

Understanding Disciplinary Perspectives about the Faculty of Education of Tribhuvan University

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Abstract

This paper has focused on understanding the disciplinary perspectives of FOE of TU to understand how it can be a center of excellence in the field of teacher education and educational research in the SAARC. The study was carried out by reviewing a range of literature books, articles, reports, and websites to explore the disciplinary perspectives of FOE. Further, the study has compared the FOE pro programs and *SPPU*. The study found that the FOE of TU, as cocomparedith FOE of SPPU, needs to be a true expert educational consultant for the nation, a mini-parliament for educational discussions, educational research and dissemination center, and a pedagogical innovation center. Further, FOE of TU needs to design competitive teacher's education programs for pre-primary to university level teachers, improving FOE's course and program structure and attracting high-caliber students to FOE studies. It is only likely to be achieved when there will be three-dimensional visionary disciplinary leadership.

Keywords: disciplinary perspectives, FOE, teacher education, three-dimensional leadership, teacher educators

Introduction

Background

The faculty of education (FOE) is a faculty established under the universities or educational board, that works for teaching and research to prepare educational leaders and practitioners required for the education system of the country. The main objective of FOE is to develop itself as a center of excellence for preparing educational professionals and departing educational innovations (FOE, 2021). Despite having such an important role of FOE, its various stakeholders are now starting to advocate to operate separate teacher training centers rather than incorporating it into an academic degree.

Educationists are viewing that FOE as continuously becoming like a dumping site, only those students are choosing FOE who are unable to get admission to other institutes or faculties. They further advocated that having such low-grade secured students admitted in education faculty can't maintain the qualities it requires to be. A few years ago, FOE of Tribhuvan University (TU) had set criteria of admitting students at bachelor's level that those who have received the D+ grade in all subjects of the previous level which was criticized heavily then FOE has set its eligibility criteria for admission in B. Ed. as C+ grade (FOE, 2021). However, various FOE affiliated campuses are opposing the revised criteria as they are unable to find sufficient numbers of students who meet new criteria to sustain their campuses.

The students decide the admission to any program by considering the program's situation of employability after being graduated from the degree. Quality education is supposed to ensure employability after graduation (Bignold, Bamber, Guilherme, Rao, Su, & Yuan, 2013). Reviewing the situation of Nepal, it seems that there is the highest vacancy announcement of teachers for community schools. This situation is supposed to be translated FOE as the center of attraction of students for admission. It made me wonder to know that why FOE of TU is still struggling to get sufficient numbers of students despite it having high employment opportunities than other fields?

Some people viewed that FOE is not being effective to prepare Education and Development (E & D) literate teachers and educational professionals. Education system designers are unable to position education as a major tool for the economic development of the country. Our school graduates are unable to explore and involve economic activities, entrepreneurship, self-employment, and employment. Moreover, the course of FOE seems not competent for preparing its educational professionals as having 4Cs capacities of critical thinking, creativity, communication, and collaboration as it requires to be for the twenty-first century (Fidel, 2015; FOE, 2021). FOE need to prepare such educational professionals who aren't just taking care of their job roles but they can work as midwifery role to flourishing every student's innate capacity, ensures all-round development of every child, plays effective roles for social transformation, and ensures education as a means for economic prosperity (Banks, 2006; Ornstein & Levine, 2008; Gupta, 2011; Ornstein & Hunkins, 2018; Dhungana, 2018). However, FOE of TU has focused on content rather than pedagogical critical thinking and professional qualities development that being four years bachelor's education has incorporated minor subjects rather than incorporating pedagogical and critical thinking competency development courses (FOE, 2021). Further, the pedagogical pattern seems as regurgitation based instruction rather than translating classroom instruction as guiding students for how to think rather than what to think. It shows that FOE of TU needs to be upgraded its course structure, transform pedagogical patterns, and quality products so that country's

education-related human resources can play the role for development as per society's expected from education.

Education-related authorities are gradually taking the step to replace its pedagogical contents rather than attempting to upgrade it. When I see the first draft of the national curriculum framework issued by the Curriculum Development Centre (CDC) then I found that there were no provisions of FOE-related courses at class eleven and twelve whereas other faculties' subjects' norms have still existed therein. When we participated in the various discussion sessions, it is often viewed that teachers should be prepared by the training programs rather than operating separate 'FOE'. However, the curriculum framework was further revised to incorporate such courses as its stakeholders concentrated. It made me wonder to know that what is the disciplinary perspective of FOE of TU?

