

FORMAL EDUCATION FOR PERSONAL AND PROFESSIONAL DEVELOPMENT: A CASE STUDY OF B.ED. FEMALE GRADUATES IN POKHARA

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ABSTRACT

The paper aims to prove that formal education acquired at university level has its direct relation with the personal and professional development of an individual. For instance, the female graduates of the study area have shown that they are benefitted in their professional teaching and personal life from the knowledge and skill they had acquired during their formal learning. In order to present it lucidly, the paper has been structured in six parts. The introductory part builds the context and states the research questions. It is followed by historical background, which deals with the development of formal education in Nepal; it also includes discrimination against women in education sector. The third part is theoretical discussion that deals with the impact of formal education in enhancing students' skills and knowledge, problem solving and personality development. The fourth part is about methodology that briefly discusses the methods of data collection and analysis applied for conducting this research and drafting this article. The core part of this article is data analysis in which the collected data have been analyzed and the sixth is the conclusion followed by a list of references.

KEYWORDS: Formal education, personal development, professional development, literacy rate, mobility, decision-making

INTRODUCTION

Education has been considered as one of the most important keys to human development and social change. It is a tool for any individual's empowerment through which one's capability gets enhanced and he or she can develop appropriate skill and knowledge required to live a dignified life. At the same time, it also helps enhance awareness on political, social and economic situation. So, education is a key means to bring changes in life.

Education has multidimensional contributions in the holistic development of an individual's personal as well as professional life. It imparts various knowledge and skills to individual empowering, enabling and contributing to one's growth at various levels. The method of teaching and learning has been differentiated from the past that focused on theoretical knowledge to present in equipping students with practical knowledge and skills. Thus, the horizon of education has widened changes in teaching pedagogy and its objectives as well. Still, it is quite necessary to explore and analyze objectively whether the changing curriculum and teaching pedagogy is appropriate addressing the need of time; and it is equally important to see its practical implications and changes in student's life both at personal or professional level.

In the past, there were few schools during the Rana regime in Nepal. Moreover, public access to such educational institutions was largely denied (Shrestha, 2012, p. 13). As only limited educational institutions were opened with access to Rana family members only; a few people got opportunity to be educated whereas significantly a larger portion of the population was deprived of it. Gradually, there were some improvements in the educational scenario despite the fact that marginalized and disadvantaged people's access to education has been considerably low. Females are also one of the marginalized groups with low educational status. The Government of Nepal has introduced the policy of inclusive education to have every citizen's access to education, which has brought significant improvements in girls' participation in higher education.

Access to education for all sections of the society has been the global concern. Nepal has been trying to fulfill its commitment of the World Summit on 'Education for All' (EFA) that has considered education a fundamental right for all people (Shrestha, 2012, p. 13). Thus, educational attainment may help in getting good opportunity contributing positively in income level, which plays an important role in determining individual's position from household level to societal level. Only through ensuring access to education and inclusive participation may bring positive changes in individual's life in particular and in the society in general. It also equips them with essential skill and knowledge required them. Based on this argument, the article has analyzed the utilization of knowledge and skills as acquired by B.Ed. graduates in their personal and professional life in the Pokhara valley.

Personal development is directly associated with the enhancement of an individual's efficiency, ability and confidence; professional development is closely associated with skills and competency. The present study is focused on female graduates of B.Ed. level from the Faculty of Education at Tribhuvan University who have mainly pursued their career in teaching in Pokhara. Therefore, professional development is concerned with female graduates' profession in teaching. It is worth noting the scenario of Nepali female graduates' situation in finding jobs, making them confident in decision making and making job creators utilizing the knowledge and skills they have acquired from their learning i.e. analyzing the utilization of it in their personal and professional growth.

WOMEN'S PARTICIPATION IN EDUCATION IN NEPAL

Historical Background

It was not only in Nepal that education for public was limited to a certain group of people as it happened before 1960s. For instance, the study of Altbach (2007) explains the global situation of higher education in this way: "In most parts of the world, higher education was limited in size and scope until the 1960s" (p. 4). It was not easy for all Nepali to have access in education in the past. In 1853, the Durbar High School was opened in Kathmandu (Shrestha, 2012, p. 17). This school, however, was opened only for the "Rana" families who were ruling the country at that time. The Rana regime did not encourage educational opportunities for ordinary citizens. Their anti-education attitude curtailed rights of general public in gaining education. During that time, the Ranas had the fear that people would be aware of their dictatorship and raise voice against the Rana regime in case these people were educated. For instance, Chandra Samsher lamented in the inaugural ceremony of Nepal's first public college in 1918 that its opening was the "ultimate death knell to Rana rule itself" (photius.com). His lamentation on the establishment of the first college reveals their anti-educational attitude due to which general people had deprived of education. Finally, after the 104 years of autocratic rule of Ranas, it collapsed in 1951, a number of schools were opened for public

although females' access to education was significantly low. The patriarchal socio-cultural pattern was much responsible in hindering the participation of female in education in Nepal. The present situation is much more improved as compared to the past that has been made possible with the introduction of different educational programmes and policies focusing on disadvantaged and marginalized groups, including women's empowerment though it might take more time to materialize its objectives in full fledge.

Nepal, one of the developing nations, has low literacy rate. UNESCO (2009) defines that adult literacy rate of Nepal is "the percentage of people ages 15 and above who can, with understanding, read and write a short, simple statement on their everyday life" (p. 3). According to national census of Nepal held in 2010/011, 65.9 percent population of Nepal is literate whereas adult literacy rate (15 years and above) is only 56.5 percent. Overall, 60.9 percent of the population aged 6 years and above is literate. A marked gender disparities in literacy rates lies between male and female as 71.6 percent of males aged 6 years and older who are literate as opposed to 44.5 percent of females (p. 84). When population of ages from 6 years to 15 years are excluded, the overall 57 percent of the adult population aged 15 years and over is literate (CBS, 2011, II, p. 80). Thus, women are still less literate than men.

Adult literacy rate has improved over the years since 1995/96. Overall, the proportion of population of 6 years and over that "never attended" school is larger than that "ever attended" but smaller than "currently attending" categories (34, 28 and 38 percent respectively) (CBS, 2011, II, p. 80). With respect to the educational status, females are comparatively more disadvantaged than their male counterparts. For instance, never- attendance rate is 23 percent for the male population compared to 44 percent for females whereas the past-attendance rate is 36 percent for males. This rate is only 22 percent for the female population and current-attendance rates; on the other hand, are 41 percent and 34 percent for males and females respectively. The Government of Nepal has initiated to literate the people who were deprived of attending schools through the Non-Formal Education Centre (NFEC). The "past records of the NFEC, however, portray a dubious picture. The programme never achieved its objectives in the past five years" (Devkota and Bagale, 2014, p 5). This shows that educating for those who could not attend the formal school also did not go very effectively.

