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Teacher Education Programme in Nepal and India: A Case of Four Selected Universities

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Abstract

Universities with faculties of education run programmes to produce competent, trained, qualified and professional teachers for the quality education in the country. Taking this case into consideration, this study examined the curriculum of teacher education of four universities from Nepal and India in relation to objectives, contents, teaching-learning methods and assessment procedures. This is a comparative descriptive study based on document analysis. In Nepal, there is the provision of integrated four-year B.Ed. programme with one fifth of the professional courses while in India two-year B.Ed. with almost professional/pedagogical courses is in practice. The major objective of teacher education programme in both countries is to produce competent school teachers and educational professionals in the field. India has slightly stronger criteria (at least 50% marks at undergraduate) for enrollment at B.Ed. than in Nepal. Both countries have provisions of internal and external assessment to evaluate the students' achievement. There are more similar instructional techniques used in teacher education for teaching-learning while criteria used for interpretation of the results vary from institution to institution in both countries.

Keywords: Curriculum, higher education, comparison, teaching-learning methods, contents

Introduction

Quality education is one of the most crucial factors responsible for the development of a country. Teachers are the main implementers of the educational programme and innovative teaching is not possible without qualified teachers (Altbach, 1987 as cited in Gao, 2009, p.9). That is why, every educational system needs qualified teachers, who can be produced with the help of teacher education programmes. To produce qualified and competent teachers, the concept of teacher education has been developed worldwide for last few decades.

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International studies show that teacher education and teacher training programmes in many countries have been gradually promoted from low ranked institutions to universities (Zhu & Han, 2006).

Nepal and India, in spite of being ancient and resourceful countries, were unable to do expected progress in various sectors of development. Researchers identified quality of education as the major factor of under-development in these countries. As quality of education is directly related to competency of teachers and teacher education programme is responsible to produce competent teachers, teacher education of Nepal and India is taken as a research problem for this study.

Huge amount of literature can be found related to comparative studies based on various aspects of teacher education in the global context (Akiba, & LeTendre, 2009; Avramidis, & Norwich, 2002; Blömeke et al., 2008). A comparative study was made by Ingersoll (2007) on six nations and one autonomous region: China, Japan, South Korea, Singapore, Thailand, The United States and Hong Kong. This study had compared how each nation defines teacher qualifications and impact of qualified teachers on student success. Drewitz (2009) made a comparative study of teacher education in China, Russia, India, Mexico and United States based on educational structure, course of study, certification programme, and model of transcripts. Similarly, Pusztai and Engler (Eds. 2014) studied the teacher training and profession in Italy, teacher training in Spain, initial and continuous teacher education systems in Romania, educational policy of teacher's professional development in Poland and Hungary, and teacher recruitment in Slovakia.

Farah et al. (2014) conducted comparative study on teacher training programme including Afghanistan, Iran and Pakistan. Another comparative study focused on English teachers and English education in Japan, Korea and Australia was made by Mizuno (n.d.). Main elements of teacher training, duration, curriculum and the induction process were compared by Ries et al. (2016) in American and European context. Similarly, Kalmus and De Souza (2016) analyzed the policies of in-service teacher education of Brazil and Mexico. A study on importance of Indonesian, Malaysian and Pakistani teacher education system was made by Khan and Haseeb (2017).

Ministry of Education, Culture, Sports, Science and Technology of Japan reviewed the educational policies to improve the quality of teachers and pre-service teachers (Haruo et al., 2013, p.1). Japanese educational system is often praised in the media for its high standards (Cave, 2001 as cited in Gunnarsdottir, 2016, p. 1). There are two types of teaching certificates for high school teachers: Advanced certificate and Class 1 certificate. Total number of minimum credits required for each type of certification was 83 and 59 respectively. School of teacher education produces school teachers and staff required in prefectural boards of education (Yamasaki, 2016).

Teacher education policy (2009 onwards) in USA has a provision for funding to recruit, develop, retain and reward effective teachers and principals (Bales 2015, p.307) which is one of the main objectives of the teacher education. Objectives of teacher education programme of other universities in the USA are to produce ethical, effective, informative and reflective teachers (University of Science and Arts of Oklahoma, 2019 p.1).

