One of the main objectives of this study was to propose a training strategy for PTT programme in Nepal. The training strategy had to be proposed on the basis of opinions of various levels of personnel concerned with PTT programme in Nepal. Hence, opinions were gathered from five different groups of personnel. Analysis and interpretation of these opinions have been done in chapter III. On the basis of the analysis and interpretation of these data along with the teaching performance of the teachers and the achievement level of the students, which had also been analysed in the same chapter, a training strategy for PTT programme in Nepal is proposed here. Hence, this chapter deals with "A Proposed Training Strategy" for PTT programme in Nepal.

For the sake of convenience, this chapter is divided into twelve sections, in terms of the components of training strategy, as mentioned in “Components of Training Strategy” under chapter I, Introduction. They are (i) Accessibility of Training (ii) Duration of PTT Programme (iii) Types of PTT Programme (iv) Involvement of Private Sector (v) Involvement of Agencies (vi) District Coverage (vii) Distribution of Training Centres (viii) Fixation of Quota (ix) Qualification and Selection Criteria of Trainees (x) Management of Trainers (xi) Training Manuals (xii) Implementation Procedures.

4.1 Accessibility of Training

At present, there is no provision of pre-service PTT programme run by government agencies and education campuses. Though there are some private agencies which have been conducting pre-service PTT programme, they are not doing it regularly. Moreover, the number of trainees in the programme are found to be very few. It indicates that the training is not accessible to the potential teachers.
Though NCED and DEC have been conducting in-service PTT programme, the intake capacity of the former agency was found to be very low as compared to the number of trained teachers required for the schools. Similarly, DEC did not cover the remote parts of the country. BPEP which used to conduct PTT programme for the working teachers through its RCs, is no more responsible for conducting the programme. So, the training, at present, is not easily accessible since only a few thousands of teachers receive the training every year.

Considering the realities mentioned above, training centres, as stated by most of the respondents, should be increased for making the training easily accessible to the working teachers, as early as possible. At the same time, education campuses should also be mobilized in conducting PTT programme for both working and potential teachers.

4.2 Duration of PTT Programme

Most (82.25%) of the respondents stated that the total duration of PTT programme should be of 10 months. This view was supported by the recommendation made in the BPE Master Plan Report, 1991-2001 (HMG/MOEC, 1991) and BPE Master Plan Report, 1997-2002 (HMG/MOE, 1997). Similarly, the duration of PTT programmes which were conducted at different periods of time, was of 10 months. Hence, the total duration of PTT programme should be of 10 months.

4.3 Types of PTT Programme

Provision of Pre-service PTT Programme: At present, there is contradiction between the training system and requirement of teaching profession. It is because training has been made mandatory, as an entry requirement, to be a primary school teacher, but there is not any government agencies and education campuses for conducting pre-service PTT programme. Only a few private agencies are conducting pre-service PTT programme in a sporadic and scanty way. In this regard, all the respondents viewed that there should be provision for pre-service PTT programme. This view coincided with the recommendations made in BPE Master Plan (HMG/MOE, 1997) and
Eighth-Five year plan, 1992-97, CHIRAG (1996). Similarly, Pradhan (1997) and Malla, et al. (1998) suggested the same thing. Hence, there should be provision for pre-service PTT programme which should be conducted by government agencies (including education campuses) in order to recruit only trained teachers in the schools.

**Continuous type of PTT Programme:** Pre-service PTT programme, as opined by all the respondents, should be conducted continuously and so should be in-service PTT programme, as suggested by the highest number of respondents. According to them, if the training is conducted continuously, the untrained teachers can complete full duration of the training within one year and hence, will not need to come to the training centre several times. Furthermore, schools will not have to release their teachers several times and they will be able to find substitute teachers for that span of time and the classes will not be hampered. Moreover, the administrative workload of training centres in enrolment, examination and record keeping of the trainees will also decrease, if it is conducted continuously rather than phasewise. Similarly, one can be considered as a trained teacher, when s/he completes the training in one go. CHIRAG (1996) and BPE Master Plan (HMG/MOE, 1997) also suggested that the PTT programme should be conducted continuously. Considering all these things, in-service PTT programme should be conducted continuously.

