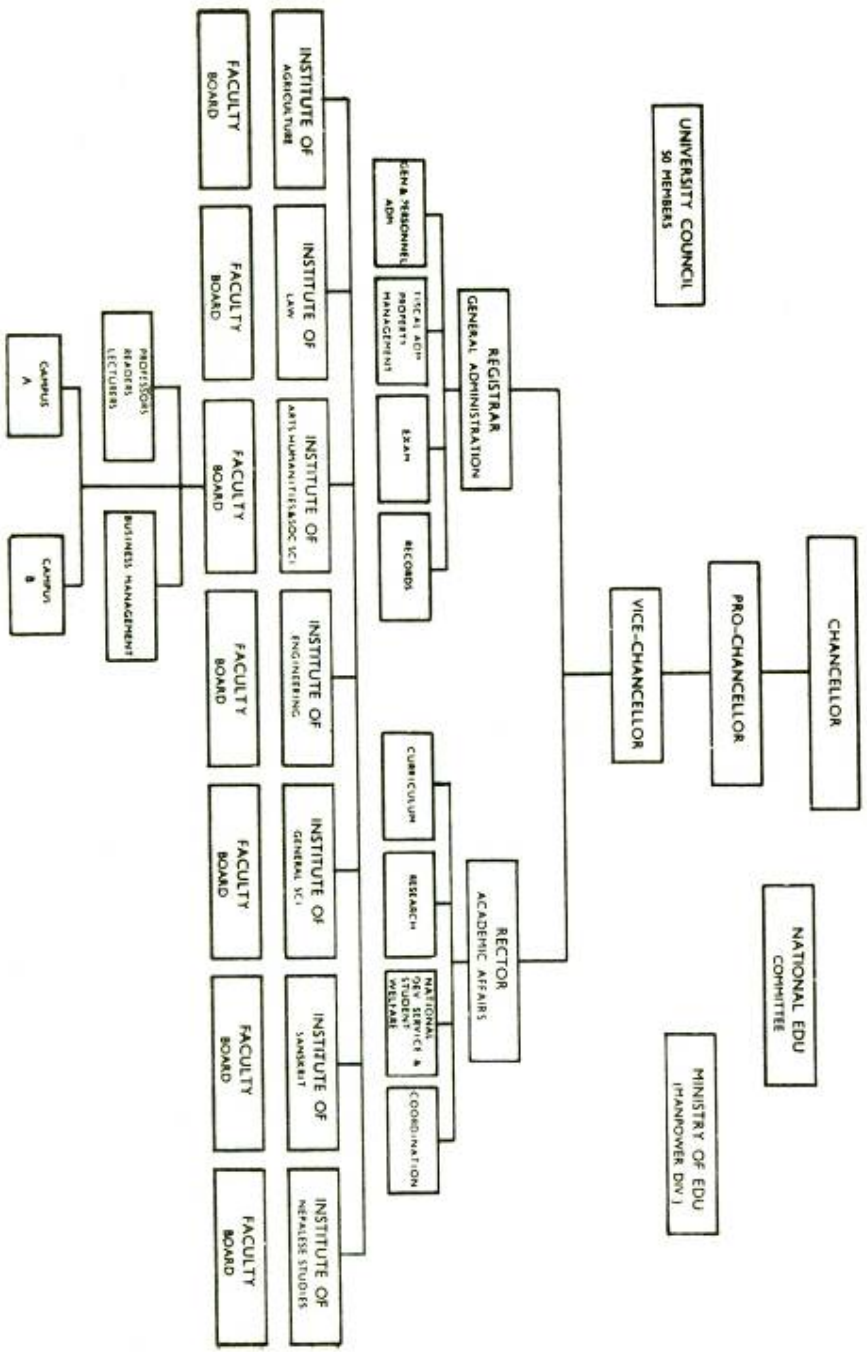
The Committee will form its own procedural rules and apply the same after they are approved by His Majesty the King.

University Organisation

The following institutes will be formed to cover the principal subjects of higher education. The University will be the totality of such institutes. When these institutes start functioning smoothly and are deemed capable of maintaining the requisite standards, they may be redeclared as Royal Institutes, if His Majesty the King is pleased to confer Royal Charters on them.

1. Institute of Agriculture
2. Institute of Forestry
3. Institute of Engineering
4. Institute of Medicine
5. Institute of Applied Science and Technology
6. Institute of Arts, Humanities and Social Sciences
7. Institute of General Sciences
8. Institute of Fine Arts
9. Institute of Business Administration and Commerce
10. Institute of Sanskrit Studies
11. Institute of Education
12. Institute of Law
13. Institute of Veterinary Sciences
14. Institute of Nepalese Studies
15. Institute of Asiatic Studies
16. Institute of Public Administration

UNIVERSITY ORGANIZATION



Number of Institutes

The number of institutes mentioned above may be increased or decreased according to the need. As the country goes on developing, there will be need for various kinds of manpower, giving rise to a situation where the formation of new institutes becomes necessary. Accordingly, some institutes will be organised for education up to the certificate level only while others will be equipped to continue studies up to the degree and research levels. For the present, the teaching levels of the various institutes will be as follows:

1. Institute of Agriculture (up to Diploma level)
2. Institute of Forestry (up to Certificate level)
3. Institute of Engineering (up to Certificate level)
4. Institute of Medicine (up to Certificate level)
5. Institute of Applied Science and Technology (up to Certificate level)
6. Institute of Arts, Humanities and Social Sciences (up to Research level)
7. Institute of General Sciences (up to Research level)
8. Institute of Fine Arts (up to Certificate level)
9. Institute of Business Administration and Commerce (up to Degree level)
10. Institute of Sanskrit Studies (up to Research level)
11. Institute of Education (up to Degree level)
12. Institute of Law (up to Diploma level)
13. Institute of Veterinary Sciences (up to Certificate level)
14. Institute of Nepalese Studies (Research level only)
15. Institute of Asiatic Studies (Research level only)
16. Institute of Public Administration (Diploma level only)

In future, consideration will be given to set up an Institute of Himalayan Architecture.

TRIBHUWAN UNIVERSITY

S.N	PROGRAM	CERTIFICATE	DIPLOMA	DEGREE	RESEARCH
1	Institute of Nepalese Studies				
2	Institute of Asiatic Studies				
3	Institute of Public Administration				
4	Institute of Law				
5	Institute of Arts, Humanities & Social Sciences				
6	Institute of General Sciences				
7	Institute of Commerce & Business mgmt.				
8	Institute of Sanskrit Studies				
9	Institute of Education				
10	Institute of Agriculture				
11	Institute of Forestry				
12	Institute of Engineering				
13	Institute of Medicine				
14	Institute of Applied Science & Technology				
15	Institute of Fine Arts				
16	Institute of Veterinary Science				

Administrative Procedure of Tribhuwan University

1. Tribhuwan University will function as an autonomous body within the policies, rules and guide-lines laid down by the National Education Committee.
2. The Ministry of Education of His Majesty's Government will from time to time estimate the manpower needs of the country in consultation with the National Planning Commission.
3. The University will provide for higher education at different levels according to

the manpower needs ascertained by the Education Ministry.

4. His Majesty's Government will make available to Tribhuwan University a fixed amount as a grant-in-aid and the University Council will approve and adopt the University budget.
5. The University will have a decentralised administration under which each Institute will be vested with adequate administrative and financial powers.

University Officials

The personnel set-up of Tribhuwan University will continue as it is now with the exception of the post of Treasurer. However, a post of Rector will be added to assist the Vice-Chancellor in academic matters and to establish coordination among the various institutes. Each Institute will be headed by a Dean.

Tribhuwan University Council

A University Council, composed of not more than 50 members, will be appointed. The terms of reference of the Council will include powers to deliberate on the entire programme of Tribhuwan University and keep it tuned to the realities and requirements of the country, to strive for raising the standard of higher education and to supervise the various activities of the country in the field of higher education.

The existing Senate, Syndicate and Academic Council will be abolished.

The composition of the Tribhuwan University Council will be as shown below:

Chancellor	Chairman	1
Pro-Chancellor	Vice-Chairman	1
Vice-Chancellor	Member	1
Education Secretary	Member	1
Rector	Member–Secretary	1
Registrar	Member	1
Deans	Members	17
Elected members:		
Graduates Representatives	Member	5
Teachers' Representatives	Member	2
Chancellor's Nominees:		
Rashtriya (National) Panchayat Members		2
Government employees		4
Business community		2
Journalists		2
Students		2
Donors		2
Other nominees		6

Functions of the University Council

- (a) To frame rules for the administration of the University under the University Act and bye–laws thereunder.
- (b) To appoint deans to the various Institutes.
- (c) To approve the annual research programme to be conducted under the University.
- (d) To approve the educational programme of the University.
- (e) To award or to arrange the award of degrees, diplomas and certificates.
- (f) To appoint and dissolve provisional committees as may be needed for the development of the University.

- (g) To formulate, amend and annul rules for the National Development Service.
- (h) To formulate examination rules both external and internal.
- (i) To provide for inspection and supervision of the workings of the Institutes and make decisions on reports received.
- (j) To approve and adopt the University budget.
- (k) To take over the duties and functions now being exercised by the Senate and the Syndicate.

Technical Conference

Every year a conference of the deans of the Institutes and other persons nominated by the Vice-Chancellor will be held to evaluate the educational programme of each Institute, to establish coordination among the various Institutes and to work out new programmes. The resolutions adopted by the Conference will become operative only in so far as they are endorsed by the University Council.

Faculty Board

Each Institute will have a faculty board which will prepare the curriculum and work out such programmes as admission and examination rules.

University Service Commission

A University Service Commission will be formed to appoint and promote teachers and other office-bearers of the University and the Institutes affiliated to it.

Equivalence

If a foreign degree- diploma- or certificate-holder wishes to pursue further studies or take up employment in the Kingdom of Nepal, thus giving rise to a situation where an equivalence has to be established between the foreign degree, diploma or certificate in question and the degree, diploma or certificate awarded by the educational institutions of Nepal, the University or the S.L.C. Board will set up a committee to consider and decide on it. While establishing equivalence in this manner, the committee will also stipulate that the foreign degree- diploma- or certificate-holder must sit for and pass the examination in such subjects as are compulsory in Nepal

before taking up further studies or joining a service. To take an example: if a student has not previously been taught the Panchayat and vocational subjects, he will be required to pass a prescribed examination in these subjects before he is allowed to follow further studies or to take employment.