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The Government of Nepal has made teacher education mandatory for all school teachers after the implementation of NESP 1971-76. Three qualifications: minimum academic qualifications, teaching license, and the success in teacher employment examinations are necessary to be a teacher (National Campaign for Education Nepal, n.d., p. 5). Far West University and Mid West University are also running the teacher education programmes at Bachelor's (B.Ed.) and Master's (M.Ed.) level after their establishment in 2010. Tribhuvan University, Nepal Sanskrit University and Kathmandu University already have their teacher education programmes. Currently there are 11 universities functioning in Nepal.

In 1948, the Central Institute of Education was established in Delhi and the Government Training College at Allahabad was developed into the Central Pedagogical Institute (The Teacher Education in Post Independence India, n.d., p. 41). National Council of Educational Research and Training (NCERT) was established in 1961 to improve school education to training, research, publication and coordination. The NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore (The Teacher Education in Post Independence India, n.d., p. 43). Two-year B.Ed. programme was firstly introduced by NCERT in 1999 in its four Regional Institutes of Education (NCERT, 2016, p.v).

In light of this literature, researcher identified two main research gaps in the selected research problem. First, a comparative study in Indo-Nepali context is not found and second, major part of previous studies compared and analyzed the structure, policies, certification, importance, impact of qualified teachers in student success, teacher recruitment, duration and induction of teacher education programme without detailed study on B.Ed. curriculum. Therefore, this study was carried out by following the four research questions related to teacher education in the context of Nepal and India of the four selected universities, two from each country: What are the objectives of teacher education? What content is delivered to acquire the objectives? How are learning-teaching activities conducted? How is the achievement of the learners assessed? Thus, objectives, content, teaching-learning methods and assessment techniques of B.Ed. programmes of both countries were compared and analyzed to reveal their strengths and weaknesses.

Methods and Procedures

This qualitative study is based on document analysis, applying the process of skimming, reading and interpreting the related matter (Bowen, 2009, p. 32). The qualitative data were collected through document review and they were critically analyzed. To get information on teacher education, the curriculum of B. Ed. (Tribhuvan University, 2015 and Far West University, 2012), Report of the National Education Commission (Government of Nepal, 1992), National Curriculum Framework for School Education in Nepal (Government of Nepal, MoEST, CDC, 2019), School Sector Reform Plan (Government of Nepal, 2009-2015), Report of High-Level National Education Commission (Government of Nepal, 2019 a) and National Education Policy 2019 (Government of Nepal, 2019 b) were studied. For the Indian context, Curriculum of B.Ed. (Kumaun University, 2015 and Rohilkhand University, 2015), National Curriculum Framework (Government of India, 2005), National Policy on Education (Government of India, 2016), Draft National Educational Policy (Government of India, 2019) were analyzed reviewing other related literature.

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These universities and documents were selected by using purposive sampling. Most of the documents were obtained by online sources. B.Ed. programmes of two government universities of Nepal and two government universities of India were studied. Comparison was made by tabulating various aspects of teacher education and findings are discussed on the basis of Edwin Locke's Goal Setting Theory of Motivation (Lunenburg, 2011), theory of content-based instruction (Villalobos, 2013), instructional theory and learning theories (behaviorism, cognitivism and constructivism).

Results and Discussion

To compare and analyze the teacher education programmes of both countries, information related to objectives, courses of study, teaching-learning methods and assessment procedures were obtained.

Comparing the Curriculum of Teacher Education of the Selected Universities

Comparison of teacher education programmes of selected countries was made on the basis of present B.Ed. curriculum which is currently in practice.

Present B.Ed. Curriculum of Nepal

In Nepal, there are provisions of two types of B.Ed. programmes, pedagogical B.Ed. programme after graduation and integrated B.Ed. programme after grade 12 or equivalent. Programme duration of B.Ed. after graduation is one year while the integrated B.Ed. programme is designed for four years.

TU has been implementing three-year integrated B.Ed. programme since 1996 (before this the duration was of two years). Government of Nepal (2007, p. 50) recommended to restructure of teacher education, through the National Curriculum Framework for School Education, to make the teachers capable to handle multiple subjects. Following this policy, recently, TU modified its academic programmes and duration of Bachelor's programmes has been made four years with two specialization subject areas: specialization major and specialization minor subjects in 2015 instead of single specialization area in three-year B.Ed. programme. Four year B.Ed. programme implemented by TU is based on annual system. This programme is designed to produce capable teachers who can teach two subjects at secondary level (Tribhuvan University, 2015, p. 2).