It is essential to analyse the problems in the proposed issue before carrying out any research. The present study, as it is necessary to carry out as many female graduates as possible, shows that they have not involved much in professional life; those involved in teaching career are also mainly at lower level than their educational qualification.

Women and Education

Women were further deprived in getting education in the pre-democracy era. According to Vaidya, Manandhar and Joshi, Juddha Shamsheer gave permission to open the first all girls' school in Kathmandu in 1932 where students were trained in embroidery, needle work, weaving, etc. besides simple reading, writing and arithmetic (as cited in Shrestha, 2010, p 1). The first girl to pass the School Leaving Certificate (SLC) examinations was Lekha Rajya Laxmi Rana. Though the Nepal SLC Examination Board was founded in 1934, only in 1948 the first batch of girls passed the SLC (as cited in Shrestha, 2010, p 1). Thus, only after 14 years of founding of SLC, girls could pass that board.

The patriarchal socio-cultural pattern in the Nepali society is largely responsible for the low level of female participation in education as it hirarchises females as subordinate to male. Patriarchy is a power relation in which women has a subordinate status as workers whose

production is exploited and appropriated by men (Majupuria, 2007, p. 68). As observed by Majupuria, socio-cultural values are responsible largely for having not equal participation of women in comparison to men.

In the context of Nepal, regarding the failure of improvement in uplifting the condition of women, Bishwakarma et al (2007) point out that the continued domination of traditional, one-dimensional policy approaches is one of the causes of global failure to improve the conditions of the most disadvantaged groups in developing countries (p. 21). They further observe:

The intersectionality perspective, focusing on the simultaneous operation of gender, racial, class and/or caste inequalities, has been recognized as an important tool for policymakers and scholars committed to addressing inequalities, especially as they are experienced by women. Despite the need to include intersectionality in formulating, implementing, and evaluating development policies, no significant progress has been made in this area. (p. 21)

According to their version, failure of understanding of cross-sectionality and the traditional dimensional policy approach dominated by male is the root cause of failure in uplifting the life of women in Nepal. At the same time, it is necessary to see objectively what other factors are influencing on it and why females are lagging behind in many spheres of life.

Women's presence in public decision-making is a decisive factor and a key indicator that contributes towards the achievement of the United Nations Millennium Development Goals, "to promote gender equality and empower women" (p. 3). But in the Nepali context, equal treatment for both sex is still a far cry. According to United Nations Development Programme (2009), three layers of exclusion continue in Nepal: exclusion because of remoteness leading to low access to schools, exclusion because of caste and ethnicity, and exclusion because of gender. Thus, gender is one of the causes of exclusion despite the fact that the Interim Plan 2064-67 (BS) had set the strategy of ensuring the participation of women in policy making by ensuring the social, economic and political empowerment and active participant of [...] women. This has been continued in the Bases of Three Years Plan 2010-13 as well. It has been accepted in the current periodic plan (NPC, 2016). Thus, it has been the priority of the government; the only thing that is not satisfactory is why the outcomes are always not deliverables.

Global community has paid due attention in ensuring education to girls and women, and the empowerment of women in different global forums. While adopting the policies of Sustainable Development Goal (SDG), two goals have been specifically adopted in this regards: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (p. 4) and "Achieve gender equality and empower all women and girls" (Goal 5; UN, 2014). The Government of Nepal has proceeded to achieve the goals set in the SDGs by formulating policies and plan in this regards (Shrestha, 2016, p. 55). Nepal has adopted formal policies and plan, yet there remains the disparity between men and women in terms of access to education.

The initial investment made on formal education on girls and women has its direct relation in their personal and professional growth as Summers (1992) opines, "educating girls quite possibly yields a higher rate of return than any other investment available in the developing world" (p 5). This reflects the importance of education to female particularly in the developing countries like Nepal. In the context of Nepal, mostly females are found confined in household chores even after completion of higher education because it is strongly related to ideas about the role of women as mothers, wives and family caretakers and men as

bread winners of the family. In addition, it is meaningful to analyze educated females' role in household business utilizing the knowledge and skills they gain from their formal education. Education needs to be provided according to the demand of time so that they can develop their personal and professional life to fit into the competitive labour market nationally and internationally.

THEORETICAL DISCUSSION

The Role of Formal Education

Formal education acquired at university level positively contributes in students' personal and professional life once they enter the job market. The contribution of formal education in enhancing students' skills and knowledge, in problem solving and in personality development can be considered as some of the indicators. Professional development is primarily focused on teachers' professional development. Teacher's professional development does not cover only his or her teaching but also the overall development. Rossner (1992) argues that "teacher development is not just to do with language or even teaching; it's also about language development, counselling skills, assertiveness training, confidence-building, computing, meditation, cultural broadening – almost anything, in fact" (p. 4). Thus, this shows that professional development includes various developments in the teacher that make him/her a dynamic one.

With the conversion of world into a more connected community, one is rewarded in terms of knowledge and skills. Knowledge and skills have become more important in the global era of competition than ever before (Neupane & Sapkota, 2015, p. 22). Many studies on the role of education on paying back to learners have emphasized that the rate of return to education as the importance of education not only in economic and social development

(Psacharopoulos & Patrions, 2004, p. 211-212) but also in many other important "life outcomes other than income" (Oreopounlos & Salvanes, 2011, p 170). The skills imparted through university or other postsecondary study are demanded for the increasingly complex and technologically-based economies of the 21st century. The certification provided through a college or university degree is important in the modern society. University degrees are also seen as important for social mobility (Altbach, 1999, p. 108). Psacharopoulos & Patrions (2004) conclude that "investment in education behaves in a more or less similar manner as investment in physical capital" (p. 118). Thus, it can be concluded that there is positive contribution of formal education in the lives of students once they enter the job market.

Education and Employment in Nepal

Literacy contributes positively in well-being of people. Neupane & Sapkota (2015) believe that "adult literacy rate is another widely used educational indicator that captures the overall level of educational development of a developing country" (p.30). According to Sen (1999), there is a strong correlation between literacy and other determinants of wellbeing such as income, health and women's labour force participation (p. 103). Sen has further argued that illiteracy is a prime feature of capability deprivation and social injustice (p. 103). Other scholars have also stressed on the importance of literacy in human development that is reflected by the central position of adult literacy rate in the Human Development Index of the United Nations and in wider measures of wellbeing (Basu, Maddox & Robinson-Pant, 2009, p. 1). Hence, adult literacy has been widely used in research related to development as they have "high concerns and commitments to increase the literacy level in the light of Education for All (EFA) targets" (Neupane & Sapkota, 2015, p. 31).