**Non-specialized type of PTT Programme:** Most respondents were in favour of the existing practice of general or non-specialized type of training. In other words, they opined that the trainees must get the training in all the primary school subjects. This is because there is no provision of subjectwise teachers in schools and hence, a teacher should be able to teach all subjects. This has certain advantages for both schools and teachers, as teachers can be transferred from one school to another irrespective of their subjects. It is because they are able to teach all the subjects. Similarly, in most of the rural schools, the teachers need to conduct grade-and multigrade teaching due to lack of adequate number of teachers. Also for this purpose, a teacher should be enabled to teach all the primary school subjects. Considering all these facts PTT programme should be of non-specialized type.
4.4. Involvement of Private Sector

If PTT programme is conducted by private agencies, the training, as stated by most of the respondents, will be very expensive for the trainees and at the same time its quality will decrease. The PTT programme, as they viewed, should be conducted by government agencies. It is also observed that the private agencies, which were conducting PTT programme, did not get adequate number of trainees and they did not have adequate instructional facilities as well. Hence, PTT programme should not be conducted by private agencies. The MOE (government agency) and education campuses should be made fully responsible for conducting PTT programme.

4.5. Involvement of Agencies

Education Campuses for Pre-service PTT Programme: Majority of the respondents viewed that pre-service PTT programme should be conducted by education campuses. This view coincided with the recommendations made in various studies which were conducted by HMG/MOEC (1991), HMG/MOE (1997), CHIRAG (1996) and Malla, et al. (1998). The same view was also mentioned in the Eighth-Five year plan (NPC, 1992). Education campuses are found to be well equipped in terms of physical and instructional facilities. Similarly, one of the main objectives of education campuses is to produce potential teachers for various levels of schools. Hence, education campuses should be made fully responsible in conducting pre-service PTT programme.

NCED, BPEP and Education Campuses for In-service PTT Programme: The existing agencies (i.e. NCED and DEC) which are conducting in-service PTT programme at present, are not capable of training a large number of untrained primary school teachers. Majority of the respondents did not recommend DEC to conduct PTT programme. Similarly, the present study showed that the performance of both teachers and students under DEC were found to be lower than that of NCED and BPEP. Majority of the respondents pointed out three main agencies i.e. NCED, Education Campuses and BPEP for conducting in service PTT programme for the working untrained teachers. This opinion was supported by the
recommendation made in the BPE Master Plan Report 1997-2002 (HMG/MOE, 1997). Similarly, Malla, et al. (1998) also presented the same view in their study. Hence, in-service PTT programme should be conducted by NCED, BPEP and education campuses.

4.6. District Coverage

When this study was initiated, it was found that certain districts were covered by only one training agency in one hand and two agencies were not allowed to conduct the training in the same district on the other. In this regard, majority of the respondents advocated that one or more than one training agency should be involved in conducting PTT programme to train all the untrained teachers and potential teachers of the district. Hence, it is proposed that one or more than one training agency should be made responsible for conducting PTT programme in a district, according to it's necessity.

4.7 Distribution of Training Centres

**Pre-Service:** All the respondents viewed that pre-service PTT programme should be conducted through education campuses. Similarly, majority of the respondents stated that pre-service PTT programme should be conducted at zonal level. Hence, there should be, at least, one education campus in each zone which will conduct pre-service PTT programme along with its regular programme.

**In-Service:** There should be at least one training centre in each district to conduct in-service PTT programme to train a large number of untrained teachers as early as possible. It was, however, not necessary to establish new training centres as BPEP has already established several RCs in each district which were conducting PTT programme along with conducting other activities. So, these RCs, NCED and education campuses, as stated previously, should be made responsible for conducting in-service PTT programme. However, after providing in-service training to all the teachers, education campuses should be made responsible for conducting pre-service PTT programme. Similarly, NCED should be allotted with a new task of conducting refresher training and RCs should continue its other activities.
4.8 Fixation of Quota

Majority of the respondents were not in favour of the existing practice regarding the fixation of quota for trainees for in-service PTT programme. Bottom-up approach, as they suggested, should be followed while fixing the quota. Hence, demands of quota should be collected from each individual school by the RCs and then, the RCs should forward such demands of quota to their respective DE office in the districts where RCs are available. In case of the districts where RCs have not been established yet, the DE office should directly collect the demands of quota from individual schools. Then, the DE offices should send these demands to the MOE through their respective Regional Education Offices. Lastly, the MOE should make decision regarding the number of quota to be allotted to each district.

