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Teacher Education in Nepal: Problems and Prospects with Brief Historical development

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ABSTRACT

Purpose: The purpose of this study is to show the importance of teacher education. Today, globalization has affected every sector of education. Because of globalization, there is the internationalization of education and similarly, teacher education has also got importance to have been as internationalized. Similarly, to meet the global needs of individuals, societies, and the nation itself, education is in the front place which needs to be driven by teachers. This combination reveals that teachers need to be updated in day-to-day global changes for 21st-century education. So, teacher education is of great importance. This paper concerns prospects and challenges for 21st-century teacher education as the internationalization of education is of great concern today.

Methodology/ Design/ Approach: This paper presents a conceptual study related to document analysis on teacher education from lower level to higher education. This is a qualitative study.

Findings: The findings of this study show that there is great importance of teacher education to prepare teachers for the 21st century in the context of globalization because of the internationalization of education.

Research Limitations: The author has used concepts and analysed documents but further empirical researches are in needs to be done in the future on a large scale.

Practical Implications: This research study is based on secondary sources and it has disclosed further researches on primary sources regarding the value of teacher education for the 21st century.

Originality/ Value: This paper has considerably maintained the originality of the authors' viewpoints.

Introduction

Today, in this 21st century, people are living in an era of globalization that has affected every sector of human lifestyle and ways of dealing. Globalization has pushed different local activities away from the previous location with new emerging forces around the globe. Similarly, the forces of globalization have touched the entire parts of education and this situation has created contrast and so it is analysed through critical theoretical background. Regarding critical theory, [El-Ojeili and Hayden \(2006\)](#) has claimed “Critical theory today is a very broad theoretical orientation and that includes a variety of different approaches and perspectives with often contrasting analysis of contemporary phenomena.” So, a research study like this one adapts critical theory because of the necessity of contrasting analysis between localization and globalization in this 21st century.

Likewise, this study has focused on the prospects and challenges of teacher education for the 21st century. These days, teaching is not limited to a local classroom but it has got a global perspective due to globalization. Regarding such type of situation, [Ritzer \(2010\)](#) has mentioned, “Globalization is increasingly omnipresent.” Similarly, [Albrow \(1996\)](#) has written “We are living in a – or even the- “global age” and [Bauman \(1998\)](#) has mentioned, “Globalization is the most important change in human history” (as cited in [Ritzer, 2015](#)). In addition, [Ritzer \(2015\)](#) has stated, “Globalization is a transplanetary process involving increasing liquidity and the growing multidirectional flows of people, objects, places, and information.” In this way, it can be argued that any human beings and systems around them are not free from global forces causing rapid changes. Furthermore, in this global age, people’s expectation about education is to make it similar to the global trends as applied in developed countries.

Furthermore, the term, ‘developed countries’ refers to well-developed western countries. Regarding this view, [Ritzer \(2015\)](#) has written that globalization is associated with westernization and of course, it is closely equated with Americanization. This situation is in fact in reality in the case of education that many students and faculty members prefer to go to the USA for education which is because of quality education of global standard in the USA. So, to create homogeneity in education in the context of globalization of the 21st century, teachers’ role plays a great role and to fill this gap of inequality in education.

In addition, today’s global trends can be addressed through critical theory. Regarding this situation, [el-Ojeili and Hayden \(2006\)](#) have mentioned critical theory as associated with systematic social, economic, and political exclusion. Similarly, [Scholte \(1996\)](#) has revealed that globalization has continuously promoted poverty, widened material inequalities, increased ecological degradation, marginalized subordinated groups, and produced a crisis for democracy. Although these events create contrasting claims, the present world has to accept globalization and its related global trends. Consequently, the critical theory addresses the present situation of global ups and downs as a civilization or social change as characteristics of the 21st century.

Globalization and Internationalization of Teacher Education

Because of the global mobility of students, faculties, and liquidity of technology, there is the internationalization of teacher education which seeks changes. According to [OECD \(2009\)](#) “Education and research are key elements in the formation of the global environment, being foundational to knowledge, the take-up of technologies, cross-border association and sustaining complex communities.” As mentioned by [OECD](#), education is a supporter and driving engine of the changes caused due to globalization of this 21st century. Similarly, education has played a major role in the foundation of modern technology-oriented knowledge and maintaining sustainable development of communities along with individuals.