At the end of completion of the 13th Periodic Plan, 30 percent of the total population is partially employed whereas 2.3 percent population is unemployed (CBS, 2016, p 17). Labour Force Survey, 2008 shows that most of the youths are employed in agro-business (Pandey, 2012, p. 16). However, the Survey Report does not reveal the precise data of what kind of educated and uneducated youths are employed in agro-business. More than 2 percent of total population having no employment is not good symptom. Every year nearly four hundred and fifty thousand youths enter into the job market (CBS, 2016, p. 17). The Government of Nepal has initiated to increase the number of skilled employees (p. 17). The 14th Periodic Plan of Nepal has set the target to increase the literacy rate of 15-24 years age group up to 95 percent whereas currently the literacy rate of that age group is 88.6 percent (p. 17). Hence, still 11.4 percent youths of the age group of 15-24 years are illiterate. Their illiteracy is ultimately paying for their hardships in lives.

Along with the restoration of democracy in the country in 1990, there was a change in education system as well. As claimed by Altbach (1999) that “mass higher education will affect all countries and academic system” (p. 5), the post1990s seems to have affected the higher education system in Nepal as many of the institutions of higher education were established during and after the 1990s. Paying no due respect to “the call and need to reform the governance of higher education in order to link it effectively to social demands, the traditional patterns of organization and governance continue to influence the institutions” (Sing, 2012, p. 1). Thus, there are sufficient grounds to infer that while adopting educational polices, the need of the youths are likely not to be fully considered.

The report of United Nations Organization (2012) on the youth employment and education reveals that the education and skill they acquired did not make them fit for the job market. The report reveals that young people view many higher educational systems and institutions as inadequately tailored to the actual dynamic and needs of the labour market. The youth perceived formal education curricula as much focused on theoretical knowledge than equipping with practical skills for the labour force. Moreover, they reported the gap in quality between private and public educational institutions. Along with formal education, the youth believe the positive role of non-formal education which can offer them internship and volunteerism opportunities so that they can develop the skill and improve employment prospects. Hence, such learning must be accompanied by internship and voluntarism that offers practical skills and learning to the youth.

Thus, it is seen globally that the formal education at higher school or college alone is not sufficient for the youth to find jobs. In addition, there is a difference between the quality of education provided by the government institutions and the private institutions. At the same time, non-formal education was reported to be more useful than formal education in preparing the youth for job markets. Therefore, it is worth noting the scenario of Nepali female graduates' situation in finding jobs, making them confident in decision making and making job creators utilizing the knowledge and skills they acquire from their learning i.e. the utilization of it in their personal and professional growth.

Education in Personal and Professional Development

Personal development focuses on the personal efficiency and skills such as managing work and home, personal efficiency and ability to connect, build rapport and inspire whereas professional development focuses on the efficiency and technical skills such as subject knowledge, planning/structuring lessons, managing the learning process and transferring knowledge (www.merechats.co.uk, 2007). Many people may have good knowledge and

skills but they can be unsuccessful in their profession if they lack appropriate attitudes. Hatcher opines that “more people fail at or lose their jobs because of personal qualities or inappropriate attitudes than insufficient knowledge or skills” (as cited in Rajbhandari et al, 2009, p.10). Therefore, teachers need to have personal qualities and appropriate attitudes for professional success.

Teaching is not an easy job in which a teacher needs to have multiple roles and responsibility to make the learners provide suitable environment that suits their different level of comprehension as it is influenced by the learner’s culture and values, and beliefs as well. Calderhead & Shorrock (1997) emphasize on teachers’ dynamism for making the teaching learning meaningful and interesting including ‘knowing what’ and ‘knowing when’ teachers also must be competent in ‘knowing why’ and ‘knowing when’ (as cited in Villegas-Reimers Eleonora, n.d., p 8). Thus, the teacher’s role in today’s context is more than just teaching, he or she must be dynamic and ready to bear multiple responsibilities. So, it is essential to see if graduates in Nepal are ready to take up all these multiple responsibilities to grow personally and professionally utilizing the knowledge and skills that they have obtained from their learning.

The academic knowledge and skill acquired brings positive and sustainable changes in enhancing the skills and boosting up the morale of any individuals, making them capable citizens. When one talks about development, generally it is perceived in economic terms and education is regarded as an instrument that would facilitate economic growth. Similarly, female’s freedom and autonomy is largely influenced by education level they possess. Equipping people with socio-cultural, economic and political knowledge enable them to analyze their own identity and situation. Empowerment also acknowledges how important it is for women to increase their power, not in terms of domination rather in terms of self-reliance and internal strength. So, education empowers any individual which will contribute in their personal and professional development.

Methods of Data Collection and Analysis

In this study, both quantitative and qualitative data are analysed. Therefore, both exploratory and descriptive research design are used to explore the perception of female graduates’ utilization of knowledge and skill in their personal and professional development. Inductive and deductive approaches are adopted for analyzing the findings. The population of this study is the female graduates, teaching at different schools in Pokhara, who were graduated from different colleges.

The study has used purposive sampling method that was applied for selection of sample schools and respondents from the recent female graduates teaching at different schools in both community schools and institutional schools in Pokhara. In total, 30 female graduate teachers were taken as the respondents. Out of the total 30 respondents, 16 were from community schools and 14 were from the institutional schools; they come from different social background such as caste and teaching at different levels.

Both primary and secondary data were collected. Still the prime focus was given to primary data as the main source of analysis. For this purpose, questionnaires were developed. These 30 respondents were also interviewed and observed to verify their survey answers as qualitative data besides filling up schedule questionnaire. The response from the respondents was cross checked by interviewing 10 head teachers of the same school as its key informants.

DISCUSSION

Utilization of Knowledge and Skills in Personal Development

Personal development covers various activities for one's own growth as well as others growth in a broader sense. This section tries to analyze the utilization of knowledge and skills by those female graduates in their personal development in terms of individual autonomy, decisive role, and guiding juniors in study, etc.

There goes a saying, "if you teach a man, you teach an individual but if you teach a woman, you teach the whole family". This saying underlines the importance of education to women whose learning is not only useful to an individual but also to the whole family; she can teach her children well and manage her home efficiently.