4.9 Qualification and Selection Criteria of Trainees

Qualification For Trainees: Curriculum of grades IV and V particularly in the subjects of Science, Mathematics and English, as viewed by the most of the respondents, was very tough to be taught by teachers with qualification of SLC even after the training. This fact, indeed, was realised by most of the primary school teachers. The same problem was raised in the HLNEC Report (1998). In most of the SAARC countries (India, Pakistan, Bangladesh, Sri Lanka), the qualification for a primary school teacher is minimum of Intermediate Level (Malla, et al. 1998). Realising this fact, the HLNEC (1998) suggested Intermediate Level to be made as the level of minimum qualification for primary school teachers. Similarly, the BPE Master Plan, (HMG/MOE, 1997) also states that thousands of SLC holders along with quite a large number of Intermediate Level completers apply for primary teaching job. Hence, it states that the government should fix Intermediate Level or HS level (12 year schooling) as the minimum academic qualification for primary school teaching. Similarly, Pradhan (1997) referring to study conducted by New ERA in 1995, mentioned in his study that the low level of achievement of primary school children is the indication of the fact that the present SLC graduates who join as primary teachers do not possess adequate
knowledge about the subject-matter in the first place and are very young to be teachers on the other. In such cases they need to be upgraded. So, he states that HMG should give a thinking on raising the minimum qualification of primary school teachers from SLC to Intermediate Level in a phasewise manner. Similarly, Shrestha (1999) in his study stated that the teaching performance of teachers with higher level of qualification i.e. Intermediate and Bachelor Degree holders were found to be better than that of the teachers with SLC qualification. This was reflected in students' achievement as well. Considering all these facts, Intermediate Level should be made as minimum qualification for being eligible to participate in PTT programme. Then, the trainees will be able to teach all the primary school subjects in all the primary grades effectively, which will help to enhance the quality of primary education.

Selection Criteria of Trainees for Pre-Service PTT Programme:
Majority of the respondents pointed-out three main criteria for selecting the trainees for pre-service PTT programme. These criteria were: (i) Percentage of score obtained in the level of the minimum qualification for participating in PTT programme. (ii) Written test and (iii) Oral test. The first criterion helps to select the academically better candidates whereas the second one helps to measure the aptitude of the candidates. The third criterion helps in selecting the candidates with positive attitude towards the training. Hence, the candidates for pre-service PTT programme should be selected on the basis of these three criteria mentioned above.

Selection Criteria of Trainees for In-Service PTT Programme:
Though five different criteria i.e. (i) teaching experience of the teachers (ii) age-bar (iii) priority for the teachers working in remote area (iv) oral test and (v) priority for the female teachers, were stated by the respondents for selecting the candidates for in-service PTT programme, majority of the respondents were in favour of only the first criterion i.e. teaching experience. The other criteria were stated only by a few respondents. Since training has already been made compulsory, all the working teachers will, sooner or later, get the training. The only question is, to whom should the training be given
earlier. In this context teaching experience should be the main criterion for selecting the candidate for in-service PTT programme.

4.10 Management of Trainers

Ways of Managing the Trainers: At present, DEC hires either a headmaster or a school teacher as a trainer in each training centre. He/She is supposed to teach all the training subjects. Majority of the respondents viewed that any agency which conducts PTT programme must have its own professional permanent teaching staff. This view coincided with recommendation made in the BPE Master Plan Report, 1997-2002 (HMG/MOE, 1997). Hence, there should be provision of permanent professional trainers in each training agency.