The disciplinary perspective of education is about education discipline's view of reality in a general sense that embraces and in turn, reflects the ensemble of its defining elements that include education-related phenomena, epistemology, assumptions, concepts, theories, and methods (Ornstein & Levine, 2008; Ornstein & Hunkins, 2018). Education faculty, who prepares educational professionals, is a discipline like medical science for health professionals, business study for business professionals, engineering for engineering professionals, and so forth. The phenomena, epistemology, assumptions, concepts, theories, and methods of FOE are concerned with both what to teach, and how to teach (FOE, 2021). Therefore, understanding FOE through the perspectives of disciplinary identity, requires understanding its unique roles and responsibilities, accountability to its role for the development of the country, leading to society, and educational innovations.

The Research Questions

The study has intended to explore the disciplinary perspectives that are likely to be maintained by FOE. I have the following research questions that this study intends to seek answers to.

- What do we need to understand about FOE as a distinct discipline in the field of higher education?
- What are the roles and responsibilities that FOE of TU need to play for the education system of the country?
- What type of leadership has the FOE of TU expected to be maintained to uplift its disciplinary identity?
- What reformations of FOE of TU are essential for positioning center of excellence for teachers and education professional's development?

Theoretical Framework

The theoretical framework is discussed here with the headings of FOE as a discipline, 21st-century responsive educational institutions, three-dimensional leadership, and vision to deal with loss challenges.

Faculty of Education as a Discipline

Education is the process of teaching and learning (Zais, 1976). The process of teaching and learning is derived from the necessity of the society, learners, and subject experts and it is screened from the philosophy of the society, and psychology of the learning (Ornstein & Hunkins, 2018). The teaching and learning process needs to follow the needs, interests, and pattern of child development (Dewey, 1938; Rousseau, 2013). The education should be approached as not just what to think but how to think critically (Dhungana, 2018).

Education is a separate discipline as there are other disciplines such as management, engineering, medical science, and so forth. It has a separate view of reality composed of distinct phenomena, epistemology, assumptions, concepts, theories, and methods. The FOE as a discipline has emphasized the unique orientations. The notion of FOE as a discipline indicates that FOE needs to work for grasping the philosophical orientations of people, equipping the techniques for understanding society and culture, understanding the science of psychology, developing the repertoire of pedagogy, and designing effective learning processes. The learning process is also needed to be diversified by following the cultural diversity of the students therein (Banks, 2006; Gay, 2010; Dhungana, 2020). These are the specific processes in which FOE focuses on a unique but important contribution to society.

21st-Century Responsive Educational Institutions

It is commonly opined that today's education should be based on the principle of 'education for prosperity of the individual and country or society (Adler, 1982; Noddings, 1984; Fidel, 2015; Zovko & Dillon, 2018). The growing complexities and challenges of the 21st century have called for redesigning educational institutions to equip students with new knowledge, skills, and character.

The 21st century's education is expected to know essential and relevant such as connecting with real life, relevance for societal and economic needs, modern subjects such as robotics and entrepreneurship along with traditional subjects like math and language, and interdisciplinary (Fidel, 2015). It indicates that FOE needs to be prepared educational practitioners for the 21st century's knowledge responsive.

As there is a higher level of knowledge, higher-order skills '4Cs' such as creativity, critical thinking, communication, and collaboration also known as 21st-century skills are essential for learning by understanding and demonstrating into action (Fidel, 2015). Besides, the redesigned curriculum needs to celebrate the diversity of students where teachers are

expected to deal with a diverse student population, with different needs and expectations (Flores, 2017). It indicates that FOE needs to be prepared educational practitioners for the 21st century's skills responsive.

As the 21st century's knowledge and skills, the character of six essential qualities of mindfulness, curiosity, courage, flexibility, ethics, and leadership are essential for 21st-century education (Fidel, 2015). It indicates that FOE needs to be prepared educational practitioners for the 21st century's character responsive.

Three-dimensional Leadership: Competent, Courageous and Authentic

Three-dimensional models of leadership work according to the principle that 'we did it by working together to achieve the dream or vision of the organization built together (Three-dimensional leadership, 2013). Three-dimensional leadership generally invites all stakeholders to be part of a bigger story, as actors, not just observers which encourages people to work hard for mutually beneficial ends as a way of preparing people who are truly devoted to the bright future of the organization (Fisher & Bibo).