Migration

A student passing from one of the Institutes under the University may join another Institute after passing the admission test. Opportunity will be given for migration from one Institute to another according to the wishes and abilities of the student concerned.

Organisation of the Institutes

The organisational set-up of the institutes will be as follows:

- (a) Various Institutes will be formed by amalgamating existing colleges and training institutes of post-school level now being operated by different Ministries. If it is found that all the colleges cannot be simultaneously integrated into an Institute, the University will draw up a detailed scheme of terms and conditions under which such bodies can function outside the Institute. The conversion of existing higher educational institutions into an Institute will be undertaken on the basis of a programme drawn up at the national level.
- (b) Each Institute will have a central campus. Such campuses can function within the University campus or elsewhere. They can be set up in any part of the country provided that they function under the administration and supervision of the University.
- (c) While opening Institutes, care will be taken to locate them according to the development work being executed by His Majesty's Government in various places. An attempt will be made to diversify the Institutes according to the administrative zones.
- (d) If increasing demands for manpower necessitate a higher output from a particular Institute, steps will be taken to open the campus of such an Institute

at various places to impart education up to the diploma level. As for example an institute will be named as The Tribhuvan University Institute of Agriculture (Diploma Level), Biratnagar Campus or Nepalgunj Campus, as the case may be.

The administrative body of the University will fix the curriculum, conduct the examinations, inspect, evaluate and carry out general administration of the Institute.

Higher Education Curriculum

- (a) The University will constitute a committee composed of experts and teachers of concerned disciplines to prescribe the curricula of the various Institutes prior to their establishment.
- (b) The curricula will be decided upon from an inter-disciplinary angle. Each institute will offer various options to the students apart from the principal subjects.
- (c) Along with the adoption of the principle of making education vocation-oriented, attention will also be given to the need for a standard curriculum in general subjects. The technical institutes will also be provided with facilities to teach one compulsory general subject in the humanities or social sciences.
- (d) Higher education as of now is highly bookish and theoretical. The higher a student goes in his academic career, the farther away he strays from the world of reality to a purely academic world. It is, therefore, essential that all types of higher education at the degree level should include a programme of imparting practical and experimental knowledge to students. For example, according to the current curriculum, a student of literature or economics studies the best literary creations or economic thoughts of others and sits for the examination. Under the circumstances, higher education has degenerated into a mechanical process of digesting the ideas and opinions of others, and education itself has been reduced to the level of inanity. To correct this anomaly, the curriculum should include at least one paper in which the student will be required to write his own literary creation or put down his own creative thoughts on the basis of

given facts and figures.

- (e) The University will call upon its teaching staff to write books to improve textbooks and reference materials required for various subjects at different levels. Books will be published and magazines brought out to encourage new thoughts and ideas on technical subjects and the teaching staff will be required to contribute papers regularly.
- (f) It will be incumbent on the teaching staff to make a continuous effort to raise their intellectual standard at all levels of the subjects concerned and the University will provide incentives like promotion and recognition to those who succeed in upgrading their intellectual attainment. Training, seminars, workshops and symposia also will be held with the same end in view.

Estimate of Manpower Requirements

Arrangement will be made for correctly estimating the various manpower needs of the country. Accordingly, the Ministry of Education will fix the number of students who should be admitted to the various Institutes of higher education.

Higher Education Opportunities

Under the National Education Plan each level of higher education will help prepare students for different enterprises. In other words, each level will be self-terminating. One who passes a certain level will be admitted to the next higher level on the basis of merit. The doors of higher education will be open to talent alone.

The University will arrange to provide opportunities for higher education only to those who meet the prescribed requirements.

Provision of Special Degrees

The University will institute special certificates, diplomas or degrees to be awarded to those who, without fulfilling the teaching requirements of the University, make outstanding contributions to some field of knowledge on the basis of their own inherent genius and ability. This special award will be different from the degrees conferred *honoris causa* or on completion of formal education. The University Council will appoint a special committee from among its own members, which will

make recommendations for this purpose, from time to time.

Compulsory Work Experience

On completion of a certain level of higher education, opportunity to join the next higher level will be made in stages conditional to work experience for a fixed period in the concerned field, and passing the admission test.

Higher Education Entrance Examination

The S.L.C. examination is merely a test of whether the candidate has acquired the competence of secondary education. The University will, therefore, conduct a separate entrance test to determine whether or not the candidates are fit for higher education.

Administrative Consolidation of Higher Education

Technical training institutions at present are under the control of different ministries and this has resulted in considerable duplication and overlapping in administration and programmes. Henceforth, all training institutions will be integrated as part of educational institutes under the University. The technical ministries will handle in-service training only.

Job Placement

A current directory of all those who have received training at home or abroad will be maintained and attempts will be made to assign them to various jobs as soon as requisition comes from concerned quarters.

CURRICULUM

Curriculum is a study programme designed to achieve the aims of education. It should, therefore, be determined by the educational goals and policies and will be based on the following:

- (a) At the primary level the emphasis will be on teaching rudimentary skills in reading, writing and arithmetic along with some instruction in an occupation connected with realities of life, specially an elementary knowledge of agriculture.
- (b) The lower secondary level will emphasise character-building and developing dignity of labour.
- (c) The secondary level will emphasise development of vocational knowledge.
- (d) The higher education level curriculum will be designed to meet manpower requirements.
- (e) Hygiene and physical education will be given due place at all levels.

Subjects for Primary Level(Class I - III)

Subjects	Percentage of School Hours	Full Marks
Nepali Language	40	300
Arithmetic	30	200
Social Studies	20	100
Physical Education, Hygiene, Handicrafts and Drawing	10	50

Physical Education, Personal Hygiene and Handicrafts and Drawing shall be taught through various practical activities rather than from books.

Subjects for Lower Secondary Level (Class IV-VII)

Subjects	Percentage of School Hours	Full Marks
Nepali Language	30	200
Nepali Language (class VI and VII)	25	170
Elementary Sanskrit (ClassesVI &VII)	5	30
One of the UN Languages	10	100
Social Studies	13	100
Mathematics	20	150
Science	10	100
Pre-Vocational Training	10	100
Physical Education & Hygiene	7	50

This is the appropriate level for character-building. Classroom teaching will, therefore, lay stress on the lives of national heroes and the contribution of the Royal Family to the development and enhancement of the country. Extra-curricular activities will be designed to foster patriotism, loyalty, sense of discipline, appropriate motivation and right skills.

This level will place special emphasis on forming habits of self-reliance, responsibility, honesty and co-operation. An attempt should be made at this stage to inculcate love and respect for labour. Teachers should lay-out a plan for engaging the students in some useful work like woodcraft, stationery work and farming. This is the right stage to initiate efforts at making education vocation-oriented and socially useful.

Subjects for General High Schools (VIII to X)

Subjects	Percentage of School Hours	Full Marks
Nepali Language	12	100
One of the UN Languages	12	100
Mathematics	12	100
History and Geography	12	100
Health Education	5	50
Panchayat	5	50
Science	12	100
One of the Vocational Subjects	20	200
Optional Subject (one from among the group below)	10	100

Optional group: Sanskrit, English, French, Russian, German, Japanese, Portuguese, Spanish, Chinese, Hindi, Tibetan, Urdu, Arabic, Persian, Maithili, Bhojpuri, Newari,

Additional Mathematics, Physics, Chemistry, Biology, Human Physiology, Rural Economics, Domestic Science (for girl students).

Since the noble aims indicated above cannot be achieved until vocational education is widely disseminated, provision will be made for imparting standard training to teachers in those subjects, and the schools also will be accordingly provided with necessary equipment. Moved primarily by the noble desire to safeguard the sovereign independence of the country, which he had forged into one nation, Prithvi Narayan Shah the maker of modern Nepal and the fountainhead of Nepalese nationhood, had this to say on this subject in the course of his solemn instructions : " Encourage indigenous weavers by providing them with new samples and let them be busy at their looms. National wealth will be preserved thus." Shrouded in poverty and ignorance, twentieth century Nepal cannot but heed the wise counsel of the eighteenth-century monarch and must lay special stress on vocational education.

Vocational subjects are listed below and it may not be possible to start all of them in the school immediately. For the time being, therefore, one or two subjects from the list should be taught in the school, the selection being based on the local heritage, skills and professions, the absorptive capacity of the market and the nature of the local development programmes. Since ours is a predominantly agricultural country, it may appear quite desirable to provide for agricultural and related subjects in the rural schools. Nevertheless, because of the different terrain and climatic features, schools in the northern part of the Kingdom will be equipped to teach cattle-farming, while those in the mountain and Terai regions will emphasize horticulture and improved agricultural methods respectively. Evidently, the urban schools should be in a position to teach mechanical and industrial subjects depending on the special nature of the area concerned. As His Majesty the King has observed on the completion of the first decade of the Panchayat System, "The urgent need now is to turn our attention to that kind of education which makes a student proficient in some vocation, which enables him to stand on his own legs and which makes him a man of character."

Vocational Subjects

- (1) Agronomy
- (2) Animal Husbandry and Dairy Farming
- (3) Horticulture
- (4) Poultry Farming
- (5) Fishery
- (6) Tourism and Hotel Management
- (7) Handicraft and Woodworks
- (8) Ceramics and Pottery
- (9) Metalwork
- (10) Tailoring and Knitting
- (11) Leatherwork
- (12) Masonry, Brick Manufacture and Architecture
- (13) Forestry
- (14) Auto-Mechanics
- (15) Bee-culture
- (16) Music and Dance
- (17) Shorthand and Typing
- (18) Painting and Photography
- (19) Radio Mechanics
- (20) Nursing
- (21) Health Worker
- (22) Printing and Lithography
- (23) Electric Wiring
- (24) Watch and Clock Repair
- (25) Plumbing

- (26) Furniture and Upholstery
- (27) Industrial Design and Commercial Art
- (28) Stationery Making
- (29) Food Technology and Catering
- (30) Textile Technology
- (31) Office Management
- (32) Accounting
- (33) Cane and Bamboo Work
- (34) Mountaineering (in the mountain-climbing regions only).