Table 1: Guiding the Juniors

B.Ed. Learning in Guiding Juniors	Frequency
To large extent	29
To some extent	1
Total	30

Source: Field Study 2012

B.Ed. graduates were found utilising their knowledge and skills in guiding their juniors' study to a large extent. Nearly 98% respondents considered their skills in guiding juniors' study is primarily due to their graduate learning. In addition, they found many courses equipping them with the required knowledge and skills in guiding juniors.

Head teachers could not be precise about their guiding juniors at home, but still from the respondents' version, it seems that the juniors are benefitted much especially from the children of their own in the case of married graduates. Moreover, while guiding the juniors, they reported being equipped with required skills and knowledge particularly by child psychology.

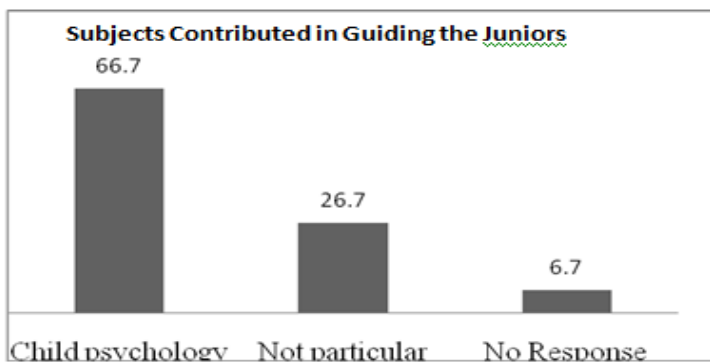


Figure:1

Source: Field Study 2012

Mainly the graduates (60%) found child psychology very much helpful in giving them knowledge and skill required to handle and teach children in suitable way. Nearly 28% opined of not having any particular subject playing influential role whereas some 5% did not want to respond at all.

The head teachers also agreed to a large extent that the same teachers have changed

their teaching technique greatly after graduation focusing more on the child’s level and psychology which could be the influence of their studying child psychology at graduate levels . It is observed during the study that even at school they were focusing much on psychology of children and it is obvious that they do so at home in guiding their juniors.

Role of Graduate Learning in Personality Change

Personality of the the individual may cover his or her overall attitude and characteristic which can be influenced by the learner’s formal education as well. So, the study has tried to see if the personality change after graduation has influenced the learner positively or negatively.

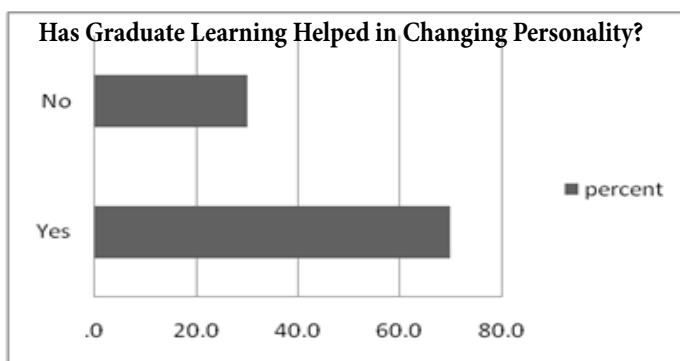


Figure:2

Source: Field Study 2012

Knowledge and skills gained at Bachelor level has contributed positively in their personality change. Nearly 70% of the participants responded it positively whereas remaining 30% did not find any such influence; rather they considered various factors like family environment, friends and so on as the main factors for changing individual personality. However, the influence of B.Ed. learning in rapport building is accepted by everyone in positive ways. Majority of the head teachers reported that they have found positive changes in their female teachers’ personality after graduation to a large extent; formal learning, level of maturity and a sense of responsibility have contributed in such personality changes.

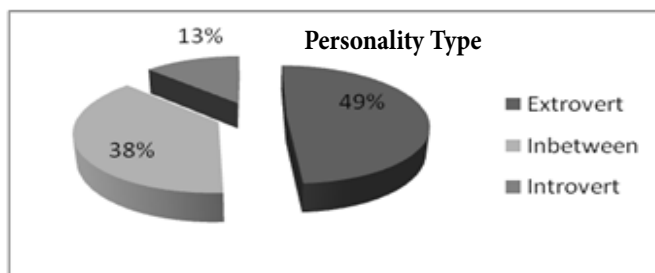


Figure: 3

Source: Field Study 2012

Among the repondents, nearly half of them were found to be extrovert whereas 40 % reported to be introvert and 13% considered themselves as ambivert. Whatever

was the personality type, graduate learning has been found playing a positive role in such personality change. Many head teachers opined that their learning has changed their nature from introvert to extrovert significantly after their graduation.

At the same time, the head teachers observed their maturity by age and experience along with their formal learning contributing in such personality change.

Rapport Building and Gaining Confidence

Rapport building helps an individual to become confident and level of confidence help him or her in rapport building. It is worth analysing the correlation in rapport building and confidence in these female graduates due to their formal education.

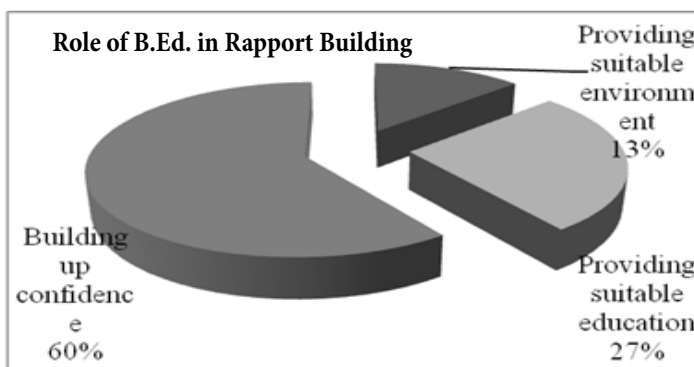


Figure: 4

Source: Field Study 2012

Majority of the respondents found their graduate learning very much helpful in building up confidence (60%) and nearly less than half of it (27%) considered it providing them suitable environment and the least of them (13%) found the course giving them good exposure. Therefore, it is obvious that they are good at rapport building in different ways.

A large number of head teachers considered their female graduate teachers better in rapport building after graduation. It is obvious that people change their attitude and behaviour due to the influence of colleague, environment, learning, etc. In addition, the graduate learning also might have given good exposure and knowledge contributing positively in rapport building.