I have used this theory to examine how the leaders have surrounded themselves with a talented team of the organization, build the vision of the organization, and drive all members of the organization towards achieving aims.

Research Methods and Materials

The paper has consulted forty-six reference materials consisting of books, articles, reports, and websites to understand the diverse perspectives about the disciplinary perspectives of FOE of TU. The data are collected from the most important books, articles, official sites of FOE TU, and other resources to understand the disciplinary perspectives. The results are organized on specific themes emerged from data analysis and results of data are discussed according to research questions of the study.

Results and Discussion

The results of the study are discussed here as headings of general principles about FOE, teachers' identity and FOE, vision and mission of FOE of TU, disciplinary leadership perspectives in FOE of TU, disciplinary roles and responsibilities of FOE, international practices of teaching professional development, course comparison between TU and SPPU, and restructuring curriculum and program framework of FOE of TU.

General Principles about FOE Identity

The FOE TU aims to prepare teachers and educational professionals requires for the country (FOE, 2021). Teachers and educational professionals can be prepared by developing competencies on various foundations of education such as philosophical, sociological,

psychological, pedagogical, historical, knowledge, and E & D along with content competency (Ornstein & Levine, 2008; Gupta, 2011; Ozmon, 2012; Ornstein & Hunkins, 2018; FOE, 2020). Eight specific competencies are required for teachers such as content knowledge, pedagogical content knowledge, diverse learning needs responsive, creating a learning environment and classroom management, communication and counseling, reflective practitioners, having professional conduct, and effective communication and collaboration (NCED, 2015).

The identity of the FOE needs to be understood as an educational and pedagogical innovation center as it aims to prepare quality teachers and educational professionals (FOE, 2021). However, its stakeholders are often viewed that FOE is being just followers for adopting pedagogical innovations as other faculties and institutes do. It indicates that FOE needs to rethink its course competency framework and pedagogical pattern for securing disciplinary identity.

The identity of the FOE also depends upon how powerful a tool education can become for social transformation and the economic prosperity of the nation. Education leads the society (Wiles & Bondi, 2010). Further, education reconstructs society (Ozmon, 2012; Ornstein & Hunkins, 2018). It indicates that FOE needs to prepare teachers and educational professionals who are socially and culturally literate as well as economic prosperity literate to ensure its disciplinary identity. Therefore, FOE of TU should serve the country through the preparation of trained and competent teachers to teach at a different level, educational planners, curriculum designers, educational researchers, and educational managers required for the country (FOE, 2021).

FOE needs to strongly prepare educational professionals who can lead the twenty-first century. It is observed that schooling has historically been seen as intertwined with society and as to how a society can be built or destroyed (Korsgaard, 2018). Currently, teachers are expected to deal with a diverse student population, with different needs and expectations, and to be able to teach them in ways that are more interactive and aligned with the demands of twenty-first-century education (Flores, 2017). Therefore, the preparation of quality educational professionals needs to be the main motto of FOE of TU.

As reviewing diverse perspectives about FOE, we can claim that FOE is a distinct discipline for preparing educational professionals as management and commerce prepares business professionals, medical science institute prepares health professionals, engineering institute prepares engineering professionals, and so forth.

Teachers' Identity and FOE

The pride of FOE is interlinked with the respect the society offers to teachers. If teaching becomes the sacred profession then people tend to think about becoming teachers to

enjoy the beauty of the sacred profession (Ornstein & Levine, 2008). However, recent education policy has stated that teachers will get a 10% extra salary than other similar jobs and top-ranked students are allowed to enter into the teaching profession even if they are not from FOE (MOE, 2019). But, the government has still given less respect to teachers as it has provisioned facilities such as tourism leave and health insurance to only civil personnel but not to teachers on the budget statement of the financial year of 078/079 B.S. (Ministry of Finance, 2021). Due to such policies, teachers' identity is going down.

Another issue related to teachers' identity observed that people are often raising questions about the types of students who are choosing FOE for higher education and the probability of becoming qualified teachers. As high-caliber students aren't choosing FOE, it has been a serious issue for quality teachers and educational professionals' preparation. As acknowledging such a situation, FOE of TU has set C+ grade instead of D+ grade as minimum criteria to get admission on B. Ed. (FOE, 2021). It also indicates that FOE needs to establish the fact that high-caliber students choose the FOE and its products are truly sacred professionals to save the identity of teachers.