Vocational teaching invariably will be associated with practical work. Agricultural training will call for actual farm work. Similarly, other vocational training also will need suitable workshop facilities.

Subjects for Vocational High Schools

Subjects	Percentage of School Hours	Full Marks
Nepali Language	12	100
One of the UN Languages	12	100
Mathematics	12	100
Science, Hygiene and Physiology	12	100
Social Studies (History, Geography and Panchayat)	12	100
Vocational Instruction	30	300
Optional Subject (one from among the group below)	10	100

Optional Subjects : Chemistry, Physics, Biology, Additional Mathematics, Additional Vocational Subject.

In the general school, 20 per cent of the school hours will be devoted to vocational education and the remaining 80 per cent will be spent in teaching general subjects. Those students who have spent much time in general subjects cannot develop a vocational inclination and skill to a sufficient degree. Therefore provision is being

made in the vocational school for cultivating vocational skills and tastes. Students passing from these institutions will be endowed with sufficient training if they want to take up a profession. They will also be fully equipped if they choose to go on to higher studies in technical subjects. Teaching of science will also be adequately emphasised in these schools. Science, after all, is the foundation of vocational knowledge. Opportunities will be given to students of vocational schools to have more work-shop experience. Each vocational school will invariably have a workshop, and an experimental farm will be a prerequisite for schools teaching agriculture.

Subjects for Sanskrit High Schools		
Subjects	Percentage of school Hours	Full Marks
Mathematics	10	100
Nepali language	10	100
Optional Subject	10	100
<i>(One from among the following</i>		
Sanskrit	30	300
Science, Health and Physical Education	10	50
Social Studies	10	50
Vocational Education	20	200

Optional group: English, French, Chinese, Hindi, Russian, Spanish, German, Japanese, Portuguese, Tibetan, Urdu, Arabic

Pre-Primary Education

Individuals or associations wishing to establish and manage preprimary educational institutions must have prior approval of His Majesty's Government. For the improvement of pre primary education the activities of His Majesty's Government will be limited to curriculum setting and teacher training. His Majesty's Government will not undertake to open such schools for the time being.

TEACHING METHOD

The teaching method currently in use in our educational institutions is extremely old-fashioned. The following steps will be taken to evolve new teaching method in every subject.

1. Educational improvement and research projects: Educational improvement and research projects will be organised to evaluate the suitability of the curriculum to the subject being taught (both general and vocational), to improve teaching methods, to improve educational materials and to evolve an appropriate method of assessment. The project will also conduct short-term teachers training courses in related fields.

2. Extension of new teaching methods :

It is advisable to experiment with new teaching methods in selected districts rather than apply them simultaneously throughout the country. The educational institutions will be free to adopt the new methods in teaching as many subjects as they can. New teaching methods will be followed wherever the Education System is implemented.

3. The programme will be handed over to the concerned wings of the Ministry of Education as soon as the research projects recommend country-wide application of the new teaching methods.

EDUCATIONAL MATERIALS

The new teaching methods will call for more educational materials and the following steps will be taken to meet this growing demand.

Textbooks

The textbook is the most important item of educational material. It is the only material used throughout the country. Therefore, an effort has to be made to improve the quality of textbooks. The Janak Education Materials Centre, Sano Thimi, will be converted into an autonomous body charged with writing, printing and distributing all kinds of textbooks.

1. Only trained persons will be allowed to write textbooks in view of the new curriculum and teaching methods.
2. Preparation of textbooks invariably will be accompanied by work-books for the use of students and guide books for the use of teachers.
3. Textbooks will have illustrations, charts and examples under a comprehensive regulation. This regulation also will cover such specifications as the size of letter, quality of paper and type of binding.
4. The current practice of drawing-up a list from among the books available in the market seems to be undesirable and this practice will be discarded. The proper method will be to have books written with a definite goal in view.
5. To begin with, His Majesty's Government should commission the writing, printing and distribution of books on all subjects taught in the primary school and on main subjects taught in the secondary school. Later, if the work load proves too much for the Janak Education Materials Centre, other publishers will be allowed to produce and distribute books on all subjects except science, mathematics and vocations. They will be required to adhere strictly to the models prepared by the Centre.
6. Specialists of the concerned subjects will be asked to submit their outlines according to the curriculum for writing books. Those offering the best outlines will be asked to prepare

the books under the supervision of writers and editors on the staff of the Janak Education Materials Centre. The writers and editors of the Janak Education Materials Centre will scrutinise manuscripts submitted by the writers to make sure that the contents are not at variance with the prescribed curriculum and teaching methods. Government staff writers also may be asked to write books when necessary.

7. Textbooks written under the teaching improvement research projects will be printed and distributed through the Janak Education Materials Centre if the project is satisfied that such books are fit for general use.
8. The content of the books will be uniform throughout the country whatever the language.
9. Books intended for teaching weights and measures will incorporate the metric system which has been brought into use by His Majesty's Government. Similarly books on other subjects also will be written conforming to the policies and rules of His Majesty's Government.

Distribution of Textbooks

The Janak Education Materials Centre will distribute the books through its distribution depots opened at various places. Arrangements will be made to receive reports from education officials on whether or not prescribed books are being used in the schools.

Free Distribution of Books

Textbooks will be made available free of cost for primary education in specified remote districts so that economically handicapped boys and girls in those areas may not be deprived of education for want of textbooks. Similar facilities will be extended to poor boys and girls in other districts. In all cases the prices of primary school textbooks will be as cheap as possible.

Provision of Other Educational Materials

1. Modern scientific methods of teaching presuppose a greater use of educational materials in the classroom. The Janak Education Materials Centre will either

produce and distribute in sufficient quantities such educational materials as are essential to each course of study or it will despatch model sets along with guidebooks on how to prepare and distribute such materials. Teachers will be trained to produce their own educational materials. They may, in turn, commission students to make educational materials under the vocational training programme.

2. Science and vocational subjects are better comprehended if films, film-strips, and slides are used. It may not be so easy to make such things available immediately on a countrywide basis. But a beginning in that direction can be made by maintaining a depot of such materials in each district or zone and allowing the schools to make use of them by turn.

Workshops and Laboratories

The most essential pre-requisites of vocational and science education are workshops and laboratories facilities. The Education Ministry will, therefore, devise various ways of making workshops and laboratories least expensive and provide them to the schools along with a list of indispensable equipment. As far as practicable the schools concerned will make provision for such items by themselves. Those items that are beyond the capacity of the schools will be manufactured under the aegis of the Ministry. Imports from abroad will be resorted to only when there seems no alternative.

Most of the agricultural implements needed for the vocational education can now be manufactured at the Birgunj Agricultural Tools Factory. Some of the equipment needed in technical and similar centers can be made at the Balaju Industrial District. The resources of all such engineering plants will be harnessed to meet the requirements of vocational training institutions to the maximum extent possible.

Arrangement will be made to provide every secondary school with a science laboratory. Even in primary and lower-secondary schools essential elementary scientific apparatus will be made available. The Ministry of Education will prescribe the minimum requirements, issue directives about their local availability and throw light on ways and means of acquiring them.

Education through Radio

Radio has great potential as a teaching medium. Faced with transport difficulties as our country is, radio can be used to broadcast what we have to say over a widest possible area. In the beginning radio broadcasts will be utilised for teaching better educational methods to teachers in the remote areas followed by broadcasts suited to the needs of secondary school students. The Adult Education programme also will go on the air in a more effective manner.

Directives for Educational Materials Requirements

The Ministry of Education will prepare a list of the minimum essential educational materials and issue directives to each educational institution to acquire them immediately and go on adding to them by degrees. Education inspectors will see whether or not those minimum requirements are met with.

School Library

All secondary schools must maintain a library. Even primary and lower secondary schools will be required to maintain a collection of books.

TEACHER TRAINING

The teacher training programme is, at present, faced with two problems: (1) how to increase the number of trained teachers and (2) how to improve the standard of training. A committee will be formed to consider, administer, inspect, assess and co-ordinate the training programme.

Increasing the Number of Trained Teachers

- (a) It will be gradually made compulsory for each school to have trained teachers. This rule will be enforced in the districts where the National Education System is implemented.
- (b) For immediate increase in the output of trained teachers one year of training will be given to those passing the S.L.C. or its equivalent, I. A. or its equivalent and B. A. or its equivalent for preparing them as teachers in the primary, lower secondary and secondary schools, respectively.
- (c) Experienced teachers presently working in the schools on meeting the minimum academic requirements will be given in-service training.

Improving the Training Standard

- (a) The teachers training curriculum will be adjusted to modern requirements.
- (b) Textbooks will be prepared on all subjects to conform with the actual situation and needs of Nepal.
- (c) Since subject-teaching along with teaching techniques deserves equal emphasis, different faculties will be developed in the Institute of Education.
- (d) Research in teacher training methods will be encouraged and the science of education will be developed according to the special situation prevailing in the Kingdom of Nepal.
- (e) The minimum requirements for those who wish to enroll themselves in teacher training programmes will be raised. In all parts of the country, except the remote areas, the School Leaving Certificate will be the minimum qualification for primary teacher trainees, the Intermediate level for lower

secondary school teacher trainees and the Bachelor level for secondary school teacher trainees or their respective equivalents.

- (f) Training in the new examination methods will be compulsory for all teacher trainees.
- (g) Headmasters and inspectors also will receive training.

Special In-Service Training

Teachers will be given special training in subjects like science and mathematics. Such training will be made available by degrees throughout the country.

- (a) Inspectors will find out whether teachers teach as they have been instructed and then submit reports to the Education Ministry and to the Training Centre.
- (b) Teachers will be given in-service refresher training at the end of a given period of teaching.

Vocational Teachers

Training for vocational teachers will be given under a broad-based programme. Arrangements will be made to improve upon the present standards of vocational teacher training.

Adequate attention will be turned toward vocational teacher training. Since the National Education System aims at laying special stress on vocational education, every school teacher in the Kingdom will be given standard training in teaching vocational subjects.