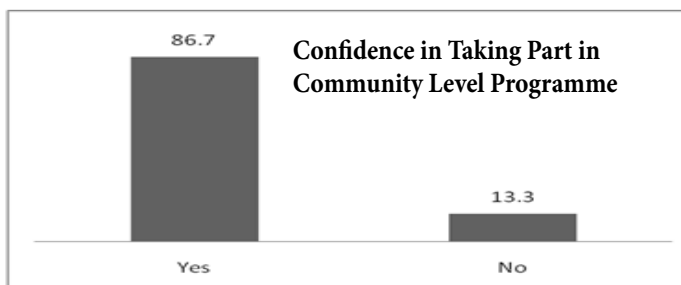


Figure:5

Source: Field Study, 2012

Mostly the respondents reported the positive role of B.Ed. learning in building up confidence so they can take part in any programmes without any hesitation whether it is at local level or community level. However, some 13% reported of their uncomfot level in such programmes even after their graduation whereas nearly 87 % were comfortable taking part in it.

The head teachers agreed that their graduate learning has an important role in developing the comfort level in such programmes to a large extent. Their involvement in different programmes in schools during their teaching practice session and interaction with the teachers and school family can be one of the factors making them confident and comfortable in different programmes, be it school level or other community or national level.

Though they were found much confident after graduation, mainly they were employed in teaching than in other fields; the ratio of employee outnumbered the employer. Nearly 87% reopspndents were observed as employees, so is very hard to find them as job creators.

Utilisation of Knowledge and Skills in Self-Mobility

Self-mobility is about individual’s access and control over one’s own activities and decision to do or not to do the things. In the context of Nepal, it is hard to see good access of female in self-mobility. It is worth analysing the role of their graduate learning in self-mobility.

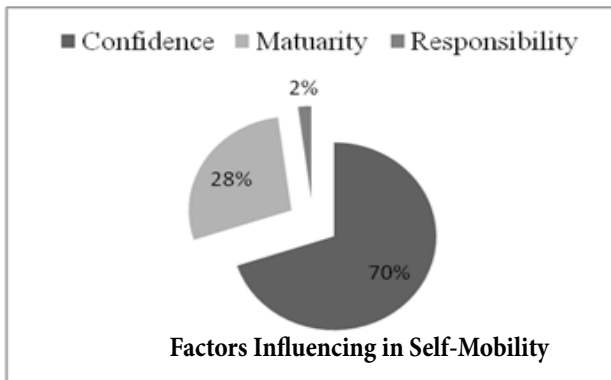


Figure:6

Source: Field Study, 2012

The given figure shows that graduated females gaining more confidence (70%) in their mobility through their learning. Twenty eight percent considered maturity and only two percent reported their responsibility as the imprtancnt factor for their self-mobility. It was found largely influenced by their B.Ed. learning though they opined the role of other factors also significant on it.

Of course learning make them competent, confidence and this ultimately leads towards having control on their own mobility; knowledge and skills gained during the formal learning is considered one of the important facotrs in respondents’ self-mobility by most of the head teachers.

Role of Graduate Learning in Decision Making

Decision making is crucial whether it is related to personal life or professional life. In regards to making decision, female graduates played a decisive role on marriage or choosing career path. The respondents who got marriage before the graduation reported that it played a key role in making decision about the respondents’ marriage. Some of the respondents who

were married before their graduation, parents played a key role in their marriage whereas those who got married during or after graduation reported their own role being pivotal in the marriage than that of their parents.

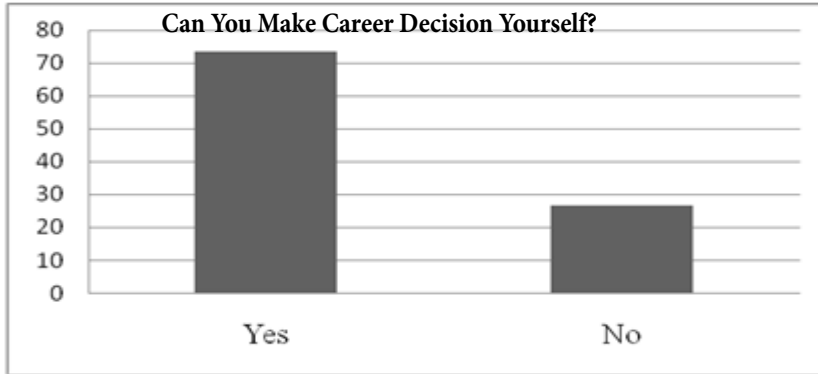


Figure:7

Source: Field Study 2012

Nearly 75% respondents were found making decision on their marriage themselves and about 25 % were found relying on their family decision. One fourth of the respondents had their own role in marriage decision which is strongly linked with their academic attainment. The head teachers opined that the study made the respondents much aware and strong while making decision .

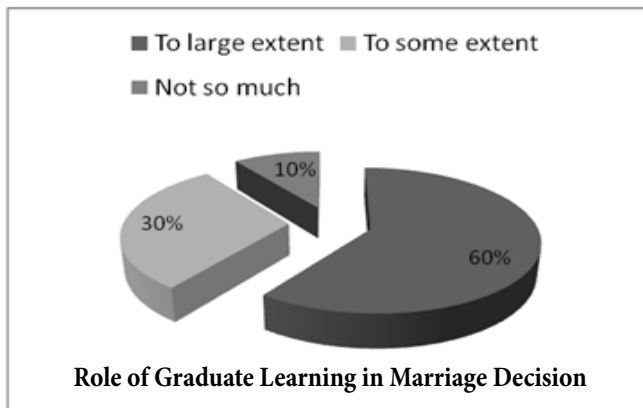


Figure:8

Source: Field Study, 2012

There could be various factors influencing marriage decision. However, B.Ed. graduates reported a positive role of their learning in their marriage by 60% whereas 30% responded its role to some extent and 10% did not see any significant role of it in marriage.

In a nutshell, from the overall data, female graduates' learning is found playing a significant role in their personal development, equipping them with many skills required in personality development, decision making, etc. However, their position as job creators was found nominal.

Utilisation of Knowledge and Skills in Professional Development

There is a huge impact of one’s learning whether it is in academic or in non-academic life. The graduate females’ professional development in particular has been influenced by the knowledge and skill they acquired from formal education.

B.Ed. Learning in Choosing a Career

Graduate females’ confidence is found quite strong whether it is related to their own mobility or choosing a career. They reported that they have chosen their teaching profession as their own interest rather than they interest or decision of other family members; B.Ed. learning is credited largely in bringing them to teaching profession.