People also pointed out that what course competency framework the FOE has provisioned in its programs determines the nature of quality teachers. The course competency framework of FOE in comparison to international universities seems weak for pedagogical competencies development (Ota, 2000; Misra, 2015; Savitribai Phule Pune University, 2016; FOE, 2021). The quality course and quality of teaching and learning process can prepare the quality teachers and such teachers can play an effective role in the classroom and society's respect towards the teaching profession can be restored.

FOE of TU is responsible for preparing all teachers and educational professionals requires for the nation. However, it has still not ensured all level's teacher preparation programs such as lack of pre-primary and primary level teacher preparation courses and lack of university teacher preparation programs other than FOE (FOE, 2021). As a result of the lack of pre-primary and primary teacher preparation courses, it is allowed non-educational professionals to teach at pre-primary and primary education. However, pre-primary and primary level teachers need to have the most sophisticated pedagogical approaches and research-based instruction to teach children of childhood (Vygotsky, 1930; Dewey, 1938; Banks, 2006; Rousseau, 2013). Further, as not having a university teacher preparation program, people are unlikely to think that pedagogical competencies are always necessary for becoming teaching professionals.

Teachers today are under pressure to design cultural diversity responsive education to ensure classroom instruction is truly beneficial to all cultural students of the classroom as opposed to being beneficial to mainstream cultural students or few students only (Bank, 2006:

Dhungana, 2020). FOE is also being criticized that it hasn't prepared cultural diversity responsive teachers and educational professionals to all level's of education.

Vision and Mission of FOE of Tribhuvan University

The vision of the FOE of TU is to be the center of excellence in the field of teacher education and educational research in the South Asian Association of Regional Cooperation (SAARC) and to provide Nepal with the competent human resources to help her take off onto the road of educational development (FOE, 2021). It indicates that FOE has to prepare the quality teacher for the transformation of education, prepare productive and visionary educational planners and managers, prepare Nepal's context-specific curriculum designers, and Nepal's context-specific educational researchers.

The mission of the FOE of TU is to serve the country through the preparation of trained and competent teachers to teach at a different level, educational planners, curriculum designers, educational researchers, and educational managers required for the national education system (FOE, 2021). A well-defined national education system is considered to be a lever to direct change towards uplifting the lives and living conditions of the people, and FOE is committed to laying a solid foundation of a well-built teacher education system in the country.

The translation of vision and mission into reality depends on the role played by its leadership. The direction and success of an organization depend upon the dream a leader set that what happens in the organization, now and in the future, is what they want to happen (Mulford, 2008). Thus, the disciplinary identity of FOE is only possible to establish when there would be leaders who can translate its vision and mission into reality.

Disciplinary Leadership Perspective in FOE of Tribhuvan University

Educational leadership requires to be visionary, democratic and participative, technically proficient, with a sense of responsibility in their workers to keep their workers informed, know their people and look out for their well-being, make responsible decisions, and use the full capabilities of their organization (Monga, 2015). The educational leadership should have a clear vision for the next fifty years to drive the institution for translating institutions as a center for excellence. The dean of FOE of TU is expected to play such a role to drive the organization forward.

The dean of the FOE of TU needs to be selected as assessing his/her disciplinary expertise and his/her succession planning rather than appointing on political pressure basis. The visionary leader is who has a clear direction of a further step to drive forward the organization. Visionary leadership is always likely to be a disciplinary leader who has a competitive knowledge of the discipline. The developed countries are always selecting leaders by evaluating the succession plan submitted by aspiring leaders (Bush, 2008). The leaders are expected to use leadership as a process of ensuring the long-term goals of the organization

which depends on how the system prepares the leaders (Nikezic, Puric, & Puric, 2012). The eighth objective of FOE of TU is "to make its presence felt among the educational institutes of the SAARC countries" (FOE, 2021). If there is visionary disciplinary leadership then he/she is supposed to have a clear vision plan to position itself as one of the recognized institutions of the South Asian Association of Regional Countries (SAARC). Therefore, the dean of FOE needs to play an effective role in translating it into a center of academic excellence for pedagogical and educational innovations.