FWU was established in 2010 and it launched its educational programmes in 2012. The Faculty of Education is the leading education provider faculty in the university. The faculty has run graduate (post graduate as well) programmes in different subjects as integrated four years B.Ed. programme. B.Ed. programme is based on semester system and designed to specialize in major and minor areas.

B.Ed. curriculum of Nepal is analyzed on the basis of following components:

Objectives. Objective is considered as a leading component of curriculum. All other aspects of the curriculum are developed/determined on the basis of objectives. According to National Education Commission (Government of Nepal, 1992, p. 50), the main aim of the teacher education and teacher training programme is "To produce competent teachers, and to buttress, nation-wide, the edifice of education through their able and willing

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cooperation". Similarly, National Curriculum Framework of School Education (Government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center, 2019) recommended to develop the teacher with 14 competencies as: updated in subjective and general knowledge and skills, knowledge and skills of learning facilitation procedures, facilitation on child-centered learning, effective class management, effective communication among pupil, parents and teachers, diversity management and multilingual teaching, basic knowledge in ICT, implementation of research findings, etc. Faculty of Education, TU and Faculty of Education FWU also designed the general objectives of B.Ed. programme to produce competent teachers and educators with the competencies which resemble with the competencies mentioned in National Curriculum Framework (2019).

According to goal setting theory of motivation, specific and clear goals lead to greater output and better performance (Lunenburg, 2011). Well defined purposes of B.Ed. of TU and FWU are helpful to achieve the goals of the programme.

Course of study. Faculty of Education, TU has designed its B.Ed. programme comprising 22 courses including practicum as shown in the table 1.

Table 1
Courses of B.Ed. Programme (TU)

S. N.	Course area	Number of courses (Annual)	Full marks
1	Group A: Communication skills i) General English ii) General Nepali	2	$2 \times 100 = 200$
2	Group B: Professional course i) Philosophical and Sociological Foundations of Education ii) Educational Psychology iii) Curriculum and Evaluation iv) Instructional Technology Or ICT in Education Or ICT in Specialized subject	4	$4 \times 100 = 400$
3	Group C: Major courses	10	$10 \times 100 = 1000$
4	Group D: Minor courses	5	$5 \times 100 = 500$
5	Group E: Teaching practice (Practicum)	1	$1 \times 100 = 100$
	Total	22	$22 \times 100 = 2200$

(Tribhuvan University, 2015, p. 3)

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In this course design, two courses are related to communication skills based on Nepali and English. Four courses are included in professional/pedagogical courses while major area comprises 10 courses, 5 courses are designed for minor area. There is one course as teaching practice to provide real classroom teaching experience to the pupil teacher. Out of total 22 courses, only four courses (18.18%) are included as professional/pedagogical courses. Professional/pedagogical content is less than one-fifth part of whole of the content and seems unable to provide sound knowledge and skills of pedagogy.

Course structure of FWU is also more similar to TU but programme is based on semester system. Total courses are divided into five areas: general courses, professional courses, major courses, minor courses and practicum as shown in table 2. Each course is designed to allocate three credit hours.

Table 2
Courses of B.Ed. Programme (FWU)

S. N.	Course area	Number of courses (Semester)	Credits
1	<p>General courses</p> <p>i) English Grammar and Composition</p> <p>ii) Nepalese Study</p> <p>iii) Sadharan Nepali Rachana</p> <p>iv) English for Communication</p> <p>v) Sampreshan Ka Lagi Nepali</p> <p>vi) Study Skills in English for Academic Purposes</p> <p>vii) Computational Literacy</p> <p>viii) Fundamentals of Computers and Information Technology</p>	8	$8 \times 3 = 24$
2	<p>Professional courses</p> <p>i) Philosophies in Education</p> <p>ii) Learning, Teaching and Assessment</p> <p>iii) Education and Society</p> <p>iv) Educational Development in Nepal</p> <p>v) Alternative Thinking in Education</p> <p>vi) Diversity in Education</p> <p>vii) Curriculum and materials</p> <p>viii) Developmental Psychology</p>	8	$8 \times 3 = 24$
3	Major courses	20	$20 \times 3 = 60$
4	Minor courses	6	$6 \times 3 = 18$
5	Teaching practice (Practicum)	1	$1 \times 3 = 3$
	Total	43	$43 \times 3 = 129$