Because of globalization, the interpretation of education has also been changed. To interpret global education, [OECD \(2009\)](#) has focused on; cultural change, worldwide markets, common financial systems, foreign direct investment, and cross-border mobility of production. Furthermore, [Castells \(2000\)](#), [Giddens \(2001\)](#) have focused on information and communication technology are the factors that have drawn economic and cultural aspects together to promote globalization but there is also inclusion/ exclusion about ICT networks as well as power and inequalities depend on knowledge. In this way, for the creation of creativity, critical thinking, and innovation in education teacher education is in utmost need.

In the past, the traditional system of education was teacher-centered but now there is the transformation of education by making it

dynamic to student-centered methods. Moreover, research-based teaching techniques and changes from lecture methods are to have been inspiring teaching techniques for which teacher education have been taken for internationalization in the context of globalization. Regarding present trends of higher education, [OECD \(2008\)](#) has mentioned changing population of students, academic teaching staff, demographic changes, and education policy as affecting factors for the academic teaching profession. Furthermore, it is needed to transform education from boredom to an interesting and fantastic learning process of the 21st century. So, in the globalized context, it is of great importance to know, “What is the value of teacher education? How should the 21st-century learners be taught? What are the prospects and challenges of teacher education? The answer to all of these questions relates to the present globalized context of this 21st century. Moreover, [OECD \(2008\)](#) has mentioned, “At constant staffing levels, a decrease in student enrollments could lead to more favorable student-teacher ratios, with possible improvements on the quality of teaching, whereas an increase in enrollments might have the opposite effect.” As a whole, globalization has promoted the internationalization of education and teacher education as well. Today, traditional types of crowded classes are not in a favorable position in the globalized context.

Globalization and Education

Globalization has been the kind of term used in most of the academic and social science publications. The term such as globalization of education has been used in the academic sector to show influencing forces of globalization in contrasting forms. With respect to the contrasting ideology of globalization, [Schaeffer \(2003\)](#) has written “Globalization is a positive development for most people around the world, while others argue that it has adverse consequences for many.” Similarly, the same aspect is in the education sector. It is because for developed countries globalization has been as a boon from the flow of foreign students to increase their economy. But on the other hand, developing and poor countries have suffered much from the forces of globalization. According to [Schaeffer \(2003\)](#) globalization has influenced the present world in terms of investment, trade, production, technology, culture, language, and migration. These are also the affecting factors for education so that teacher education is needed to support the influences of globalization to enhance the economy and promote social changes in

between contrasting events of global changes. Today global trends in education are to develop creativity and critical thinking in students but not rote memorization. To support this view, [Joshi \(2018\)](#) has mentioned “Creativity and use of knowledge have been the key driving forces behind the development of the human race. The heterogeneity in the development of different countries can be explained by the difference – in their ability to create and use technology.” Similarly, the strategy of globalization and higher education today is knowledge-driven economic growth. The contrasting situation in poor countries is that they have got low technology products although they try to apply technology. For such a situation, they need strong support from their education, and also for this teacher education is very important to make education innovative and productive.

Due to globalization, there is a flow of students all over the world. In such a situation, students select the best education providing institutions and market-oriented courses for which the best teachers can be produced through teacher education along with the use of technology. For such a situation, [Joshi \(2018\)](#) and the [Government of Nepal \(2019\)](#) have given priority to science, technology, engineering, and maths (STEM). But now the STEAM system is in global trends adding Arts (Humanities and Social Sciences). Likewise, to be adjusted with this new trend teacher education plays a great role in education. Moreover, for the search of knowledge and idea, there is the mobility of students and faculty members all over the world from poor countries to rich countries as well between developed countries. With respect to such trends, [UNESCO \(2015\)](#) has mentioned, “The development of university rankings reflects an important trend in the internationalization of higher education and the growing interest in the comparison of higher education institutions.” In such a situation, this is the role of teachers to improve the credit of education within a country from a lower level to enhance learning with ICTs.

Quality Assurance and Teacher Education

It is always a known fact, in all periods of human history that the quality of education at all levels depends on the quality of teachers involved to deliver education. Teachers needed different techniques to improve the quality of education in different phases of civilization in the history of human beings. Regarding quality assurance, [Agarwal \(2009\)](#) has stated, “With the rapid expansion of enrollment in education, countries around the world face challenge of

ensuring quality.” This claim is relevant according to demography, regional structures, socio-economic status of learners and the teachers, as well as the needs of individuals, societies, and the nations.