There are eight different objectives of FOE of TU and its leaders are expected to contribute further as being visionary and disciplinary leaders (FOE, 2021). All objectives can only likely be achieved when its leader would competitively set the policies, strategies, plans, and programs as a twenty-first responsive educational institution. Its consultant role for the ministry of education can be an influential role for establishing appropriate educational policies and programs. When leaders translate FOE into a pedagogical and educational innovation center then all stakeholders will like to be paid attention towards here. FOE as a pedagogical and educational innovation center is only likely to be when it properly and comprehensively sets its programs and course competencies. Further, the effective role of FOE in implementing programs and courses can only prepare educational professionals who will prepare their products as having critical competencies of 4Cs required for twenty-first-century skills. This situation is only likely to be realized when its leaders promote proper teamwork in the organization by motivating all team members towards driving the organization forward (Per Dalin, 2005).

Disciplinary Roles and Responsibilities of FOE

The results of disciplinary roles and responsibilities are discussed here with headings of consultant for the ministry of education, a national forum of educational discussion, FOE of TU as a research and dissemination center, and FOE of TU as a pedagogical innovation center.

Consultant for the Ministry of Education

The fifth objective of FOE of TU is "to support MOE in the formation of education policy, program, planning, and their implementation and evaluation" (FOE, 2021). The objective has suggested that FOE is supposed to be able to suggest all spheres of educational systems through educational research. Further, FOE needs to have a repertoire of pedagogical and curriculum innovations that are applicable in school and university education. It indicates that FOE needs to have knowledge capital so that it can suggest the nation reconstruct education.

The reconstruction of education is desired for social transformation and economic prosperity (Ozmon, 2012; Ornstein & Hunkins, 2018). FOE needs to concentrate on competent teachers and educational professionals so that its educational products can drive education on

right track. Its academic engagement should be able to provide expert and practical guidance to the ministry of education. FOE is likely to provide expert services only when its competency framework will be far effective than it is.

National Forum of Educational Discussion

The sixth objective of FOE of TU is "to work as a national forum to bring about debates and discussions to address the critical educational issues" (FOE, 2021). To achieve this objective, FOE needs to be a national forum of educational discussion on every issue that the education system is facing. From disciplinary perspectives, FOE needs to organize discussion forums before changing curriculum framework, designing educational policies and programs, educational change efforts, and so forth. However, FOE is being criticized for not taking initiation for providing a suggestion for redeveloping the national curriculum framework and restructuring the educational system.

FOE of TU as Research and Dissemination Center

FOE of TU needs to research and study several aspects of educational policies, school and university education, educational and pedagogical innovation, and curriculum designing and development so that it can provide consultant services to governmental authorities as FOE objective demands (FOE, 2021). Such findings need to be disseminated to all stakeholders so that FOE can be a mini-parliament for educational matters of the country.

From the disciplinary perspectives of FOE, it needs to engage in research-based advocacy on several aspects of the education system. The strong research competencies of FOE can contribute to pedagogy, curriculum, and educational systems modification. Despite FOE's official claim of being engaged in research activities, it hasn't yet developed the country-specific national educational perspectives, country-specific pedagogical approach development, country-specific curriculum development, and so forth from its research activities.

FOE of TU as a Pedagogical Innovation Center

FOE of TU is expected to be the pedagogical innovation center to improve teaching-learning of school and university education. Pedagogy needs to be the students' culture-specific (Dhungana, 2020). The pedagogical theories are also required to be re-examined in the context of our cultural context to ensure effective school education (Banks, 2006). We are using various learning theories and pedagogical approaches which are developed in the foreign context but we are unable to develop such learning theories and pedagogical approaches that are best suited to our students' cultural backgrounds.

From a disciplinary perspective, FOE of TU is supposed to be a leading institute for pedagogical innovation for higher education too. Its pedagogical practices are required to be the model practices for other education-providing educational institutes. However, it is often criticized that other faculties and institutes are adopting far effective pedagogical approaches

than FOE use. Therefore, FOE of TU needs to be established as a pedagogical innovation center if disciplinary identity need to be maintained.

International Practices of Teaching Professionals Development

The provision of teacher education in different countries is studied as teacher education of Japan, India, and Scotland as representative examples. These examples are taken for references for understanding disciplinary perspectives about FOE.