Individuals qualified in vocational subjects will be given training in teaching methods to enable them to become vocational teachers.

Teacher Training Scholarships

The provision of allowances for teacher training as of now will be discontinued. Instead, scholarships will be provided to trainees who are economically handicapped or are from remote areas.

IMPROVEMENT IN THE SERVICE CONDITIONS OF THE TEACHERS

It is essential that talented people be attracted to the teaching profession and be induced to stay on in order to reform and improve the quality of education. In the plan period, therefore, high priority will be assigned to a programme aimed at ensuring security of service, promotion prospects and equitable pay scale.

Security of Service

The present practice is to appoint teachers and lecturers in the Government schools and colleges on recommendation by the Public Service Commission. Their services are then guaranteed under the Civil Service Act and Rules thereunder. In our country, however, there are more private schools and colleges than Government institutions of the same categories. It is, therefore, essential that security of service be guaranteed to teachers and lecturers on the staff of such schools and colleges.

Improving the Service Term of the Teaching Staff

1. Education Service Commission

Every district will have its own Education Service Commission, charged with constituting District Education Service, creating posts, and appointing, promoting, transferring and dismissing teachers within the district. The Commission will also maintain a detailed record of the teachers. College teachers will be appointed through the University Service Commission.

2. District Education Fund

Every district will have a District Education Fund, created out of Government grants, fees, education tax and donations. Teachers' salaries will be paid from this fund every month on time.

3. Pay Scale

The pay-scale of the teachers will be fixed at the same level as is applicable to personnel of other professions having similar qualifications. The scale will be amended from time to time according to prevailing market situation. Arrangement

will be made to give annual increments on the basis of experience and special training.

Teachers appointed to remote areas will be entitled to hardship allowances.

4 Teacher Requirement for School

The staffing, minimum qualification and pay scale of the higher educational institutions will be as prescribed by Tribhuvan University.

Teachers appointed to remote areas will be entitled to hardship allowances.

4. Teacher Requirement for Schools Primary School

Post	No.	Minimum Qualification	Pay	Training allowance	Remarks
Headmaster	1	S.L.C. or equivalent & trained	155/-	15/-	Headmasters' allowance
Teacher	3	S.L.C. or equivalent	155/-	15/-	

Lower Secondary School

Post	No.	Minimum qualification	Pay	Training allowance	Remarks
Headmaster	1	I. Ed. or I. A. or equivalent and trained	250/-	50/-	Headmaster's allowance
Teacher	3	"	250/-		
Teacher	1	S.L.C. or equivalent and trained	155/-	15/-	

Secondary School

Post	No.	Minimum qualification	Pay	Training allowance	Remarks
Headmaster	1	B.Ed. or B.A or equivalent and trained	600/-		
Teacher	1	B.Sc	475/-		
Teacher	1	B.Ed. or B.Sc. or B.A. and trained	475/-		
Teacher	1	B.A. or equivalent and trained in vocational instruction	475/-		
Teacher	1	B.A. or equivalent	400/-		
Teacher	1	to be co-opted from the National Development Service	200/-		

5. Teacher / Student Ratio

The average teacher/student ratio will be 1:30 in the primary school, 1:25 in lower secondary and secondary schools and 1:15 in higher educational institutions.

Promotion

While promoting teachers due account of the following shall be taken:

1. Academic qualification
2. Years of experience
3. Awards won for outstanding performance
4. Health
5. Service in remote areas
6. Recommendation of the departmental head
7. In-service training
8. Research work

7. Retirement

As there is no provision for retirement pension for teachers on the staff of non-Government schools, thought will be given toward granting them lump-sum gratuities on retirement.

Other Incentives

A tradition will be built up for a certain number of teachers to be included in the roll of honours every year.

EXAMINATION SYSTEM

The following steps will be taken to improve the examination system:

1. Internal Assessment

- (a) Textbooks and teacher's guides to the textbooks will include ways and means of assessing how much the students have understood at the end of each lesson in the primary, lower secondary and secondary schools.
- (b) Quarterly examinations will be held to assess the progress made by the students.

2. Progress Records

Teachers will maintain a progress record for each student and while publishing the examination results, a copy of the progress record will also be attached.

3. Making the Questions Scientific

Stress will be laid on devising questions in such a way that they might provide objective grounds for assessing the abilities of the examinees in the subjects in question. Standardised tests will be developed for subjects that are amenable to such a procedure.

4. Examination of Answer Books

Attempts will be made to make the method of examining the answer books as scientific as possible.

Terminal Examinations

1. At the end of the primary education, students will be promoted on the basis of examinations conducted by a team of district school inspectorate officials.
2. At the end of the term of the lower secondary school, examinations will be held on a zonal basis.
3. The School Leaving Certificate test will be at the district level.

School Leaving Certificate Examination— Improvements in the school leaving certificate examinations will be made in the following way: An examination

improvement and research unit will be created under the examination controller's office. This unit will also try to improve the method of testing the standard of the examination papers.

Twenty-five per cent of the marks obtained in the internal assessments will be added to the marks obtained in the school leaving certificate examinations.

Registration records of the students will be maintained from Class Eight onward. Examination reform in higher Education has also become a matter of urgent necessity.

Improving Higher Education Examination

1. Recognising that examination is an integral part of the educational system, improvements will be made to transform it into a dependable means of assessing the favourable improvements achieved by the students. The first part of the examination reforms will take up the question of expanding the period of classroom activities and in improving the content of study.
2. Examination will be further de-centralised. Teaching institutions and teachers will be required to participate in and be responsible for the assessment of the students.

Methods of Examination

1. The present practice of conducting biennial examinations will be scrapped in favour of the semester system.
2. A detailed progress report will be given, which will clearly spell out the academic and other achievements of the students along with the passing-out certificate.
3. Accomplishments of the student will be evaluated partly by internal assessments and partly by external examinations at the end of every semester. In the early stages, internal assessments will be assigned a weight of 20% which gradually will be increased to maximum of 50%.

If there appears a great divergence in the results of the internal assessment and external examination of a student, the final assessment will be entrusted

to the University examination committee. Proper investigations will be conducted into the affairs of the institutions where internal assessment and external examination reveal wide discrepancies.

MINISTRY OF EDUCATION

EDUCATION ADMINISTRATION

Educational administration is the means of mobilising human and physical resources in such a way as to achieve the national goals. It follows, therefore, that the administrative set-up in relation to education be invested with full capacity to draw up a scientific programme of education and to put it into effect successfully.

The implementation of educational policy postulates the following four-fold activities:

1. Formulation of plan and programme
2. General administration for implementation
3. Technical administration for implementation
4. Evaluation and control

The Secretary is the principal executive of the Ministry of Education. He will, therefore, be responsible for carrying out the operations listed above with help and assistance from the following divisions:

1. Programme and Budget Division
2. General Administration Division
3. Technical Administration Division
4. Evaluation, Control and Auditing Division

The main burden of implementation rests on the regional directorates. For this purpose, the country will be divided into three zones— Eastern Zone, Central Zone, Western Zone.

Each district will have an education officer and school inspectors.

In the proposed administrative organisation, the Secretary is expected not only to carry out the administrative functions but also to provide leadership to the whole operation. Among other things, the Secretary will be responsible for drawing up plans and programmes in accordance with the national aims. and policies of education, executing and evaluating such plans and programmes and directing the

officials appointed under him to do the prescribed job.

Regional directors and divisional heads at the Centre should be of equal status and they should be frequently transferred from the Centre to the regional directorate and vice versa so that regional officials may themselves familiarise with the working methods of the Centre and the officials at the Centre may be thoroughly conversant with regional problems.

MINISTRY OF EDUCATION

Administrative Organization

National Education Committee

The functions of Divisions will be as follows:

1. Programme and Budget Division

This Division will make decisions on what kind of plan and programme would suit the national educational policies and objectives and provide for training in accordance with the estimate of the manpower requirements of the country. It will draw up annual, monthly and daily work schedules in the light of longterm objectives and will provide budgetary support for implementation of the plan and programme.

2. General Administration Division

This Division will carry out the general administration of the different levels of education and will also administer the provision of materials and equipments.

3. Technical Administration Division

This Division will deal with curriculum, textbook, training, examination, education materials and the like.

4. Evaluation and Control Division

This Division will determine whether the central and regional offices are functioning according to plan and will exercise necessary controls. Internal Auditing and Research Sub-Divisions will be part of this Division.

The four divisions mentioned above will function as complementaries to one another and will check and balance one another. While the first Division formulates the project and the second and third Divisions implement it, the fourth will play the role of a watch-dog.

Regional Directorates

Since it is considered better to have the implementing offices as close to the area of operation as possible, the country will be divided into Eastern Zone, Central Zone, Western Zone and each will have a regional directorate charged with guiding,

co-ordinating and supervising the execution of educational policies and objectives. Higher educational institutions will be directly supervised by the regional directorates while other educational institutions will be supervised by district education officers. The Directorate will be for organising training programmes, seminars and inspections in the interest of maintaining the prescribed responsible educational standards of education.

District Education Office

The District Education Office will function as the chief instrument of implementation and supervision. It will, therefore, be charged with two types of responsibilities - administration and supervision. The administrative functions will include organisation of education service, appointment, promotion, transfer and dismissal of teachers along with provision of physical facilities like school buildings, furniture and other equipment. Similarly, the supervisory functions will include periodic inspections to find out whether the teachers are successfully conducting the curriculum and other activities in tune with the set objectives. It will also make evaluations and suggestions for which the education officer will have an administrative unit and a team of inspectors to check schools of all levels.

The district education officer will acquaint the teachers with departmental policies and guide-lines. Teachers in turn will explain them to the students. The education officer will also transmit to the Ministry the ideas, suggestions and problems of teachers and students. The education officer will try to ensure a smooth implementation of the education programme by means of personal inspection, formation and discussion.

District Education Committee

The current need of the country is to open primary schools on the basis of the population and geographical situation of the district, open secondary schools in proportion to primary schools and vocational schools according to the needs of development work. Under these circumstances, the educational project should be viewed from the district angle. This task cannot be performed by the management committee, which is constituted to look after a particular school. Therefore, a

District Education Committee will be constituted in each district with the district education officer as the principal official.