Similarly, [Agarwal \(2009\)](#) has mentioned, “Improving the quality of teachers is the key to improving learning outcomes in all educational institutions.” Furthermore, the ‘learning outcome of the learners’ is the key factor of quality assurance. About the growing mobility of students and other professional groups of people across borders, teachers’ professional and teaching quality is the first thing to achieve quality assurance in education, and it demands quality in teacher education. In addition, [UGC \(2018\)](#) has focused on the need for linkages, networking, exchanges, cooperation, and collaboration to promote quality assurance and mutual recognition of educational institutions and academic programs. As mentioned by UGC, a linkage between teacher education and education is in need. In other words, there is a need for marriage between teacher education and quality of education.

Likewise, the quality of education is regarded by the output approach of the learners. About such a situation, [OECD \(2019\)](#) has indicated a higher employment rate and lower unemployment rate for quality assurance and educational attainment. Education is taken as the source of knowledge and skill creation with an innovative idea and for such a process teachers need to be innovative supported through teacher education. Furthermore, to improve quality of education, diverse learning style, care of global job markets, classroom preparation for student-centered learning as well as nurturing and inspiring processes are in need and demand. Quality in education needs the process of training of the mind to think and only trained teachers through teacher education can participate in such types of events. Moreover, teaching needs to be more tutorial rather than lecture methods.

Teacher Education in the Twenty-First Century: Prospects and Challenges

As a consequence of globalization, this twenty-first century has appeared differently from the previously passed centuries. In the past, people used to attend schools and colleges to be an educated people in front of other people. But today, skills and performance are needed through education but not only qualifications. Regarding this view, [OECD \(2019\)](#) has mentioned that education contributes to the

development of productivity and economic growth by innovation and also contributes to social cohesion through social, cultural, and environmental development of societies and claimed that skills and qualifications may diverge for several reasons. Similarly, to fulfill these above-mentioned activities, teachers should be well trained. Also, this will be possible through teacher education programs. It should be noted that only formal education does not provide all required skills but relevant informal skills are in need for an output approach for quality education in the 21st century. So, vocational training is necessary programs to be conducted through teacher education to meet the needs of global job markets. But without training, teachers have to face challenges. Regarding such types of challenges [UNESCO \(2014\)](#) has mentioned, “Many schools in Sub-Saharan Africa (SSA) are staffed with unqualified teachers as a result of the rapid expansion of access to education.” This claim of UNESCO is relevant to the case of Nepalese education because there is massification of Nepalese education through the public and private education systems. In the process of increasing access to education, private schooling has been fostered in Nepal and due to political disturbances, untrained and unqualified teachers have been recruited in many public schools which have created challenges in the quality of education in Nepal. Regarding teachers’ challenges in Nepal, [World Bank \(2001\)](#) has clearly mentioned that the teaching force in Nepal is highly politicized. This is one of the big challenges in the education sector in Nepal.

In addition, education qualifications with skills are on the demand in the context of globalization instead of rote memorization. Regarding 21st-century education, the [Department of Education and Skills \(2011\)](#) has mentioned focusing on rebuilding an innovative knowledge-based economy that will provide sustainable employment opportunities and a good standard of living for all citizens. This situation clarifies that ‘all citizens’ means diverse groups of people and education has transformed from elite education to mass education. Regarding big questions for challenges in education, literature stats that, “This is a profound question. How to optimally prepare students for a world-changing at an unprecedented rate, knowing that Education is one of the most powerful instruments of change (as cited in [Kennedy et al., 2016](#)). Similarly, the possibilities of changing a country are through education-driven through teacher education.

Teaching in the 21st century is to be focused on

knowledge transfer rather than deliver the lecture to the students. Moreover, teaching relates to being able to face global challenges. Regarding this situation, the [Department of Education and Skills \(2011\)](#) has written “In future, education will need to be more proactive in commercialization and knowledge transfer, and will have to pursue this in collaboration with others in enterprise and the wider society.” In this way, teaching is not teaching-oriented to students being a teacher but should be followed with igniting process to students by the process of knowledge transfer including wider communities in the education sector. These situations clearly mention the priority of teacher education to be a teacher of the 21st century. Moreover, children should be taught 21st-century skills. Regarding this situation, authors have mentioned that the development of globalization, information technology, and knowledge-based economy have changed the goals, policies, curricula, contents, and methods of education. This situation is real to the Nepalese education system. The prospects of technology are in high demand today to improve teacher education and at the same time, there are challenges created by globalization and technology in education. To fill this gap teacher education is helpful.