Teaching Professionals Development in Japan

The experience of a country that has progressed through education, Japan, has the exciting experience that "the Japanese public education system has always enjoyed high standards of attainments among the majority of its population. This has supported economic development so successfully so that until recently the teaching profession has been regarded as 'a sacred job' with better salaries than that of other public sector workers" (Ota, 2000). The high recognition of teachers in the society and country seems to be the scarce property of the nation. 'The success of schools heavily depends on teachers' capabilities' (ibid). Therefore, it is required to have highly capable teachers including the proper recognition in which the faculty of education seems to be better than the teacher training program.

Teaching Professionals Development in India

The educational requirement for becoming a primary and secondary school teacher in India seems more strict than in Nepal that people who wish to teach primary school should have a minimum pass higher secondary examination with 50% marks and have a professional degree in teaching named Bachelor in Elementary Education (B.El.Ed.). For becoming a teacher at secondary school, one needs to be postgraduate in the subject one wishes to teach and a professional degree in teaching named Bachelor of Education (B.Ed.) (Misra, 2015).

Teaching Professionals Development in Scotland

The experience of teacher education and development of Scotland also seems to be both academic and professional that there are currently two routes that qualify one as a primary school teacher in Scotland four-year undergraduate degree course (B.Ed.); or a One-year course following a degree (Misra, 2015). It seems the same provision as Nepal has four years of bachelor's in education (B.Ed.) and one-year B.Ed. As having a four-year undergraduate degree course (B. ED.), the faculty of education is normally operating a teacher education course as an academic course rather than training in Scotland.

FOE Program Framework Comparison Between Tribhuvan University and Savitrabai Phule Pune University

The system of FOE of Savitrabai Phule Pune University (SPPU) is regarded as one of the good practices where FOE is being the first choice of students after their school graduation.

The comparison is carried out here by studying the program overview, admission criteria, and course structure.

Program Overview

Both countries have operated the B. Ed., M. Ed., M. Phil., and Ph.D. programs (FOE, 2021; Savitrabai Phule Pune University, 2016).

Admission Criteria

TU has specified admission criteria of four years' B. Ed. as anyone who has secured C+ grade in the grade 11 & 12, for one year B. Ed. anyone who has completed bachelor's in any discipline who can go ahead with general process of entrance examination (FOE, 2021). On the other hand, SPPU has specified that those who have secured 50-55% marks in bachelor's degrees are eligible for two years' B. Ed. admission but they are required to go through the rigorous process of the entrance examination system (Savitrabai Phule Pune University, 2016).

Course Structure

The course structure of the FOE of TU is very important for measuring its effectiveness. The course structure of the four years' B. Ed. of TU is composed as 200 marks related course as language competency development, 500 marks related courses as pedagogical competencies development, 1000 marks related course as major subject content specialization, and 500 marks related course as minor subject content specialization see more on annex 1 (FOE, 2021). Such four years B. Ed. program was not found in SPPU as there is a provision of B. Ed. for only those who have secured as 50-55% marks in bachelor's degrees are eligible for two years B. Ed. (Savitrabai Phule Pune University, 2016).

The course structure of one year B. Ed. of TU was composed of 400 marks related courses as pedagogical competencies development and 200 marks related courses as a major subject content specialization course, see more on annex 1 (FOE, 2021). Further, currently there is a provision of two semester Post Graduate Diploma (PGD) in Social Studies Education and Math Education. The one year B. Ed. programme of TU is now phased out and new structure of it is under the process of revision as two-semester course but not finalized yet. On the other hand, SPPU has two years B. Ed. where 1600 marks related course seems as pedagogical competencies development and 400 marks related course as major subject content specialization, see more on annex 2 (Savitrabai Phule Pune University, 2016). By comparing the B. Ed. education provision between TU and SPPU, TU's B. Ed. programs are also being upgraded. However, in comparison to B. Ed. programme of SPPU, TU's B. Ed. course is still needed to be rigorously upgraded in terms of their admission criteria and course structure.

The M. Ed. course structure of TU is composed as 800 marks related course as pedagogical competencies development, 1300 as major subject content specialization and dissertation, see more on annex 1 (FOE, 2021). Moreover, there are more courses of M. Ed. as

four semester course, three semester for science education, and six semester course for Master's of Social Studies Education (MSSEd) as following the course requirement of school education. On the other hand, the M. Ed. course structure of SPPU is presented composed as 1400 marks related course as pedagogical competencies development, 100 marks related course as other competencies development, 300 as optional course competencies development, and dissertation, see more on annex 2 (Savitrabai Phule Pune University, 2015). Comparing the M. Ed. program between TU and SPPU shows that TU has focused more on the content base than the pedagogical and professional base and SPPU has focused more on pedagogical and professional base than the content base.