(Far West University, 2012)

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In general courses, five courses are developed for communication skills (Three for English and two for Nepali) and three courses are related to general knowledge about Nepal, and mathematical and computer literacy for higher education. Computational Literacy and Fundamentals of Computers and Information Technology as core courses are strengths of B. Ed. of FWU but the course structure lacks courses/activities related to teaching methods/ educational technology, school organization, planning and management, and community engagement. Out of 43 courses, only 9 (20.93%) courses (including practicum) are designed for professional/pedagogical knowledge and skills. Clearly, proportion of professional/ pedagogical courses is inadequate to produce professionally competent teacher.

Content based instruction is a theory in which teaching is organized around the content and it focuses on content for effective teaching-learning (Villalobos, 2013, p. 71). But both universities are lacking pedagogical content which will definitely affect the pedagogical skill of the prospective teachers negatively.

Instructional modes. Knowledge and skills are transferred/constructed in the classroom through the teaching-learning methods. Pedagogical aspects adopted by TU for B. Ed. programme are presented in table 3.

Table 3

Methodology and Techniques for Learning-teaching (TU)

S. N.	General instructional techniques	Specific instructional techniques
	Lectures	Small group discussion, Brain storming
	Discussion, Explanation	Pair work, Drill
	Problem solving	Presentation, Seminars
	Illustration	Library studies
	Demonstration, Role play	Project works, Practical work,
	Quizzes	Assignments
	Presentation	Self-study
	Inquiry, Question answer	Report writing

Techniques of instruction and learning are separately mentioned in the curriculum of FU (Table 4). Like in curriculum of TU, specific instructional techniques were not mentioned, but most of specific instructional techniques given in the curriculum of TU are included in modes of instruction.

Table 4

Methodology and Techniques for Learning-teaching (FWU)

S. N.	Modes of instruction	Modes of learning
	Lecture	Attending lectures,
	Seminar	Doing assignments,
	Exercises	Writing papers,
	Guided study	Independent and private study,

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	Tutorial	Reading books, reviewing journals and papers,
	Independent study	Critiquing
	Project work	Group study, Field visit
	Practical work	Peer discussion

Here, in both universities, techniques of instruction and learning are based on observation, drill, writing, reading, field visits, discussion, group work and self-study. These techniques are based on learning theories included in behaviourism, cognitivism and constructivism. According to behaviourism, learning is due to responses on stimulus. Cognitivism emphasizes in insight of the organism for learning and according to constructivism, knowledge is created by the pupil. Thus, both the universities adopted diverse learning-teaching techniques for diverse content.

Assessment procedures. Evaluation procedure of TU is based on external assessment only. There is no provision of internal assessment. Various assignments are given to the students but performance of students is not included in the final evaluation. These assignments are only used to give feedback to the students. Written examination is held at the end of the session as external assessment. Some of the courses of B. Ed. of TU are designed with theory and practical content. There is no uniformity in weightage given to theory and practical. In some courses, marks assigned for theory and practical are 80% and 20%, while in others these percentages are 50% and 50%. Minimum marks required to qualify the examination is 35% for theory and 40% for practical.

There is no provision for immediate improvement, but student is promoted to next year even if he/she is unable to qualify the final examination and he/she has to appear in the examination of same subjects (in which student is not qualified) next year. There are four placement criteria for qualified students in examinations: 75% or above of the aggregate marks (distinction), 60% or above of the aggregate marks but less than 75% (First division), 45% or above of the aggregate marks but less than 60% (Second division) and 35% (40% for practical) or above of the aggregate marks but less than 45% (Third division).

Assessment system of FWU for B.Ed. programme is divided into two major parts: internal 40% and external 60%. External 60% marks again extended to 100 for external assessment, which is a written test.