Teacher Education in Nepalese Context

Nepalese education seems to have developed through the system of Gurukul, Madarsha, and Monastery systems. In other words, previously, Nepalese education developed through the systems of Hindus, Muslims, and Buddhists. Mostly, Vedic education got priority in Nepalese systems of education. It means Sanskrit education was the first system of education in Nepal in which the teaching and learning system was developed as mentioned by ancient saints and sages. At that time teaching was related to religious systems and teachers had to be trained to teach religion, morality, astrology, yoga, and medicine. This situation would help to develop a peaceful mind in learners. Regarding this situation, [Sharma \(2005\)](#) has written that there was Vedicand's legendary system of education delivered in Sanskrit education. And educated people used to teach their students at their home.

But afterward, when English people ruled in India, Nepalese rulers were under their influence. Regarding their influence, [Sharma](#)

[\(1986\)](#) has mentioned that Junga Bahadur Rana, the then ruler, had visited Britain in 1850 AD and returned in 1851 AD being influenced with educational system and development of Britain. So, Junga Bahadur Rana started English school in Nepal in 1853 and it was known as Darbar School with credit of the first modern school in Nepal. Afterward, when other schools were established by the late king Mahendra Vir Vikramsaha, the importance of teacher education was experienced. Similarly, Tri Chandra College was established in 1918 ([Sharma, 1986](#)). In this way, when schools and colleges were established all over the country and a feeling of global competition was established in the mindset of people, teacher education gradually became an inevitable part of school level as well as college levels.

In the process of development of education, an office of Divisional Inspector was established in 2011 BS and officials were fixed to work for inspecting schools and also an Education Commission was also formed in 2010 BS to study and suggest about the type of education needed in the country ([Sharma, 2003](#)). Furthermore, [Sharma \(2003\)](#) has written that National Center for Teacher Training was established in 2011 BS to overcome the shortage of trained teachers in Nepal. So, this was the beginning of the teacher education program in Nepal. At that time, training was provided to teachers in the morning time by Hugh B. Wood at American Library located at New Road and they had to take classes in Tahachal during the day time and the College of Education was established in Kathmandu in 2013 BS ([Sharma, 2003](#)). Gradually, such types of training centers were extended outside the valley to facilitate the production of more trained teachers in the country. Moreover, the College of Education became the first college to provide the certificate of B.Ed Level before Tribhuvan University; it was accepted by Delhi University.

Furthermore, in 2029 BS, the College of Education became a constituent campus of the Faculty of Education, Tribhuvan University, Nepal. [Education in Nepal \(2011\)](#) has also mentioned teachers' training program in its chapter 12. This report has mentioned that teacher is the main foundation of education because students learn in the same way what teachers teach so that teachers have to take training to be a capable person in the field of teaching. Today, the Nepalese government has to make efforts to develop Nepalese education and teacher education to make it of global standard. Regarding teacher education

researchers have mentioned providing training to teachers and distribute certificates for them as trained teachers through online mode. It is also necessary because of the technology-driven 21st century.

Regarding the use of technology, ICT in school education is generally understood that computer is used as a technology for learning and teaching in school and similarly radio assisted instruction, television assisted instruction, computer-assisted instruction, internet assisted instruction, and mobile learning are known as the items of ICT. So, the unavailability of the items of ICT has created challenges in teacher education in Nepal. Today, technology-assisted teaching and learning systems have been in priority globally and Nepal cannot remain isolated from the use of ICT in education. There are some threats to teacher education. Regarding these threats, researchers have focused on the points such as; difficulty in bringing uniformity by overcoming the regional disparities, scarcity in getting staff for teacher education colleges, lack of teacher commitment to the profession, matching the training skills needed to teach at different levels of education, the problem of rapid privatization and commercialization at teacher education, the problem of providing the link between different levels of education, no proper up-gradation of the curriculum in pace with the growing changes, poor management and utilization of institutional resources and rare opportunities to attend the capacity building program. As mentioned here the process of teacher education in Nepal is facing the same issues and challenges. There has been a scarcity of proper maintaining for teacher education in the Nepalese context because teachers have faced difficulties to mention in which field they have got specialization through teacher education.