Restructuring the Curriculum and Program Framework

FOE of TU is running through the traditional pattern of FOE. It has neglected to build programs for preparing quality teachers for pre-primary and primary levels. There is no such provision for university teachers too. It has also set the route for FOE without having a content degree by integrating contents and methods in four years' B.Ed. The B. Ed. program has emphasized more for content rather than pedagogical aspects. The one-year B. Ed. program, where students are coming with another university degree, has incorporated very low contents of pedagogy. The learning process of B. Ed. of TU seems very general rather than being rigorous as compared to SPPU.

It indicates that the curriculum of FOE of TU is required to be upgraded, the programs are needed to be added targeting to pre-primary, primary, and university levels. It can introduce two years of Early Childhood Development (ECD) courses for preparing pre-primary teachers. The four years' B. Ed. of TU can be upgraded to basic level teachers preparation course by converting 80% of courses as pedagogical courses. The one-year B.Ed. the program can be upgraded as two years B. Ed. as SPPU practiced for those who have done a bachelor's degree in other disciplines. Further, FOE of TU can design a year M. Ed. program for those who have completed a master's degree from other disciplines to prepare university teachers.

Conclusion

The disciplinary identity of FOE of TU can only be established when it would be able to increase the quality and competencies of educational professionals as FOE products. To achieve disciplinary perspectives, FOE of TU needs to be truly engaged on the vision, mission and all objectives it has set but not engaging on some part of it. The vision of the FOE of TU is to be the center of excellence in the field of teacher education and educational research in the SAARC and to provide Nepal with competent educational human resources (FOE, 2021). FOE of TU leadership is expected to drive it towards a more competitive FOE competency framework than that of other countries of SAARC to realize disciplinary leadership. To uplift the status of FOE of TU then it needs to be a true expert consultant to the government and

ministry of education, play the role of mini-parliament for educational matters by translating it into a national education debate forum, translate it into educational research and dissemination center, and establish it as a pedagogical innovation center. Such upliftment is only possible when there is three-dimensional leadership, who have a clear vision to make FOE a twenty-first-century responsive FOE by maintaining its disciplinary perspectives.

It seems that FOE of TU is waiting for some breakthrough such as choosing three-dimensional visionary leadership, and driving FOE by translating it as the center of excellence in the field of teacher education and educational research in the SAARC, designing teachers education programs for pre-primary to university level teachers, improving its course and program structure and attracting high caliber students on FOE related studies.

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Appendices

Annex 1

Course Structure of B. Ed. and M. Ed. of FOE Nepal Four years' B. Ed. course structure of Nepal

| S. N. | Name of the subject | Nature of course | Full marks | Study year |
|-------|--|------------------|------------|---------------------------------------|
| 1 | Nepali language | Theoretical | 100 | First year |
| 2 | English Language | | 100 | First year |
| 3 | Sociological and philosophical foundation of education | Theoretical | 100 | First year |
| 4 | Educational psychology | Theoretical | 100 | Second year |
| 5 | Curriculum and evaluation | Theoretical | 100 | Third year |
| 6 | Classroom Instruction or ICT in Education | Theoretical | 100 | Fourth year |
| 7 | Practice Teaching | Practical | 100 | Fourth year |
| 8 | Major specialization | Theoretical | 1000 | First, second, third, and fourth year |
| 9 | Minor Specialization | Theoretical | 500 | First, second, third, and fourth year |

(FOE, 2021)

One Year B. Ed. Course Structure of Nepal

| S. N. | Name of the subject | Nature of course | Full marks |
|-------|--|------------------|------------|
| 1 | Sociological and philosophical foundation of education | Theoretical | 100 |
| 2 | Educational psychology | Theoretical | 100 |
| 3 | Curriculum and evaluation | Theoretical | 100 |
| 4 | Specialized course | Theoretical | 200 |
| 5 | Practice teaching or Practicum | Practical | 100 |