FWU has set minimum marks 45 to qualify the examination. Marks obtained by the students in final written test (out of 100) are converted to 60% and added to the marks obtained in internal assessment (out of 40) to get the raw score in each course. These raw scores are converted to letter grade and hence respective grade values and grade points are given. There is no provision for immediate improvement, but students can join next semester in case unable to qualify any particular semester.

Present B.Ed. Curriculum of India

In India, pedagogical B.Ed. programme after graduation has been conducted since long

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time. Initially one year B.Ed. programme was introduced but it was not effective to produce competent teachers on content knowledge and pedagogical skills. Up to session 2014-15 these programmes were running in one year mode in the name of B.Ed. Keeping in view National Council for Teacher Education (NCTE) Regulation -2014, the programme shall now be of two years from the session 2015 onwards (Rohilkhand University, 2015, p. 1). According to the National Policy on Education 2016, "The one-year programme did not equip the future teacher either with subject knowledge, nor teaching skills". Similarly, there was a provision of obtaining B.Ed. degree by correspondence courses for many years until these were shut down (Government of India, 2016, p. 67).

According to the objectives of this study, researcher studied the teacher education (B.Ed.) programme of Kumaun University (KU) of Uttarakhand and Rohilkhand University (RU) of Uttar Pradesh only. These universities are still running the two-year B.Ed. programme after graduation. B.Ed. programme of KU is based on semester system while RU has its B.Ed. programme in annual system. For the enrollment of candidates in existing B.Ed. programme, NPE 2016 has recommended that "For entry in existing B.Ed. courses, there should be minimum eligibility condition of 50% marks in graduation" (Government of India, 2016, p. 68).

Objectives. Draft of National Education Policy 2019 mentioned its objective for teacher as "Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers" (Government of India, 2019, p. 113). In the same policy, objective for teacher education is determined as "Ensure that teachers are given the highest quality training in content, pedagogy, and practice, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated Bachelor's Degree as the minimum qualification for all school teachers" (Government of India, 2019, p. 283).

State wise variations in teacher education programme can be shown in India. SSI Campus, Almora, Kumaun University has prepared an ordination and regulation regarding the B.Ed. programme. The main purpose of B.Ed. programme of KU is "The Bachelor of Education (B.Ed.) programme is a two year (four semesters) professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII)" (Kumaun University, 2015, p. 2).

Course of study. KU is still running two-year B.Ed. programme after graduation so its course structure comprises only professional/pedagogical courses as shown in the table 5.

Table 5
Course Structure of B.Ed. Programme (KU)

S. N.	Name of the course	Marks		Total marks
		Internal	External	
Semester – First				
1	Philosophy & Sociology of Education	30	70	100

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2	Childhood & Growing Up	30	70	100
3	Psychology of Learner	30	70	100
4	Principles and Methods of Teaching	30	70	100
Semester – Second				
5	Subject Knowledge and Pedagogy of two School Subjects	30+30 = 60	70+70 = 140	200
6	School Organization and Management	30	70	100
7	Educational Technology and ICT	30	70	100
Semester – Third				
8	Visit to School Internship (16 weeks)	25 50	-- 150	225
9	Gender, School and Society	15	35	50
10	Any one of: Environmental Education, Population Education and Value Education	15	35	50
11	Community Work	25	--	25
Semester – Fourth				
12	Education in Contemporary Indian Society	30	70	100
13	School Curriculum Development	30	70	100
14	Assessment and Learning	30	70	100
15	Language Across the Curriculum	50	--	50
	Total marks	510	990	1500

(Kumaun University, 2015, pp. 3-5)

KU has designed its B.Ed. programme into 15 courses including internship and community work. Out of 15 courses, 13 are content courses and 2 are field engagement activities. Full marks for all courses is 1500; content courses are given 1250 marks and 250 marks are allocated for school visit/internship and community work. A full mark of three courses is 50 for each course while rest of the courses is allocated full marks 100. Professional and pedagogical courses related to philosophy, child psychology, teaching method, educational technology and ICT, assessment, curriculum and other contemporary issues in education are included in the course structure.