In addition, [Kafle, Aryal, and Gautam \(2007\)](#) have researched dropout children in primary level in Siraha and Dhading districts and stated that 63 percent of children dropped out of primary school before completion due to poor delivery of classroom instruction and ineffective school management. In other words, the teacher should be capable to avoid poor delivery of instruction which will be possible through teacher education. In this way, overall research studies have shown the importance of teacher education at present.

Regarding the context of teacher education, researchers stated, "As is the teacher, so is teaching. The quality of teacher is crucial for effective classroom delivery." Similarly, [World](#)

[Bank \(2001\)](#) has stated, "Instructional materials and teachers with an adequate formal education can have a significant impact on student performance than other school-level factors". In this way, teachers and their teaching quality are important factors for the good performance of students. This situation will be promoted through teacher education.

Although teacher training programs are conducted in different parts of the country, it has been difficult to translate the knowledge and skills teachers get through teacher education. This is also a problem due to the less capacity of teacher educators.

A Brief Historical Development of Teacher Education in Nepal

It has been found that formal education in Nepal started only after the establishment of Darbar High School in 1853 AD. And took a long time to open other schools in Nepal because Rana rulers were against education in Nepal. Regarding this situation, the Report of [Nepal National Educational Commission \(2011\)](#) has mentioned that there were only six high schools in Nepal during the time of 2005-2006 BS and although the system of inspection of schools was managed, the team had not been able to inspect all schools under their responsibility. This situation shows that there was no more system of teacher education. But this report also has mentioned that when schools were opened and the number of students increased, qualified teachers were scarce. Many of the teachers had passed only the level of SLC but they had got vocational training of two years duration at the Basic Education Training Center in Kathmandu. Moreover, it was just the beginning of education and teacher education in the Nepalese context and it shows the need for teacher education from the very beginning of the school system of education.

Similarly, [National Education Commission \(2011\)](#) has focused on the need for teacher education and mentioned that short-term courses are necessary for the teacher training program and new teachers need training, and old teachers need to be repeated training. The commission has also focused on the expansion of the teacher training program. In this way, teacher education has got a priority since the time of the opening of schools.

Furthermore, [National Education Commission \(1992\)](#) has focused on technical and vocational training programs and mentioned the names of the organizations which provide training.

Technical and vocational training council, training conducted by the university, training conducted by ministries, training conducted by the community- organizations, training conducted by NGOs, and training conducted by private sectors have been mentioned to provide training to teachers. In this way, in different periods, teacher education has got priority to improve teachers' professional quality. Similarly, [High-Level National Education Council \(2019\)](#) has also focused on the situation as problems and challenges that without trained teachers the quality of education will decline and priority is given to technical and vocational training for teachers. In this way, teacher education has got value as historical background shows so in Nepalese context.

Similarly, at present, NCED has been providing training to teachers of different levels. It also mentioned that it has managed a teacher training program to improve teachers' professional development with consideration of the necessity, importance, and curriculum of the teacher training program.

Regarding the historical background of teacher education, [Awasthi \(2010\)](#) has stated that the history of teacher education in Nepal can be traced back to the establishment of the Basic Education Teacher Training Centre in Kattlmandu in 1948 to train the primary school teachers. However, the Centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (IINEPC) in 1954 for the establishment of College of Education in 1956 to provide two-year and four-year teacher education programs to the prospective lower secondary/secondary level teachers of Nepal. Concurrently, Mobile Normal Schools ran a ten-month teacher training program for primary school teachers. These schools were later converted into primary school teachers' training centers (PSTTC) in 1963. Teacher educators for running these Centres and the College of Education were trained either in the USA or the Philippines. The National Education System Plan brought a new impetus in teacher education making teacher training mandatory to obtain tenure in schools. This policy created a favorable environment for the expansion of teacher education/training institutions throughout the kingdom. All these institutions such as College of education, National Vocational Training Centre, and Primary School Teacher Training Centres came under the single umbrella of the Institute of Education (IOE) under Tribhuvan University (TU). This Institute was solely

entrusted to conduct both preservice and in-service teacher education/training including the very short-term packages. During this period the IOE conducted fifteen varieties of the training program through its regular campuses and on-the-spot programs. In-service programs of short or long terms sponsored by the Ministry of Education and Sports (MOES) helped the IOE in its quantitative expansion. The popular programs, apart from the regular degree-oriented teacher education programs conducted during this period taking into account the topographical and social structure of the training, Remote area teacher training program, Teacher training through distance learning, program.