Types of Schools

The country has now three types of schools:

1. Government schools – financed and run by the Government.
2. Public schools –financed partly by government grants and partly by fees, private contributions or levies.
3. Private schools established and run by private individuals or religious missions that get no government grants.

Standardisation of Schools

Schools will be made standardised throughout the country, teaching the same curriculum and using the same teaching techniques as determined by His Majesty's Government. The government may open certain model and experimental schools exceeding not more than one in each district to serve as a nucleus for propagating new methods of teaching prepared by the Ministry of Education.

Uniform School Programme

The school programme will be uniform throughout the country. Details of the programme will be communicated from the directorate to the Education officer for onward transmission to the schools. Inspectors at different levels will be responsible for proper implementation of the programme.

Each level will forward to the next higher level a progress report containing suggestions for improving the programme and other recommendations.

Private and Missionary Schools

There will, from now on, be no schools except those that operate according to the National Education System. If a private school is certified by His Majesty's Government as capable of running in the form of a viable institution, it may be permitted to remain in the field for a fixed period of time under the full direction and control of His Majesty's Government. If any mission wants to assist schools with its

teacher, it will be required to extend such assistance to Education Ministry of His Majesty's Government. The latter will then depute them to schools.

New Schools

Permission to open new schools will be given only after a thorough study of the regional requirement and the viability of the proposed school.

MINISTRY OF EDUCATION

SUPERVISION SYSTEM

Educational reforms are largely dependent on a well-organised supervision system. The supervisors and inspectors should visit the schools from time to time; evaluate their workings and offer advice and incentives to the school teachers to do their jobs more effectively and efficiently in order to ensure proper and effective enforcement of the National educational programme in the schools.

School supervision will be of two kinds—(a) to examine the physical facilities of the schools and find out whether the teachers are sufficient in number and are up to the standard in performance and (b) to evaluate the courses of study at each level.

Semi-Annual Supervision

The higher the frequency of the inspector's visit, the better it will be for all concerned. The inspectors will, therefore, visit the schools at least twice a year to make the two-fold supervision as stated above.

The methods of Supervisions will be as follows:

1. The school inspectors will personally visit the schools to inspect physical facilities and the performance of the teachers.
2. The teachers will maintain a proper annual record of lessons taught and the inspectors will carefully go through such records and evaluate the abilities of the students by standardised tests.
3. Teachers of the various subjects will be called together and those who have shown a high calibre of tutorial performance will be asked to hold a model class followed by discussions among the teachers themselves. Better teachers may also be called upon to visit other schools as inspectors.
4. Each school will be required to submit a monthly report and a summary of such reports will be forwarded to the Centre.

Establishing of Standard

The Education Ministry will set up a standard to which every school in the country will have to measure within the next five years and the district committee will draw

up a programme for this purpose. Arrangements will be made to evaluate the pace of progress each year.

Organisation of the Supervision System

There will be a different cadre of inspectors for the primary, lower secondary and secondary schools. In each district, Vocational education will have an altogether different set of inspectors.

Qualifications and categories of the inspectors will be as follows:

- (a) Primary school inspectors I.Ed. or I.A. or its equivalent and trained inspectors; non-Gazetted class I (technical.)
- (b) Lower secondary school inspectors: B. Ed. or B.A. or its equivalent trained; Gazetted class III (technical.)
- (c) Secondary school inspectors: B. Ed. or B.A. or its equivalent and trained but special preference to M.Ed. and trained; Gazetted Class III technical and Gazetted Class II technical or administrative.

Inspector/School Ratio

The inspector school ratio for Kathmandu valley and Terai areas, will be 1:30, 1:15 and 1:10 respectively in the primary, lower and secondary schools while in the hilly regions, the ratio will be 1:20, 1:10 and 1:7 respectively in the corresponding categories.

Channels of Communication

1. The Centre will keep school inspectors regularly posted on school management and new methods and ideas of teaching through circulars.
2. The centre will address questionnaires to schools and school inspectors regarding their problems and difficulties.
3. Each school will submit progress reports and statistical data to the school inspector who in turn, will forward them to the regional directorate for onward transmissal to the Centre. These reports will include a statement about the problems and suggestions for overcoming them.

GRANTS-IN-AID

Since the policy of His Majesty's Government has been to enlist public cooperation in the management of schools, assistance to be given by the government will be in the form of financial aid. The aid amount will be regularised at the district level. Under this scheme, each school will be required to prepare a budget and make disbursements accordingly. The District Education Committee, as mentioned earlier, will maintain an education fund made up of the following:

1. Grants-in-Aid
2. Education Tax
3. Fees
4. Donations
5. Income from permanent assets
6. Receipts from other sources

Budgets

Each school will be required to submit an annual budget to the office of the district education officer. It will be the responsibility of the headmaster to disburse the budgetary amount as approved by the District Education Committee and to have the accounts audited.

Basis for Grants-in-Aid

The school inspectors concerned will recommend the amount of grant for each school. The amount will be fixed on the basis of the number of students, number of teachers, course of study, extracurricular activities, examination results, etc. The amount will be increased or reduced according to whether the school concerned achieves a high or low performance record.

Percentage of Government Grants

The school must meet expenses in respect of building, furniture, etc. , from local resources. His Majesty's Government will make available financial grants for payment of salaries to teachers according to the scale shown below. His Majesty's

Government's financial assistance for the construction of buildings, etc., will be given in such a way as to encourage local participation.

Scale of Grants-in-Aid

Primary schools:

His Majesty's Government will grant an amount to cover the salaries of the teachers and other expenses in those areas which are designated as remote areas. In other areas HMG grants will cover only the teacher's salaries.

Lower secondary schools:

His Majesty's Government will bear the expenses concerning the teachers' salaries in areas which are designated as remote areas. In other areas HMG's contribution will be 75 per cent of the teachers' salary.

Secondary schools :

His Majesty's Government will bear the expenses of the teachers' salaries of both the general and vocational institutions in areas which are designated as remote areas. In other places, His Majesty's Government's contributions will amount to 75 per cent of the teachers' salaries in respect of vocational institutions and 50 per cent in respect of general institutions.

Higher Education:

His Majesty's Government will bear the entire expense of higher technical institutes. As for other institutes His Majesty's Government's contributions will amount from 25 to 50 per cent of the teachers' salaries.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities will form an integral part of the school programme, in which participation will be compulsory for both teachers and students. In the performance evaluation of teachers and students, account will also be taken of their extra-curricular activities. Prizes will be given at the district, zonal and national levels depending on the nature of the programme.

Extra-curricular activities listed below will be instituted in all teaching institutions, without prejudice to other additional activities that the educational institutions themselves may choose to introduce. A comprehensive guide-book will be provided concerning such activities.

Extra-Curricular Activities

1. All the educational institutions of the Kingdom will need to arrange for ordinary and inexpensive uniforms that match local climate and reflect the nation.
2. Educational institutions will encourage the practice of singing patriotic and entertaining songs.
3. Educational institutions will produce and stage at least one dramatic performance a year.
4. Folk songs and folk dances will be organised with a view to stimulate interest in the national arts.
5. Educational institutions will be required to participate in the following contests:
 - (a) Garden shows
 - (b) Quiz contests
 - (c) Folk song and dance competitions
 - (d) Debating
 - (e) Cleanliness contests
 - (f) Painting exhibitions
6. Educational tours like 'SEE NEPAL' will be organised in order to make the

student aware of his country's cultural heritage and geographic uniqueness.

7. Physical training will be compulsory for all students.

All schools will, therefore, provide for P.T. and other ordinary athletics along with various sports.

Sports competitions will be held at different levels and between different regions.

8. On the occasion of national festivals, talks will be given on the significance of the festivals concerned, and collective hymns will be sung and prayers offered in keeping with the spirit of the occasion.

9. Students will undertake small development work under the leadership of the institutional heads.

10. Students will take part in afforestation programmes in the proper season.

Social Activities under the 'Back-to-Village' National Campaign

Every school will be required to enforce a social service programme to conform to the Back-to-Village Campaign. Such social activities will be the medium through which the spirit, inclination and habit of discipline, self-reliance, co-operation and responsibility will be kindled in the minds of the students. Social service will be of two types— (a) service within the school and (b) service outside the school.

PHYSICAL FACILITIES

Appropriate buildings, furniture, playground and other physical facilities are needed for a good educational programme. The Education Ministry will formulate and enforce rules specifying the kind of physical facilities needed for different places and functions. The rules will lay down the minimum requirements and will empower the inspectors to see that they are complied with within the prescribed time limit.

Buildings

Educational institutions must be housed in buildings reflecting traditional Nepalese architectural style. Each class will have a room of its own. In the case of secondary schools the buildings will have additional rooms for laboratory, workshop and library. The whole building will be well-lighted and well-ventilated. The Education Ministry will provide prototypes of architectural plans and designs to suit the building materials available in different places.

Furniture

The Education Ministry will specify the drawing and designs of furniture that are appropriate to the different classroom needs. Each school will be gradually equipped with a full set of furniture.

Fields and Gardens

Each educational institution will maintain a garden. In institutions where vocational agriculture is taught, there should be two ropanis (0.102 hectares approximately) of farmland in the case of the hilly regions and two bighas (1.55 hectares approximately) in the case of the Terai region. The local Panchayat and administration will extend their help and cooperation in acquiring farmlands.

Playing Fields

Each school will have a playground and field sports will be made compulsory.

LIBRARIES AND HOSTELS

Library

Since libraries have a vital bearing on the spread of education, proper attention will be directed toward establishing and expanding them. An individual or an institution may open a library with the consent of His Majesty's Government. The Education Ministry will issue directives and make periodic inspections in the interest of development and expansion of libraries.

Student Hostel

Hostels occupy a significant position in the development of education, particularly in the hilly regions where students come from afar. The provision of hostels in these areas will lead to the spread of education in a planned manner by means of a relatively small number of educational institutions set up at strategic points. Encouragement, therefore, will be given to those who plan to open hostels for the use of one particular institution or several of them.

His Majesty's Government will approve schemes for establishing hostels, issue directives for their development and supervise their services.

ADULT EDUCATION

Adult education will be launched in two forms: (a) literacy extension programme and (b) functional adult education programme.