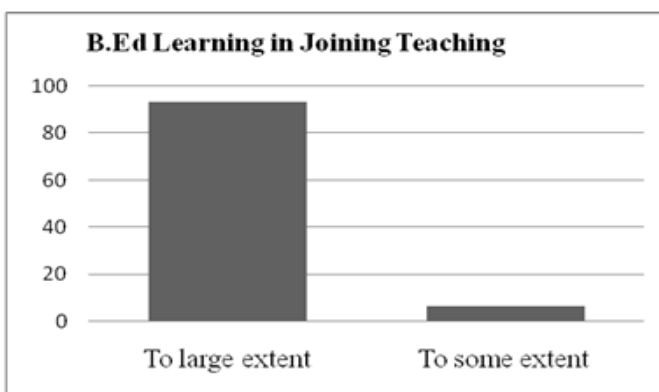


Figure:9

Source: Field Study, 2012

Nearly 94% of the respondents considered the role of their learning as the main reason for choosing teaching profession whereas some 8% considered its role to some extent only. Most of the head teachers also opined the female graduates joining teaching profession is primarily due to their studying at the Faculty of Education under Tribhuvan University.

As the Faculty of Education is mainly to produce caliber manpower in teaching, the B.Ed. graduates’ professional involvement is primarily in teaching. But all B.Ed. graduates were not found joining the faculty due to their own interest, rather they did not see any other options besides joining it. Students who were not really interested joining the Faculty of Education also had to join due to average score and easy admission at the Faculty of Education. Such students were not much successful professionally though such portion of respondents were found marginally low during the study.

Utilisation of Learning in Adopting Aproprate Teaching Approach

Teaching learning is one of the challenging jobs. A teacher needs to adopt an appropriate teaching approach so the learner can grasp the teaching easily; only then the teacher can be considered successful.

Most of the reospondents viewed B.Ed. learning contributing in chosing an appropriate instructional approach. However, some fewer portions of it considered the role of their teaching experiene and the educational environment as more important in choosing the teaching approach than just the threoritcal knowledge they gained during the study.

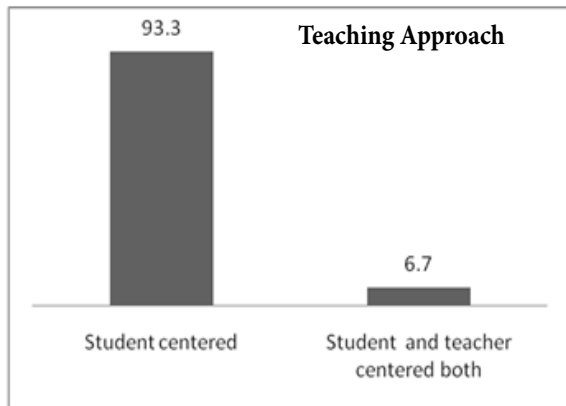


Figure:10

Source: Field Study 2012

Female graduates reported their learning playing a pivotal role in equipping them with an appropriate teaching approach as 93.3% respondents reported as following the student-centered approach and nearly 6.7 % reported as following both student and teacher-centered approach. Some teachers who were graduated from different Faculties than from the Faculty of Educaiton reproted that they were surprised to learn much about the effective teaching methods after graduating from the Faculty of Education though they have been teaching for many years.

The head teachers appreciated graduate teachers adopting student-centered teaching methods much effectively. The theoretical knowledge combined with the practical knowledge during their teaching practice has helped them to follow such teaching approach.

Role of Graduate Learning in Motivating Students

Motivation is required to accomplish any job successfully. It is further important in teaching because students must be motivated and their attention and interest should be drawn towards teaching for a succreffull teaching learning process.

There are various ways of motivating students for better performance. For instance, the B.Ed. graduate teachers were found motivating students providing individual counselling, telling stories, giving example of good friends, etc.

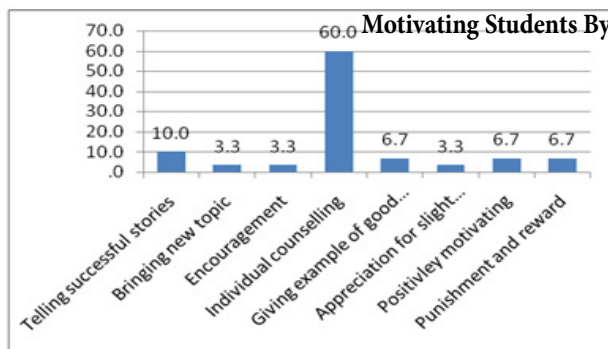


Figure:11

Source: Field Study 2012

Individual counselling was the primarily adopted motivational method by 60% and some 10% teachers were found telling some interesting and inspiring stories. Others were found giving example of their good friends or bringing new topics in the class whereas slightly less percent than that was found even adopting punishment and reward as well as appreciation for even improvements.

The head teachers in most of the schools were found happy with their graduate teachers' ways of motivation, which they considered better in many regards as compared to other teachers. However, fewer head teachers were not ready to accept it as mainly due to the teachers' graduate learning; rather they equally focused on the importance of the experience and environment they get at school for such skills.

Role of B.Ed Learning in Preparing Lesson Plan

Lesson plan is inseparable part of teaching profession. All the respondents agreed that they have gained all the required skills and knowledge in preparing lesson plan from their study at Bachelor level learning and followed different activities to meet the set objectives.

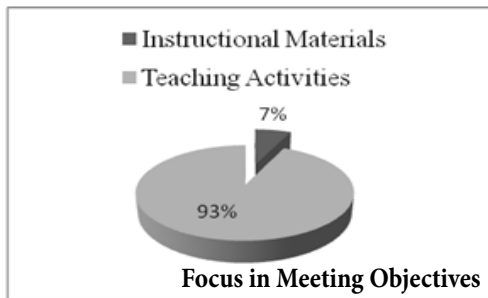


Figure:12

Source: Field Study 2012

Most of the respondents tried to meet objectives of the lesson plan through different teaching activities (93%) whereas and only fewer (7%) tried to choose an appropriate instructional approach.

The head teachers agreed that the lesson plan preparation is better in B.Ed. graduates who try to meet objectives set in the lesson plan prioritising teaching activities. Priority in the teaching activities can help them achieve the objectives making their teaching simpler, easier, and more successful.

Utilisitoin of Graduate Learning in Evaluation

Evaluation is the integral part of teaching learning. Various methods of evaluation are adopted and the most common one is written examination. So, teachers need to set questions in standarized form and the examination of it also needs to go in the same ways. Still great variation can be observed in their questions setting to checking, depending

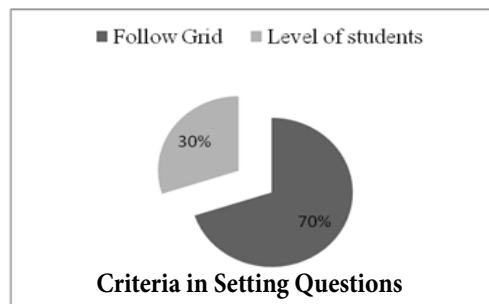


Figure:13

Source: Field Study 2012

on different educational background they belong to.