Qualification of Trainers: At present, the minimum qualification for the trainers is Bachelor Degree in Education (B.Ed.). Majority of the respondents were not in favour of this existing provision regarding the minimum qualification of the trainers. They stated that minimum qualification for the trainers should be Master Degree in Education. The trainers with B.Ed. felt difficulty in taking training classes. This is why BPE Master Plan (HMG/MOE, 1997) suggested that M.Ed. should be made the minimum qualification for the trainers. The same view was presented by Pradhan (1997). Hence, the minimum qualification for trainers should be M.Ed.

Programme for Master Trainers: Majority of the respondents stated that workshop/seminar should be conducted for the master trainers in order to prepare them for conducting Training of Trainers (TOT) effectively. It’s duration, as they stated, should be of one week. PTT programme will, indeed, be effective only when the trainers are well prepared. Trainers could be well prepared only, if the master trainers are able to conduct TOT effectively. It is in this context that one week long workshop/seminar should be organized for the master trainers.

Programme for Trainers: All the respondents viewed that training should be conducted for the trainers. Majority of these respondents recommended four-week training for this purpose. The PTT programme will
be effective if the trainers are well prepared in the content areas which should be imparted in the training classes. Hence, four-week long TOT should be conducted.

4.11 Training Manuals

Since all the respondents realised the necessity of trainer's and trainee's manual, such materials should be prepared. Specific objectives, content-elaboration, instructional activities (details of teaching strategies), list of instructional materials and evaluation procedures should be mentioned in the trainer's manual. In the trainees' manual, activities to be carried out by the trainees should be listed.

4.12 Implementation Procedure

Mode of Conducting the Training: All the respondents preferred classroom based (face to face approach) type of training. Similarly, the performance of the teachers and students under NCED and BPEP which were conducting training through face to face approach, was found to be better than that of those under DEC which was conducting training through radio, supplemented by self-learning materials. The number of respondents who viewed the necessity of conducting the training through DEC along with face to face approach was less than 33 percent. Hence, considering the opinions of the respondents and the effectiveness of the training under NCED and BPEP in terms of performance of both teachers and students, priority should be given to the classroom based (face to face) type of training.

Duration of Teaching Practice: All the respondents realised that the existing duration of teaching practice i.e. 4 weeks in a 10-month training, was not adequate for the trainees to impart the knowledge and skills that they learned in the training classes. Majority of them opined that total duration of teaching practice should at least be of 8 weeks i.e. 20% of 10 months' training. Since trainees are assessed on the basis of their abilities to transfer the knowledge and skills that they have learned in the training, into actual classroom situation, emphasis should be given to teaching practice. Hence, the
duration of teaching practice should be of 8 weeks in a 10-month training duration.

**Appropriate Time for Managing Teaching Practice:** Though four different views regarding the appropriate time for conducting teaching practice were presented, the highest number of respondents were in favour of conducting it once in the middle and once at the end of the training. Hence, it is proposed that teaching practice should be managed two times during the training, once in the middle and once at the end of the training.

**Supervision of Teaching Practice Classes:** Though different respondents presented different opinions regarding supervisors who are supposed to supervise and evaluate teaching practice classes, majority of the respondents stated that trainers themselves should work as supervisors of the teaching practice. Though some respondents pointed-out that either subject-teachers or headmasters along with the trainers should work as supervisor, subject-teachers and headmasters may be untrained in some cases. Similarly, it may be difficult to maintain uniformity in evaluating trainees' classes with different kinds of supervisors. Hence, it is proposed that only trainers should be used for supervising and evaluating trainees' classes during teaching practice.

**Evaluation of Trainees:** Majority of the respondents were not in favour of existing evaluation system for assessing the trainees' performance. Evaluation system, as they stated, should be of decentralized type. So, all the activities like development of the tests paper, administration of the examination, checking of answer-sheets and publication of the result should be carried out by each training centre. Indeed, in order to make the evaluation as an integral part of instructional process i.e. to evaluate trainees' performance continuously, to provide feedback to each trainee and to publish the result of final examination soon, all the activities related to evaluation should be conducted by each training centre. Hence, the evaluation system should be of decentralized type.