Literacy classes: Adult literacy Classes will be entrusted to the village and town Panchayats, class organisations and educational institutions with a target of covering 100,000 adults a year. Educational materials needed for running these classes will be produced by the Ministry of Education.

The main aim, animating functional adult education is to impart to the adult population such knowledge, information and skills as may be help to them in their daily life. At present, the different Ministries are engaged in educating the adults about their respective development work in their own way. The Ministry of Agriculture, for example, conducts agricultural extension, programme. The Health Ministry has its own health education programme. The other Ministries also have their own programmes, resulting at time in duplication, overlap and confusion. Moreover implementation of adult education programmes in this haphazard fashion has lessened its total impact.

Functional adult education programme: This programme will be conducted by the Education Ministry working in close co-operation with concerned Ministries, departments, corporations, factories and other agencies connected with development works. The workers engaged in this programme and the people associated with the work will be taught the skills essential to accelerate the development process. The implementation of this programme will be the joint responsibility of the Education Ministry and all other development agencies.

The separate and independent endeavours and programmes of all technical Ministries aimed at educating or informing the adults will, therefore, be amalgamated into a joint programme to be named functional adult education under the auspices of a committee representing the various Ministries concerned. The programme worked out by the committee will be implemented by a single agency. The separate sums now being spent by the different Ministries to run their own programmes will be channelled through the adult education office.

NATIONAL DEVELOPMENT SERVICE

A National Development Service Corps will be instituted in order that higher education may not be equated with theoretical and bookish knowledge alone and also to provide students scope for service in national development while engaged in studies.

Establishment of National Development Service

Under the national service scheme, a student passing the first year of the diploma course (equivalent to the present bachelor's degree) or the first year of the degree course (equivalent to the present master's degree) will be required to go and serve for a year in a place where he is deputed. At the outset, such service will be compulsory for those who complete the first year of the degree course only. Later, it will be made compulsory for those passing the first year of the diploma course as well. The development service shall be an integral part of the University education and certificates of having passed the diploma or degree course will be awarded only after having served in this programme. Foreign diploma or degree-holders will be barred from prosecuting further studies or taking up employment in Nepal until they fulfil this service requirement.

The members of the National Development service will be divided into the following four corps:

- (a) Education Service Corps
- (b) Health Service Corps
- (c) Agriculture Service Corps
- (d) Construction Corps.

The students of the various corps will be deputed to different rural areas for a period of one year and their salaries and allowances will be provided by the concerned ministries.

Training

The students of the National Corps Service will receive drilling and other physical exercises together with vocational training.

Uniforms and Emblems

Students drafted under the National Development Service will wear regulation uniforms and badges.

Inspection and Assessment

The performance of National Service students will be subjected to periodic inspection and scrutiny, and recognition will be given to those whose performance is of high standard. National Service students assigned to field duties will be directed by the University and supervised by teachers so that they may continue their academic activities.

Administration

A central committee and directorate will be set up to direct, supervise and control the National Development Service.

Miscellaneous Provisions

If girl students are not in a position to remain away from home, they will be deputed to places nearer their homes, and foreign students will be allowed to engage in education work instead of joining the service.

Scholarship

Scholarships will be provided to economically handicapped but talented students and to those from backward areas and communities. Scholarships will be provided for students from primary to higher levels so that economically handicapped but talented students may not be deprived of education for financial reasons alone. Provision of loan scholarships in essential subjects will also be considered. Scholarships will be granted to some students living in such regions and communities which are designated as backward by the Education Ministry.

Types of Scholarships

There will be two types of scholarships: one will cover educational expenses only while the other will also include hostel charges. Scholarships will be awarded to promote technical education. The Education Ministry will prescribe the selection rules and designate the selecting authority for granting scholarships.

Foreign Scholarships

1. Like asking for budgetary allocation under current fiscal rules, the Ministries will each year write to manpower division of the National Planning Commission within the prescribed deadline, stating their manpower needs in each category. The manpower division will estimate the manpower requirement for the entire development work. In the light of demands emanating from the Ministries and the estimate of the manpower division, arrangements will be made to secure foreign scholarships and fellowships generally in such subjects only in which the country lacks study facilities. It will be the responsibility of the concerned Ministries and Departments to find employment for those who come back after completing study or training courses on basis of demands put forward by the various Ministries.
2. Scholarships will be negotiated through the Ministry of Foreign Affairs at the request of the Manpower Division of the National Planning Commission.
3. Selection of candidates under the foreign scholarships will be handled by the Education Ministry. The availability of scholarships will be widely advertised. A

committee of experts will be appointed in order to make the process of selection orderly and impartial. The committee will select candidates on the basis of competitions conducted within the framework of current objective and scientific rules.

4. When a government employee is sent abroad on training or study, he will be entitled to full pay for the duration of study or training. The study or training period will be fixed in advance as far as possible.
5. Instead of requesting scholarships in subjects unrelated to the plan requirements or so highly sophisticated that they cannot be put to any conceivable use in the country, emphasis will be placed on such subjects as are fundamental in nature and are likely to prove helpful to the development of Nepal.
6. The Manpower Division of the National Planning Commission will act as the authority to estimate for foreign scholarships. No recognition will be given to any scholarship that may result from direct negotiation between individuals and foreign governments. The individual concerned will be required to work for at least 5 years as deputed by His Majesty's Government after completion of training or study under scholarship.

EDUCATION FOR THE PHYSICALLY HADICAPPED

Education should also be provided to those who are physically disabled like the deaf, the dumb and the blind. Obviously, the mode of educating them must be of a special nature from the technical point of view. Although it may not be possible to provide for such special education all over the country, steps should be taken immediately by His Majesty's Government to make a start in the densely populated areas like Kathmandu. The area of such activity will be gradually extended to embrace the whole Kingdom in due course. Attempts will be made to enlist the help and co-operation of international organisations and friendly countries in effective implementation of this project. A humble request will be made to Her Majesty the Queen to become the patron of the project.

MINISTRY OF EDUCATION

COEDUCATION

The constitution of the Kingdom of Nepal provides for equality of men and women in solemn re-affirmation of the healthy Nepalese social traditions, which enjoin no purdah system nor any other form of segregation on grounds of sex. Under our age-long social customs, women take part in daily life on terms of complete equality with men. In view of all these things, preference will be given to co-education under the National Education System. Separate educational institutions for men and women naturally will be a costly proposition. Because of the dearth of able and trained teachers and because of shortages of educational materials, in general, it will be the policy of His Majesty's Government to encourage co-education at all levels. Those educational institutions that are operating smoothly for the exclusive use of men or women will however be allowed to continue.

MINISTRY OF EDUCATION

ESTIMATED NUMBER OF TEACHERS AND STUDENTS

Primary School Students

The primary school level until now was regarded as extending from Class I to V and the primary school-going age as between 5 and 10. Under the circumstances, only 32% of boys and girls of the primary school-going age have received educational facilities. The National Education Plan, however, limits the duration of primary school education to 3 years and brackets the primary school-going age between 6 and 8. Account has been taken of the average growth rate within the last five years to estimate the number of primary school students that may be enrolled within this plan period, and due weight has also been given to the fact that under the National Education Plan the percentage of dropouts will be appreciably reduced. The projection made within these operative factors show that primary education facilities can be brought within the means of 64% of the boys and girls during the plan period as compared to 32% as at present. The curtailment of primary school classes from V to III, combined with the fact that 76% of the boys and girls receiving education in the primary schools existing in the country now are concentrated from Class I to III has in itself the effect of transforming the current 32% into 52%. The annual breakdown of the estimated student enrollment in the primary schools is tabulated below:

Year	Primary school Age	Primary school Students	Percentage
1971	862,510	451,645	52
1972	876,061	478,743	54
1973	889,612	507,467	57
1974	903,163	542,989	60
1975	916,714	591,315	64

Lower Secondary and Secondary School Students

The number of lower secondary school students has been computed on the consideration that 40% of the students receiving primary education will be eligible for admission to the lower secondary schools. Similarly, it has been estimated that 50% of the lower secondary school students will qualify for the secondary schools. Of the students admitted in higher education 60% will be enrolled in vocational &

technical institutes, leaving only 40% for enrollment in general education. This arrangement will, it is estimated, greatly increase the number of students completing the secondary school education with vocational subjects and will meet, to a large extent, the skilled manpower requirements for the development work. The annual breakdown of the estimated student enrollment in the lower secondary and secondary schools is shown below:

Year	Lower secondary students	Secondary students
1971	180,658	90,329
1972	161,497	95,748
1973	202,986	101,493
1974	217,195	108,897
1975	236,726	118,363

Teacher Requirements for Lower Secondary and Secondary Schools

Year	Lower secondary teacher (estimated)	Secondary teachers (estimated)
1971	7,226	3,613
1972	7,660	3,830
1973	8,119	4,060
1974	8,688	4,344
1975	9,469	4,735

Estimate of Students Enrolled In Higher Education

According to statistics published in 1969 enrollment in higher education institutions stood at 17,200, which may be expected to number 25,000 in 1971, the year of the initiation of the new plan. It will be seen from a study of statistics from 1967 to 1969, that the growth rate averaged 21 per cent. If it is assumed that the same growth rate will hold good in 1970 also, the number of students receiving higher education will be 27 per cent of the total enrollment in secondary schools. This trend cannot be left to take its own course for the obvious reason that it will lead to rapid growth in the number of students receiving higher education in general subjects. Steps will, therefore, be taken to strengthen and consolidate the higher technical institutions and increase their enrollment according to the development need. At the same

time, the number of students joining higher education institutions will gradually be

reduced from the present 27 to 19 per cent only. In the first year of the plan period 80 per cent of the students in higher education institutions will be allowed to take up general subjects and 20 per cent will be enrolled in vocational subjects. Henceforth enrollment in the general education will be curtailed gradually by 5 per cent, expanding the enrollment in techno-vocational education proportionately. The combined effect of these steps will be to control the growth of general education, promote the expansion of vocational education and maintain in the process a steady output of technicians that are so vitally needed for nation-building.