Table 6
Course Structure of B.Ed. Programme (RU)

S. N.	Name of the course	Marks		Total marks
		Internal	External	
Year – First				
1	Childhood and Growing Up	20	80	100
2	Contemporary India and Education	20	80	100

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3	Learning and Teaching	20	80	100
4	Language across the Curriculum	10	40	50
5	Understanding Disciplines & Subjects	10	40	50
6	Gender, School and Society	10	40	50
7 (a)	Pedagogy of School Subject (Part-I)	10	40	50
	EPC-1 Reading and Reflecting on Texts	50	--	50
	EPC-2 Drama and Art in Education	10	40	50
	EPC-3 Critical Understanding of ICT	10	40	50
	Practical/Field engagement (Four weeks)	50	--	50
Year – Second				
7 (b)	Pedagogy of School Subject (Part-II)	10	40	50
	One other school subject	10	40	50
8	Knowledge and Curriculum	20	80	100
9	Assessment for Learning	20	80	100
10	Creating an Inclusive School	10	40	50
11	Optional Course	10	40	50
	EPC-4 Understanding the Self	50	--	50
	Practical/Field engagement (Sixteen weeks)	100	150	250
Total marks		450	950	1400

(Rohilkhand University, 2015, pp. 2-5)

RU has developed B.Ed. course cycle of total 11 courses (Table 6) for full marks 1400 out of which content courses and field engagement are allocated 1100 and 300 marks respectively. Five content courses are given full marks 100 and others are designed for full marks 50. Pedagogical/professional courses related to child psychology, learning-teaching, philosophy, curriculum, pedagogy, assessment and ICT are included in course structure while programme is unable to cover the courses on school organization, planning, management, supervision and monitoring.

On the basis of Content Based Instruction Theory, it can be said that in Indian context, learning of pupils will be effective in pedagogical courses and poor in planning, management and supervision.

Instructional modes. Learning-teaching method that is pedagogy is not specified in the ordinances for B.Ed. programme of both of the universities KU and RU. Though, courses are designed including theoretical and practical aspects and practicum/field work/assignments are enlisted in the syllabus of every course of both universities. These activities include essay

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writing, discussion, unit test, assignments, observation, field visit, socio metric test, project work, problem solving etc. in the courses of KU and field visit, assessing media, observation, seminar, stage show, writing test, preparation of learner profile, book review, workshop, debate, project work, assignments etc. in the courses of RU. These are clearly indicating that lecture, discussion, field visit, project method, debate, workshop, problem solving, stage show, book review, seminar etc. are used as learning-teaching methods in these universities. These instructional techniques are based on major learning theories: behaviorism, cognitivism and constructivism.

Assessment procedures. B.Ed. programme of KU is in semester system and there is the provision of written test at the end of each semester. Assessment procedure is divided in to two major parts internal and external assessments. Out of full marks 1500, internal and external assessments are allotted 510 and 990 marks. For content course, internal assessment consists 30% while 70% marks are allotted for external assessment. Internal assessment is based on essay writing, discussion, unit test, assignments, observation, field visit, socio metric test, project work; problem solving etc. and external assessment is a paper pencil test for content courses and observation and viva for internship. Description of test items for written test is given in the table 7.

Table 7

Scheme of Test Items and Respective Marks for Written Examination (KU)

S. N.	No. of questions	Mark(s) per question	Total marks
For question paper of full marks 70			
1	10	1	10
2	5	2	10
3	5	4	20
4	2	15	30
Total	22		70
For question paper of full marks 35			
1	5	1	5
2	5	2	10
3	4	5	20
Total	14		35

(Kumaun University, 2015, p.7)

Promotion to the next semester is admissible if a student passes at least 50% courses of the total (to be round off to the nearest lower digit say 2.5 becomes 2 and so on). Passing marks is determined 40% for theory courses and practicum/internal assessment and 50% for internship. There is no provision of improvement examination. Placement criteria of the university are according to the table 8.

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Table 8

Classification Criteria of Results (KU)

S. N.	Marks (%)	Division
1	60% or above of the aggregate marks	First
2	48% or above of the aggregate marks but less than 60%	Second
3	40% or above of the aggregate marks but less than 48%	Third

(Kumaun University, 2015, p. 8)

Paper format (table 7) for both types of question paper having full marks 70 and 35 are almost same. Only difference is found in number of questions and marks allotted in third type of questions that is given in serial number three. In this category of question, 5 questions of each 4 marks are given in paper with full marks 70 while 4 questions of each 5 marks are given in paper with full marks 35.