In this way, as mentioned above teacher education in Nepal has got a historical background. At present due to the influence of globalization and the need for knowledge and skills for the 21st century, teacher education has got more credit. Moreover, it will help to make homogeneity in education so that Nepalese education can be equivalent to other developed countries.

Similarly, regarding the historical foundation of teacher education in Nepal, [Bista \(2011\)](#) has stated that the development of teacher education in Nepal has passed through different phases during its short history of four decades. Initiated as a short-term training for primary teachers, it made a tremendous stride when the Nepal National Education Planning Commission made a strong recommendation to establish a teachers' training program. The real initial phase began in 1955/ 56 when the Government of Nepal decided to launch a massive program of teachers training in Nepal. The establishment of the College of Education and Normal Schools heralded the advent of broad-based modern education in Nepal.

In this way, [Shrestha](#) has clearly depicted the historical background of teacher education in Nepal. Since then, teacher education has got more importance to improve the quality of education through teachers' professional development. Initiated from primary teacher education, now there are lower secondary and secondary level teacher training programs in Nepalese education.

Ways Forward

[Government of Nepal \[GON\] \(2075\)](#) has focused on the use of ICT and lesson plans for conducting better teacher education programs. As globalization has brought a paradigm shift

in teaching and learning, teacher education has to play the main role of transformation. Regarding such type of paradigm shift, Nayar & Senapaty (2011) has focused on the use of ICT for shifting teacher-centered to student-centered learning environments changing the role of students from passively receiving information to being actively involved in their learning. Similarly, teacher education should focus on teachers' use of ICT and creating a student-centered learning environment.

In addition, for a 21st-century education, UNESCO (2015) has focused on three Rs—reading, writing, and arithmetic. Reading means finding information by searching in written sources, observing, collecting, and recording. Writing means communicating in hypermedia involving all types of information and all media; and arithmetic means designing objects and actions (as cited in Nayar & Senapaty (2011)). The main ways forward need to be made teacher education towards creative, critical, and innovative. The system of rote memorization needs to be avoided and ICT – based teacher education should be promoted. Teacher education is directed towards the 21st-century philosophy of freedom as Plato had previously mentioned and it should be for an inclusive purpose.

Conclusion

The above-mentioned analysis on different themes denotes the great importance of teacher education in higher education in the context of the globalization of the 21st century. Globalization has developed the process of internationalization of higher education and teacher education. Regarding this situation, the existing literature states that, “The processes of internationalization and globalization have become salient features of the contemporary world. A new vision of education is required which emphasizes a holistic and interdisciplinary approach in developing knowledge and skills.” Similarly, to meet the need as mentioned by Sidhu, teacher education has to play a major role in developing education.

In addition, education today is governed by technology and digital platforms of Blogs, Facebook, Twitter; Linked In, Wikipedia, and YouTube which has changed the teaching and learning systems. The learners have got access to all kinds of digital sources. So, present teachers do not have to enter the classrooms with simply contents from book, date, and formula but teachers need competency for job markets of students. Regarding teachers'

categories, researchers have focused on teachers' competence and commitment, competent and not committed, forced and by chance, and not by choice. But in the present context, a teacher should be competent, committed, and made by choice and to meet these criteria teacher education is of great importance.

Although Nepalese education policies mention teacher education programs, they should be applied strongly to meet the challenges of present e-governance in education. In contrast, teachers need to build their professional capacity in the context of globalization and job markets. The teachers today must be multidimensional and completely changed due to the use of ICT to meet the challenges of the 21st century. Regarding this situation, Sahoo (2010) has stated, “The emergence of 21st century has come out with social values of globalization, privatization, and networking. Education has been the first target of such values.” Globalization generally denotes a large scale of things and events. In such type of large scale, in education, known as globalization of education, concerns about the reduction of quality and to improve this quality of education teacher education functions as a strong driver of changes towards upward mobility.

In addition, teachers are no longer the main sources of information because there are virtually limitless sources of information. The main matter is how teachers teach to handle modern technologies because students also know to search and use networking engines. In such a situation teachers have to be prepared more competently through the teacher education program. Similarly, a new curriculum for teacher education is needed including the use of modern items of technologies vividly.

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