Education Inspectors

The annual breakdown of the number of inspectors needed for various educational institutions as stated earlier is given below:

Year	Primary Schools	Lower Secondary	Secondary Schools	Total
1971	11	5	7	23
1972	42	20	24	86
1973	54	26	31	111
1974	63	30	36	129
1975	55	27	32	114
Total	225	108	130	463

Implementation Schedule

The phase-wise of districts and the number of teachers and students involved in them when the plan is implemented are estimated below:

Year	District	Primary Student	Lower Secondary Students	Secondary		
				Vocational	General	Total
1971	2	27,000	10,800	3,240	2,160	5,400
1972	13	100,000	40,000	12,000	8,000	20,000
1973	15	130,000	52,000	15,600	10,400	26,000
1974	20	150,000	60,000	18,000	12,000	30,000
1975	25	133,000	53,200	15,960	10,640	26,600
	75	540,000	216,000	64,800	43,200	108,000

Estimated Teacher Requirement

Year	Primary teachers	Lower Secondary	Secondary teachers	
			Vocational	General
1971	900	432	65	151
1972	3,334	1,600	240	560
1973	4,334	2,080	312	728
1974	5,000	2,400	360	840
1975	4,434	2,120	319	745
Total	18,002	8,632	1,296	3,024

Estimated growth of enrollment and expenditures during the plan period is given below:

Primary school Students	Lower Secondary school Students	Secondary school Students
54,000	21,600	10,800

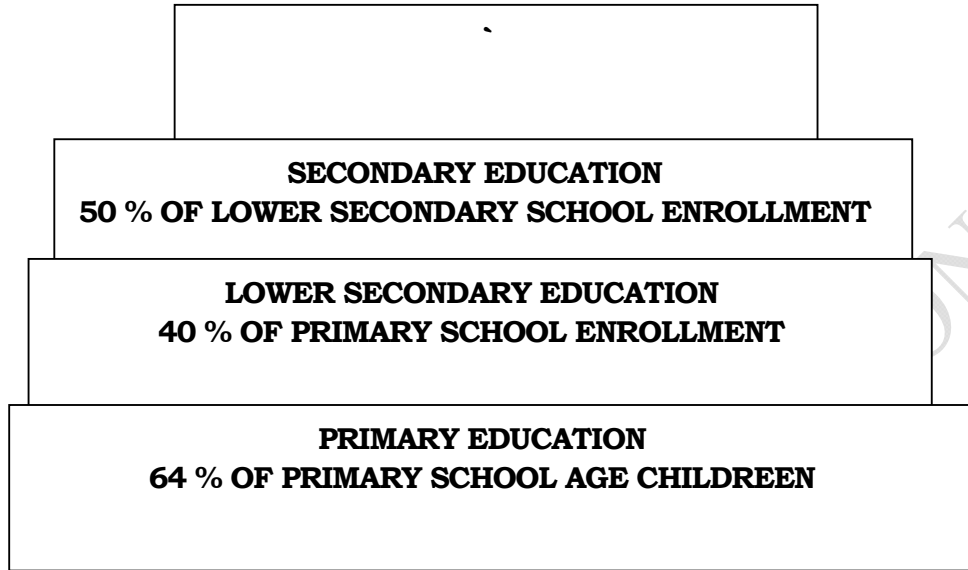
Years	Amount of Expenditure
1972	1,000,000
1973	1,500,000
1974	1,700,000
1975	2,095,200
Total	6,295,000

Estimate of Expenditure for Implementing the Plan

The outlay on grants to various schools as stated in the plan is estimated below:—

Year	Primary teachers' salary	Lower Secondary teachers'	Secondary teachers' salary	Grants for other	Total districts
1972	1,741,500	1,036,800	966,400	18,000,000	21,744,700
1973	8,352,540	4,876,800	5,486,400	15,000,000	33,715,740
1974	17,099,460	9,868,800	11,102,400	12,000,000	50,070,660
1975	27,629,640	15,624,000	17,582,400	8,000,000	68,836,040
1976	38,122,440	20,712,000	23,328,000	-----	82,162,440
	92,945,580	52,118,400	58,465,600	53,000,000	256,529,580

ENROLLMENT PYRAMID



Reorganisation of

Technical Training Institutions and University Grant

As mentioned in the plan, the existing technical institutions will be transformed and expanded in scope, the cost of which is estimated below:

Year	Requisite Amount	University Grant	Total
1972	10,000,000	1,300,000	11,300,000
1973	12,000,000	1,500,000	13,500,000
1974	15,000,000	1,700,000	16,700,000
1975	17,000,000	2,000,000	19,000,000
1976	20,000,000	2,400,000	22,400,000
	74,000,000	8,900,000	82,900,000

Education for the Disabled

1972	1973	1974	1975	1976	Total
300,000	300,000	300,000	300,000	300,000	1,500,000

Estimated Cost of Higher Education

The estimated cost of higher technical education has been calculated on the basis of the per-student-cost presented herewith. Similarly, the grant needed for higher general education has been estimated by first working out the per-student teacher cost on the the principle that His Majesty's Government should bear from 25 to 50 per cent of the teachers' salaries.

Technical Education

Year	Students	Cost per Student	Required .Amount
1972	5,000	1,260	6,300,000
1973	6,050	1,260	7,623,000
1974	7,050	1,260	8,833,000
1975	7,980	1,260	10,054,800
1976	8,800	1,260	11,088,000
		Total	43,943,800

General Education

Year	Students	Teacher Cost per Student	Required Amount
1972	20,000	520	5,200,000
1973	18,150	520	4,719,000
1974	16,420	520	4,269,200
1975	14,820	520	3,853,200
1976	13,200	520	3,432,000
			21,473,400

Estimated Cost of Primary and Secondary Teacher Training

Year	Primary teacher trainees	Required amount	Secondary teacher trainees	Required amount	Total amount
1972	1,000	1,500,000	100	1,500,000	3,000,000
1973	1,000	1,500,000	100	1,500,000	3,000,000
1974	1,000	1,500,000	100	1,500,000	3,000,000
1975	1,000	1,500,000	100	1,500,000	3,000,000
1976	1,000	1,500,000	100	1,500,000	3,000,000
	5,000	7,500,000	500	7,500,000	15,000,000

Under the present Plan no training allowances will be given to the teacher-trainees. It is estimated, therefore, that the training programme will cost fifty per cent less at the primary level and 30 per cent less in the secondary level than what it costs now.

Scholarships

The estimated cost of scholarships granted to economically handicapped but talented students will be as shown below:

1972	1973	1974	1976	1976	Total
2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000

Short-Term Training

Estimated Cost of Short-Term Teacher Training Courses

1972	1973	1974	1975	1976	Total
172,600	120,600	126,600	137,000	147,000	703,800

Janak Education Materials Centre

The estimated cost of operating the Janak Education Materials Centre is given below:

1972	1973	1974	1976	1976	Total
2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000

Materials for Primary and Secondary Education

The estimated cost of making available school and educational materials to primary and secondary schools operating in remote areas is given below:

1972	1973	1974	1976	1976	Total
2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	10,000,000

Educational and Vocation Materials for Vocational High Schools

The amount of financial grant that must be made available to vocational high schools for construction of laboratories and for acquisition of vocational materials is estimated in the table below. While making the estimate, it has been borne in mind that workshops will be constructed for joint use by two or three schools. Each school will be granted Rs. 20,000 for construction of a workshop and Rs. 10,000 for vocational equipments.

Year	No. of Workshops	Construction Cost	Cost of Vocational Materials	Total
1972	30	6,000,00	300,000	900,000
1973	134	2,680,000	1,340,000	4,020,000
1974	175	3,500,000	1,750,000	5,250,000
1975	177	3,540,000	1,777,000	5,317,000
1976	132	2,640,000	1,320,000	3,960,000
	648	12,960,000	6,487,000	19,474,000

Educational Research and Survey

The following table shows an estimate of costs that may be involved in the survey

of educational institutions and research in the educational field:

1972	1973	1974	1976	1976	Total
1,000,000	1,200,000	1,500,000	1,700,000	2,000,000	7,400,000

National Development Service

The table below gives an estimate of costs involved in deputing the students to various parts of the country to perform national development services. It is based on the assumptions that (a) each student will be given a monthly allowance of Rs. 200/- and annual travelling allowance of Rs. 500/- and (b) the training cost for each student will amount to Rs. 1,000/.

Year	No. of Students	Monthly Allowance	Travelling Allowance	Training Cost	Total
1972	500	1,200,000	250,000	500,000	1,950,000
1973	500	1,200,000	250,000	500,000	1,950,000
1974	500	1,200,000	250,000	500,000	1,950,000
1975	500	1,200,000	250,000	500,000	1,950,000
1976	500	1,200,000	250,000	500,000	1,950,000
	2,500	6,000,000	1,250,000	2,500,000	9,750,000

Administrative Costs of the Education Ministry

While estimating the administrative costs of the Education Ministry, as set forth in the table below, proper account has been taken of the increased expenditures the plan is likely to call for.

1972	1973	1974	1976	1976	Total
12,363,400	12,782,200	14,518,400	16,524,100	18,563,750	74,751,850

Summary of Expenditure Estimates

Primary teachers' salaries	92,945,580
Lower secondary teachers' salaries	52,118,400
Secondary teachers' salaries	58,465,600
Grants to Schools	53,000,000
Vocational training centres	74,000,000
University grant	8,900,000
Expansion of technical education	43,948,800
Expansion of general higher education	21,473,400
Primary teacher training	7,500,000
Secondary teacher training	7,500,000
Scholarships	10,000,000
Short-term teacher training	703,800
Janak Educational Materials Centre	10,000,000
Distribution of education materials	10,000,000
Additional teachers in various districts	6,295,200
Education of the physically handicapped	1,500,000
Construction of workshops and acquisition of vocational materials	19,447,000
Educational research	7,400,000
National development service	9,750,000
Administrative costs of the Education Ministry	74,751,850
Contingency	6,500,000
Total	576,199,630

Annual breakdown of the above expenditures

1972	1973	1974	1976	1976
71,530,700	91,230,540	115,367,860	139,672,140	158,398,390

Allowing for a margin of error of 5 per cent the total estimate may go up to Rs. 605,009,611 or come down to Rs. 547,389,649. The above estimate includes the cost of constructing workshops for higher technical education and vocational secondary education. It does not include construction of other buildings. Construction of other buildings would be considered only should funds in excess of the estimated requirement be forthcoming.