B.Ed. programme of RU is based on annual system. Like in KU, assessment system is divided in to internal and external assessments. Out of full marks 1400, internal assessment is allotted 450 marks while 950 marks are for external assessment. For content courses, weightage given to internal and external assessments are 20% and 80% respectively. Format for test items for written examination is given in the table 9.

Table 9

Scheme of Test Items and Respective Marks for Written Test (RU)

S. N.	No. of questions	Marks per question	Total marks
For question paper of full marks 80			
1	3 (Out of 5)	15	45
2	5 (Out of 8)	7	35
Total	8 (Out of 13)		80
For question paper of full marks 40			
1	2 (Out of 4)	10	20
2	4 (Out of 6)	5	20
Total	6 (Out of 10)		40

(Rohilkhand University, 2015)

From table 9, there are only two groups consisting short and long answer type questions with choice for selection. Objective or very short answer type questions are not included in the test.

A candidate has to pass theory and practical/field work examinations separately. To pass in theory and practical/field engagement, a candidate must obtain 30% marks in each theory paper and 36% in the aggregate of theory papers. A candidate is promoted to second year

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only when he/she pass first year. There is a provision of improvement/back exam in one paper only. In practical/field engagement, pass percentage is 40%. Results of the students are classified as shown in the table 10.

Table 10

Classification Criteria of Results (RU)

S. N.	Marks (%)	Division
1	60% and above of the aggregate marks	First
2	48% and above of the aggregate marks below 60%	Second
3	36% and above of the aggregate marks below 48%	Third (For theory)
4	40% and above but below 48%	Third (For practical)

(Rohilkhand University, 2015, p.5)

Comparing Teacher Education Programmes in the Selected Universities of Nepal and India

Some of the aspects of teacher education in various countries are similar while others are different. In Indo-Nepalese context also, similarities and variations in teacher education were found. Comparison of teacher education in Nepal and India was made on the basis of these similarities and variations, and presented in the tables 11 and 12.

Table 11

General Comparison of Teacher Education Programme in Nepal and India

S. N.	Criteria	India	Nepal
	Provider	Faculty/Department/colleges of education in universities, Regional Institutes of Education	Faculty/Department/colleges of education in universities
	Programme duration	Two years	Four years/one year
	Nature	Pedagogical/professional	Integrated
	Eligibility	Undergraduate or above with minimum 50% marks	Grade 12 or above with minimum grade D+ or equivalent
	Session duration	Semester (KU) Annual (RU)	Semester (FU) Annual (TU)
	Improvement chance	Not available (KU) Available in one paper (RU)	Not available
	Future planning	Integrated B. Ed. after grade 12	Professional B. Ed. after undergraduate or above

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Teacher education provider institutions in Nepal and India are almost similar (table 11). Faculty/department of education of the universities or colleges (government/public or private) affiliated to these universities run the teacher education programme. In India, there are some regional institutions also which play crucial role in the field of teacher education but in Nepal, there no any such type of institutions. Currently, most of the institutions in India are running professional B.Ed. programme and its duration is two years, but in Nepal, mostly four-year integrated B.Ed. programme is in practice. Eligibility criteria in India to apply for teacher education is undergraduate or above with minimum 50% marks while in Nepal, completion of grade 12 (or above) with minimum grade D+ is eligible for enrolling in B.Ed.

Eligibility criteria for enrollment in teacher education programme in India are higher than Nepal. Provisions for improvement chances are also similar in India and Nepal. Some of the institutions provide chance for improvement in limited subjects while others are not. Most interesting thing for both countries is their future planning about nature of the programme. India is practicing professional B.Ed. after academic degree since long duration and now trying to change the design of the programme to integrated (academic and professional content with in the same programme) mode (Government of India, 2019, p. 288). On the other hand, Nepal has its long practice in integrated B.Ed. (though there is one-year professional B.Ed. too) and now National Education Policy 2019 recommended for professional programme after completion of academic degree (Government of Nepal, 2019, p. 31).