Teachers were found as following the specification of grid in setting question paper. Seventy percent of the teachers in the research was found following the specification of grid whereas some 30 percent considered students' level while preparing the question papers rather than on other criteria. However, it is reported that the teachers from the B.Ed. background had set clear and balanced questions than teachers from other educational backgrounds

The B.Ed. graduates' teaching practice as well as the theoretical knowledge has helped them in setting the questions, which most of the head teachers admired a lot since it had less flaws.

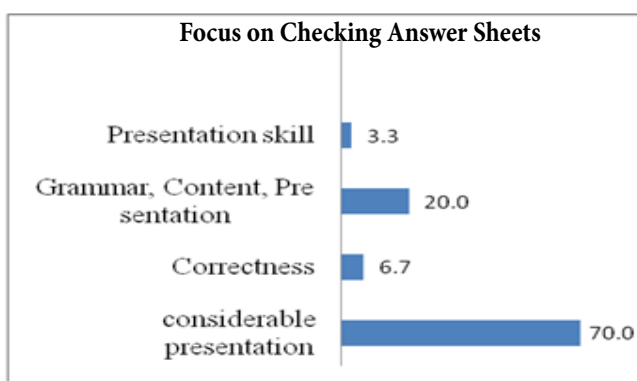


Figure:14

Source: Field Study 2012

The chart shows high priority for considerable presentation in students' answer (70 %) and relatively less (20%) focused on grammar, content and presentation whereas least of them (3.3%) focused on only presentation skills.

The head teachers also reported their observation in the same line in regards to examination of answer sheet. It is obvious that if the question setting is clear and flawless, there will be less problems in the answer sheet evaluation; it is one of the features observed in B.Ed graduates and the credit is given to their formal learning.

Table 2: Role of B.Ed. Learning in Checkng Answer Sheets

Role	Frequency
Positive	28
Not Significant	2
Total	30

Source: Field Study 2012

In response to checking answer sheets, the majority of the respondents considered the role of B.Ed. learning very positive (28 out of 30 respondents or so) whereas fewer (2 out of 30) responded it as insignificant. Such categories considered experience and other trainings playing more important role on it.

The head teachers accepted the important role of B.Ed. learning in their graduate teachers' skills in answer checking as the theoretical knoweldge is practically implemented in their profession.

The Role of Graduate Learning in IT Familiarity

The world has become a global village with the advancement of information and technology in the 21st century. It has made life easier providing access to pool of different information and resources. Similarly, it has helped in teaching learning with huge resource online and introducing new methods of teaching as well.

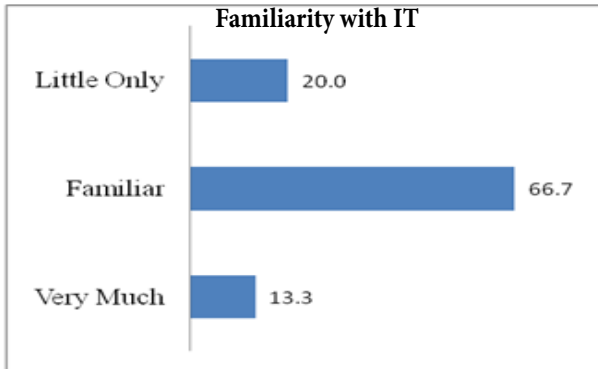


Figure:15

Source: Field Study 2012

More than half of the respondents were familiar with recent information and communication technology (66.7%). Only a few respondents (13.3 %) were found with very good knowledge on it whereas some (20 %) had little familiarity on it. But all of them agreed that their familiarity with IT is not due to the graduate learning rather having IT exposure at home. Therefore, all the respondents strongly suggested the need of recent technological information in the curriculum.

All the head teachers focused on the need of IT related course for graduate students so that they can cope up with the recent technology and apply in teaching as well. Continuous research and updates in the curriculum is one of the most advised parts from all the graduate teachers as well as the head teachers.

Handling Multicultural Environemnt

Students come from different cultural backgrounds. It is a challenging job for a teacher to handle such multicultural environment in balance.

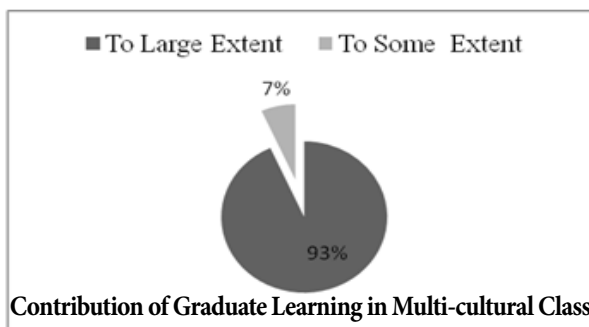


Figure:16

Source: Field Study 2012

The B.Ed. graduate teachers reported not facing much problems handling the multi-cultural environment though some of them reported the problem with multilingual students typically grown up only in their community like Gurung, Magar or even students born and brought up in India from parents with the Indian army backgrounds. The teachers reported their graduate learning largely contributing in handling the environment positively (93%) and only some (7%) reported its contribution to some extent .

Majority of head teachers reported their graduate teachers handling multi-cultural environment comfortably in balance. But slight difficulty was reported in handling such classes in community schools where the medium of instruction is Nepali. It is not easy to handle such a multi-cultural and multi-lingual environment, still the graduate teachers' skills in handling it is appreciated a lot by the head teachers.

Maintaining Good Relationship

Warm relationship is desirable not only in a family but also everywhere. In teaching field too, if a teacher is not able to maintain such warm relationship with students, then the whole teaching learning can be affected negatively: "Maintaining healthy relationship with colleagues and students and leaving other problems at home, is essential. Teachers can focus daily on getting to know students as individual, listening more closely to colleague [...] By establishing personal boundaries and building relationship at school, teachers will have a healthy support system when things get touch" (www/http/suite101.com). Thus, a teacher needs to go in balance maintaining good relationship at work for his or her professional success.