MANPOWER ESTIMATES

Nepal is determined on the path of progress in a planned way. The success of a plan depends indisputably on its implementation which calls for the judicious deployment of all kinds of technical and vocational manpower. The present education system has to be given a new direction in order to fulfill such requirements.

However, before a programme of manpower production is launched, it is imperative that at least a rough estimate of its requirements, be made both in volume and variety. The estimate of the man-power needs for the next five years, as shown in the table below, is based on the major premises enunciated by UNESCO in 1967, while projecting the manpower requirements of the South-East Asian countries over a ten-year period. It is felt that those premises are equally relevant in the Nepalese context. The premises are :

1. Nepal's national income will go up 20 per cent in the next five years.
2. The attrition in existing manpower will be at an annual rate of 5%.
3. The need for highly skilled manpower will be twice the growth rate of the national income.
4. The middle-level manpower requirement will be 50% more than that of the higher level manpower requirement whereas the low-level manpower requirement will be twice that of the middle-level manpower requirement.

The manpower requirement for the next five years will be the following according to the above assumptions:

Manpower level	Existing manpower in 1970-71	Growth rate during five years	Growth potential during five years
High-level	7,648	20	40
Middle-level	5,761	20	
Low-level	4,333	20	

Manpower loss at 20%	Manpower need by 1974/75	Manpower need for 1974/75		
		High-level	Middle-level	Low-level
1,529	4,688	High-level	Middle-level	Low-level
1,152	11,416	10,707	16,061	32,121
866	28,654			

It will be seen from the above tables that the existing manpower situation in Nepal is contrary to what is required. High-level manpower (7,648) is more than middle-level manpower (5,761) and the latter is more than low-level manpower (4,333). But our practical manpower need is in reverse order. In other words, our greatest need is for low-level manpower, followed in order by middle-level and high-level.

MINISTRY OF EDUCATION

PHASING OF THE PLAN

The New Education Plan will be enforced throughout the country in three phases during the next five years:

1. Experimental phase
2. Intermediate phase
3. Permanent phase

It may be argued that the best way of implementing the plan will be to start from the first class of primary school and move on to the next stage year by year. At this rate the plan will take about 12 years to become fully operational. Since it is neither necessary nor desirable to go on at such an over-cautious rate, the plan will be introduced simultaneously in the initial classes of the primary, lower secondary, secondary and higher levels.

Instead of enforcing the plan in the country as a whole, it will be applied in two selected districts in the first year of the experimental phase; 13 more districts will be brought within its purview in the second year. The third year of the intermediate period will see its extension to 15 more districts, followed by an additional 20 districts in the fourth year. The fifth year of the plan, which marks the permanent phase, will cover the remaining 25 districts to make the plan nation-wide in its scope. If an educational institution wishes to convert itself to national system in a district where, according to this implementation schedule, the plan is not yet operative, it may be permitted to do so.

The National Education Plan will come into effect in the following districts in the specified years.

First year: 2 districts: Chitawan and Kaski. 1972

Second year: 13 districts: Jhapa, Morang, Saptari, Dhanusha,

1973 Banke, Dang, Kanchanpur, Kailali, Jumla, Baglung, Rupandehi,
Dhankuta, and Kabhre Palanchok.

Third year: 15 districts: Taplejung, Panchthar, Illam, Kathmandu

1974 Patan, Tehrathum, Sunsari, Sankhuwa Sabha, Bhaktapur, Syangja, Manang, Lamjung, Tanahu, Gorkha and SindhuPalchok.

Fourth year: 20 districts: Solu Khumbu, Okhaldhunga, Khotang

1975 Bhojpur, Udayapur, Siraha, Argha Khanchi, Palpa, NawalParasi, Kapilvastu, Mustang, Parbat, Myagdi, Nuwakot, Dolakha, Sindhuli, Ramechhap, Sarlahi and Mahottari.

Fifth year: 25 Districts: Makwanpur, Parsa, Bara, Rautahat

1976 Dailekh, Jajarkot, Surkhet, Bardiya, Rukum, Rolpa, Salyan, Piuthan, Dolpa, Mugu, Humla, Tibrikot, Darchula, Baitadi, Dadeldhura, Bajhang, Bajura, Doti, Achham, Rasuwa and Dhading.

Programme Schedule

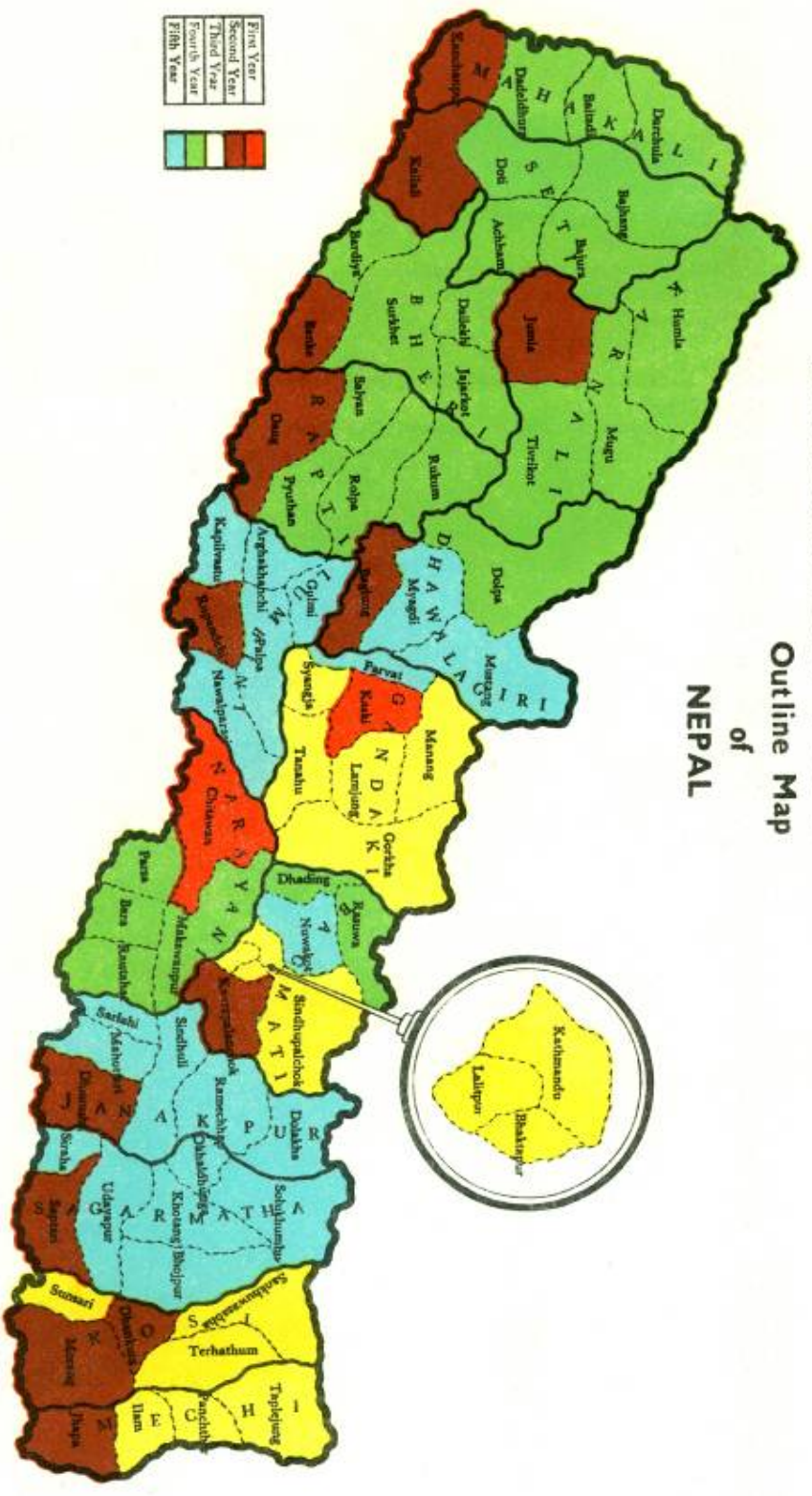
	1972	1973	1974	1975	1976
Plan operative districts	First year	Second year	Third year	Fourth year	Fifth year
	2	13	15	20	25
No. of students					
Primary	27,000	100,000	130,000	150,000	133,0000
Lower secondary	10,000	40,000	52,000	60,000	53,00
Secondary					
Vocational	3,240	12,000	15,600	18,000	15,960
General	2,160	8,000	10,400	12,000	10,640
Teacher Requirement					
Primary	900	3,334	4,334	5,000	4,434
Lower secondary	432	1,600	2,080	2,400	2,120
Secondary					
Vocational	65	240	312	360	319
General	151	560	728	840	745
Supervisor Requirements					
Primary	11	42	54	63	55
Lower osecndary	5	20	26	30	27
Secondary	7	24	31	36	32
Expenditure	71,472,200	91,230,540	115,367,860	139,672,140	158,399,390

First year 1972	in Classes 1, 4 and 8 in the second—phase districts
Second year 1973	in Classes 1, 4 and 8 in the second—phase districts and in Classes 2, 5 and 9 in the first—phase districts.
Third year 1974	in Classes 1, 4 and 8 of the third—phase districts, in Classes 2, 5 and 9 of the second—phase districts and in Classes 3, 6 and 10 of the first phase districts
Fourth year 1975	in Classes 1, 4 and 8 of the fourth—phase districts, in Classes 2, 5 and 9 of the third—phase districts, in Classes 3, 6 and 10 of the second—phase districts and in all Classes of the first—phase districts.
Fifth year 1976	in Classes 1, 4 and 8 of the fifth—phase districts, in Classes, 2, 5 and 9 of the fourth—phase district, in Classes 3, 6 and 10 of the thrid—phase districts, and in all classes of the second—and first—phase districts

MINISTRY OF EDUCATION

EDUCATION PHASING PLAN

Outline Map
of
NEPAL





MINISTRY OF EDUCATION