Table 12

Academic Comparison of Teacher Education Programme in Nepal and India

S. N.	Criteria	India	Nepal
	Objective	To produce competent teachers	To produce competent teachers
	No. of Professional courses (with practicum)	15 (semester) with full marks 1500 (KU) 11 (annual) with full marks 1400 (RU)	5 (annual) with full marks 500 (TU) 9 (semester) with 27 credit hours (FU)
	Pedagogy	Traditional and advance	Traditional and advance
	Grading	Numerical	Numerical (TU), Letter (FU)
	Evaluation	Internal 30%+External 70% (KU) Internal 20%+External 80% (RU)	Internal 40%+External 60% (FU) External 100% (TU)
	Minimum passing marks	40% for theory/practicum and 50% for internship (KU) 36% for theory and 40% for practical/field engagement (RU)	45% for theory and practical (FU) 35% for theory and 40% for practical (TU)

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	Practicum	4-5 months	One month
	Classification categories	First division: 60% or above Second division: 48% to below 60% Third division: 40% to below 48% (KU), 36% to below 48% (RU)	Distinction ($\geq 75\%$), 1st division ($\geq 60\% < 75\%$), 2nd division ($\geq 45\% < 60\%$) and 3rd division ($\geq 35\% < 45\%$) (TU) Outstanding: (80-100)% Excellent: (75-79)% Very good: (70-74)% Good: (65-69)% Fair: (50-64)% Poor: (45-49)% (FU)

Again, from table 12, numbers of professional courses in India are comparatively more than in Nepal. Evaluation procedure includes internal and external assessment in both countries; however, institution wise variations are there. One of the major differences in teacher education programme in India and Nepal is in practicum/field engagement. In India, duration of field engagement/internship is 4 to 5 months, but in Nepal, pupil-teacher remains engage in field (practice teaching) only for one month.

Thus, there are so many commonalities and differences in the teacher education programme of Nepal and India based on the selected universities. Kothari Commission (1964) recommended to introduce the integrated courses of general and professional education (The Teacher Education in Post Independence India, n.d., p. 44), but still, most of the universities in India are running professional B.Ed. programme. In China, the duration of teacher education for high school teachers is four years and teacher education pays more attention to prepare professional teachers (Andersson and Nordstrom, 2014, p. 33). Duration of teacher education in Nepal is also four year but programme is unable to produce competent teachers like in China.

Conclusion

Objectives of teacher education in the selected universities of Nepal and India are clear and similar i.e., to produce competent teachers. In the Nepali context, only one-fifth of total courses are designed as professional courses to deliver pedagogical knowledge and skills which are insufficient to produce pedagogically sound teachers, hence both the universities need to reform the course structure. But in India, all the courses and field/community-based activities for two-year B.Ed. are based on professional/pedagogical knowledge and skills, hence beneficial to prepare professionally sound teacher.

Teaching-learning methods are based on learning theories included in behaviourism, cognitivism and constructivism and effective for learning-teaching of diverse content in these universities. Activities for internal/formative assessment in the universities of Nepal and India are similar. In Nepal, out of selected two universities, FWU uses the concept of internal

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and external assessment and TU only external assessment, though regular assignments are given to provide feedback. While in India, both universities have the provisions of internal and external assessments. Criteria used for interpretation of the results are varying from university to university in both countries. Universities of both countries have to rethink about the assessment procedures and interpretation criteria to make them unanimous nationally and internationally so that comparison of students' performance would be reliable.

India has comparatively stronger eligibility criteria for teacher education. Literature revealed that some of the teacher education institutes in both the countries are practicing semester systems and others are annual. In Nepal, numerical grading is being replaced by letter grading, but in India, still most of the institutes are using numerical gradings. A Number of professional courses in Indian teacher education is higher than in Nepal. Both the countries have mixed pedagogy; traditional and advanced. The duration of practicum/field engagement in India is far longer than in Nepal which is beneficial for Indian prospective teachers to develop the skills of public communication, group work, real teaching and leadership. Nepali universities need to increase the duration of internship and field/community activities.

Future planning of both the countries regarding the nature and duration of B.Ed. is just opposite. Universities of both the countries need to share their experiences on existing B.Ed. programme of four year (in Nepal) and two year (in India) so that it could be improved further. This study will help the authorities of both countries to reform and formulate policies on the teacher education programme, as both countries are practising teacher education of different modality.

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