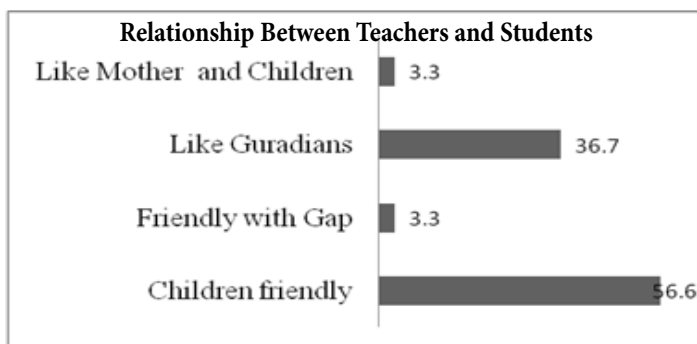


Figure:17

Source: Field Study 2012

The given figure shows that more than half of the respondents considered the relationship between teachers and students, which should be very much children friendly (6.6%) and some (36%) focused on guardians like relationship whereas some other (3.3 %) in each category opined it should be like mother and children as well as in balance of friendly and strict ambience.

In addition, their balanced relationship with love and care to the children was much appreciated by most of the head teachers interviewed. It seems graduate students' theoretical as well as practical knowledge gained during their learning and teaching practice much helpful in maintaining such relationship. Similarly, the teacher cannot ignore good relationship with school administration and colleagues as well.

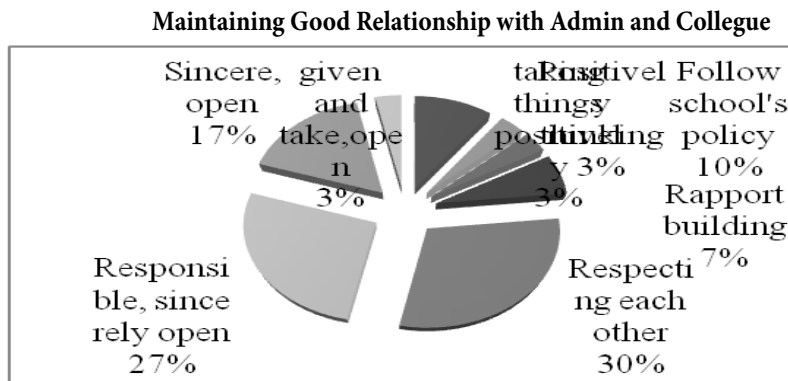


Figure:18

Source: Field Study 2012

Regarding maintaining good relationship with the administration and colleagues, the B.Ed. graduate teachers were considered better than teachers from other Faculties. They maintained good relationship in various ways as being respectful to each other (30%) followed by being responsible and sincere (27%) which is accepted by the head teachers as well.

Familiarity with Education Policy

Besides having those various skills discussed above, teachers need to be familiar with the educational policies of the nation which makes them conversant on it and helps in their professional growth to some extent. However, all the teachers were not found well conversant in educational policy.

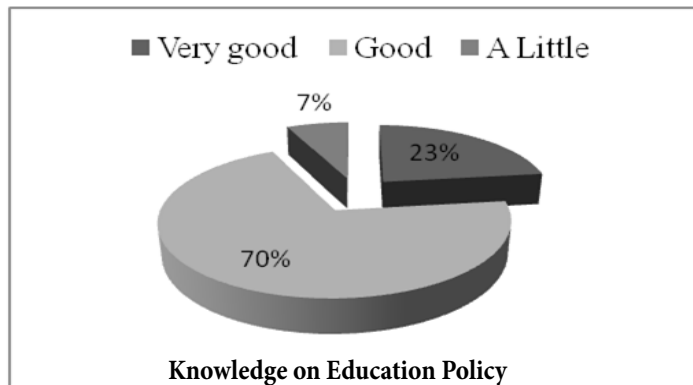


Figure:19

Source: Field Study 2012

Most of the teachers were found having very good knowledge on Nepali education policy (70%) followed by those with good knowledge (23%) and least of them had little knowledge (7%) on it. They partially owe credit to graduate learning for their such knowledge but much more than that they updated it equally from different other sources of media.

The head teachers were not much certain about their graduate teachers' knowledge on educational policy whether they updated from different sources of media or mainly gained from formal education. Whatever is the source of updates, it is essential for teachers to be familiar with educational policy of the country and update regularly which almost all head teachers agreed on.

CONCLUSION

The graduates of B.Ed. level from the Faculty of Education, TU in Pokhara believe that skills and knowledge acquired during their study have played a positive role in their professional and personal development. Their confidence level in handling household matters to taking part in their community level programmes is significantly strengthened. Similarly, it has helped them control their own mobility and make decisions in regards to their personal and professional life. They observed improvement in rapport building skills with students and other stakeholders.

Similarly, such graduates are much prepared in their teaching approach prior to entering in the class as a teacher. Not only in terms of acquiring knowledge and skills that are utilized but also in using the class room material to handling their student in a balanced way. Their knowledge and skills in preparing lesson plan, evaluation is much better than others. From the preparation of question paper to examination of answer sheet, such teachers are found with fewer flaws and it is credited to their graduate level learning to a large extent.

However, these graduates are not found much familiar with the use of ICT in classrooms such as recent information technology and most of them are found even computer illiterate. Therefore, they are not quite happy with the same old curriculum for many years without any research and update. The head teachers also have emphasized on need of updated curriculum as well as the introduction of teaching practicum during their Bachelor level. As both did not find such teaching practicum at the end of the course not much effective although these graduates could gain some knowledge and skills related to teaching. It is found to be formality of completing the course than equipping them with the real practical knowledge required for their professional career ahead in many cases. Because the information gained during the research shows that neither the student teachers (graduate students) are serious in teaching practice nor they get enough time and proper supervision for improving their teaching practicum. Therefore, most of the respondents suggest for having suitable teaching practice environment with proper supervision and continuous feedback. The head teachers also emphasized the teaching practicum for a month as insufficient and suggested to introduce it in the middle of their graduate level study with frequent supervision rather than conducting at the end of the course as formality.

Graduate learning is beneficial for the learners' personal and professional development to a large extent, so they are considered better in teaching. Still, the curriculum is lagging much behind in achieving its objectives and the teaching methods as well. So they are not competitive to other teachers in many other regards. Mainly the recent information technology is to be included in the course. There is a need of frequent researches to see whether the curriculum is successfully addressing the need of the time and equipping them with the required knowledge and skills to meet the challenge in the present world. The curriculum should not instil only job oriented notion rather make the learner competent as job seeker and job creator both, furnishing them with knowledge and skills in personal and professional development

ACKNOWLEDGEMENTS

This paper has been built upon my research on the same topic that was conducted in 2012 in collaboration with the Dean's Office, Faculty of Education, Tribhuvan University, Nepal. I would like to extend my gratefulness to the Dean's Office for the grant. Similarly, I am grateful to all respondents and head teachers for extending sincere cooperation.

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