M.Ed. Course Structure of Nepal

| S. N. | Name of the subject | Nature of course | Full marks | Semester |
|-------|---|------------------|------------|----------|
| 1 | Foundation of education | Theoretical | 100 | First |
| 2 | Advanced educational psychology | Theoretical | 100 | First |
| 3 | Curriculum practice | Theoretical | 100 | Second |
| 4 | Education & Development | Theoretical | 100 | Second |
| 5 | Educational research | Theoretical | 100 | Third |
| 6 | Measurement and Evaluation in education | Theoretical | 100 | Third |
| 7 | Contemporary educational issues | Theoretical | 100 | Fourth |

| | | | | |
|----|------------------------|-------------|------|-------------------------------|
| 8 | Specialization courses | Theoretical | 1300 | First, second, third & fourth |
| 9 | Teaching Practice | Practical | 100 | Fourth |
| 10 | Dissertation | Practical | | Fourth |

(FOE, 2021)

Annex B*Course Structure of B. Ed. and M. Ed. Of FOE India two Years' B.Ed. Course Structure of India*

| S. N. | Name of the subject | Nature of course | Full marks | Study year |
|-------|--|------------------|------------|-------------|
| 1 | Childhood and growing up | Theoretical | 100 | First year |
| 2 | Contemporary Indian education, Gender and Society | Theoretical | 100 | First year |
| 3 | Learning and teaching | Theoretical | 100 | First year |
| 4 | Assessment and evaluation for learning | Theoretical | 100 | First year |
| 5 | Advanced pedagogy and application of ICT | Theoretical | 100 | First year |
| 6 | Specialized courses | Theoretical | 200 | First year |
| 7 | Practicing for constructivist teaching and learning | Practical | 200 | First year |
| 8 | Enhancing professional capacity | Theoretical | 100 | First year |
| 9 | Quality and management of school | Theoretical | 100 | Second year |
| 10 | Knowledge and curriculum, language across curriculum | Theoretical | 100 | Second year |
| 11 | School and inclusive school | Theoretical | 100 | Second year |
| 12 | Specialized courses | Theoretical | 200 | Second year |
| 13 | Practicing for constructivist teaching and learning | Practical | 250 | Second year |
| 14 | Enhancing professional capacities | Practical | 250 | Second year |

(Savitribai Phule Pune University, 2016)

M.Ed. Course Structure of India

| S. N. | Name of the subject | Nature of course | Full marks | Semester |
|-------|---|------------------|------------|----------|
| 1 | Psychology of learning and development | Theoretical | 100 | First |
| 2 | Historical and political economy of education | Theoretical | 100 | First |
| 3 | Educational studies | Theoretical | 100 | First |
| 4 | Introduction to research method | Theoretical | 100 | First |
| 5 | Communication & Yoga education | Practical | 50 | First |

| | | | | |
|----|--|-------------|-----|--------|
| 6 | Philosophy of education | Theoretical | 100 | Second |
| 7 | Sociology of education | Theoretical | 100 | Second |
| 8 | Curriculum studies | Theoretical | 100 | Second |
| 9 | Pre-service and In-service teacher training | Theoretical | 100 | Second |
| 10 | Dissertation Part 1 (Proposal & Review) | Practical | 50 | Second |
| 11 | Internship in Teacher Education Institute | Practical | 100 | Second |
| 12 | Early childhood and care education and elementary education or secondary & higher secondary education or higher education | Theoretical | 100 | Third |
| 13 | Curriculum, Pedagogy and Assessment or Educational Leadership or Inclusive Education or Educational Technology or Instructional design & e-Learning | Theoretical | 100 | Third |
| 14 | Advanced research methodology and inferential statistics | Theoretical | 100 | Third |
| 15 | Perspective, Research and Issues in Teacher Education | Theoretical | 100 | Third |
| 16 | Internship (secondary/higher secondary) | Practical | 100 | Third |
| 17 | Dissertation Part 2 (Tool & Data analysis) | Practical | 50 | Third |
| 18 | Open course | Practical | 50 | Third |
| 19 | Optional Courses(Any 3) Educational Management, Comparative Education , Education of Children with Special Needs, Guidance and Counseling , Testing, Measurement and Evaluation in Education Advanced Educational Statistics | Theoretical | 300 | Fourth |
| 20 | Dissertation part 3 (Report writing and Viva voce) | Practical | 100 | Fourth |

(Savitribai Phule Pune University, 2015).