Policy Review of Teachers' Professional Development Framework 2072: An Anthropological Approach

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Abstract

Using an anthropological approach, this study examines how Teacher Professional Development (TPD) policies are implemented in public schools in Nepal. In so doing, the differences between the goals of the policies and their actual execution have been analyzed. The study focuses on the analysis of how TPD policy is applied at the public high school level. It emphasizes the need for targeted interventions to close the implementation gap between policy objectives and goals, promoting a positive school environment for teachers' professional development. A qualitative research design is used to administer in-depth interviews with four high school teachers. Conversational and thematic analyses are used to draw on the qualitative information. It is found that the teachers have faced obstacles throughout TPD framework implementation. It is also found that institutional constraints, cultural norms, and resource limits have created a gap between policy objectives and on-the-ground realities. The teachers recognize the value of TPD policies in directing professional development and enhancing student learning, despite the challenges. Furthermore, observations from the teachers indicate the need to highlight the vital role that TPD plays in supplying teachers with cutting-edge teaching strategies and encouraging continuous professional development. The study details the value of culturally aware and contextually appropriate TPD tactics in improving student learning outcomes and encouraging teachers to embrace lifelong learning.

Keywords: anthropological approach, implementation gap, lifelong learning, teacher development

Introduction

This article explores the implementers' views on teacher professional development (TPD) training in the schools in Nepal. It also attempts to link with and examine Nepal's National Educational policy in relation to theoretical presumptions and policy implementations in the global context (Khanal, 2022). A critical analysis of the regulations controlling TPD training is crucial in the field of education, especially with regard to improving the quality and effectiveness of teachers. This study explores the complex world of teacher training initiatives, examining the ways in which policy frameworks, cultural values, and social dynamics interact to affect the formulation, execution, and results of teacher professional development projects. The anthropological approach supports seeing how cultural settings, social norms, and educational policies interact in shaping educators' professional development. Therefore, it applies the anthropological lens to reveal subtle insights into the intricacies of teacher training policies, which will help to build more contextually and culturally sensitive professional development strategies for the education sector (Barksdale et al., 2021). The anthropological approach helps to clarify the complex interactions between cultural contexts, societal norms, and educational policies that influence teachers' professional development.

In Nepal, teacher education is a relatively new concept. Formally, providing TPD for teachers started in 1947, when Basic Teacher Training was recognized and implemented. It aimed to develop teachers based the existing educational policy. In 2013 BS, it was converted into the Nepal Teacher Training Centre (NTTC). It was renamed as the Primary Teacher Training Center in 2023 BS on the advice of the All-Round National Education Committee (ARNAC 2018). Consequently, the College of Education was founded in 2013 BS. The institution provided one-year training for Bachelor's degree holders, two years for intermediate graduates, and four years for SLC graduates. Teachers received 180 hours of training under the Basic and Primary Education Project (BPEP), which was started in 2049 BS. This was an increase from the original 150 hours. The National Center for Educational Development (NCED), which was subsequently combined with the Secondary Education Development Center (SEDC) to become the premier organization for educational human resource development under the Ministry of Education (MOE), was recommended for establishment in 2050 BS by the National Education Commission (NEC-2049). Among its duties were programs for in-service teacher training. The Faculty of Education generated +2 level human resources for teaching once the Higher Secondary Education Board (HSEB) was established in 1989.

There is still a noticeable discrepancy between the policy goals and the actual implementation in developing nations like Nepal, where school governance frameworks emphasize community participation. Furthermore, the majority of parents are unable to effectively engage their children in the educational system

due to its inability to adequately serve the different ethnic, cultural, linguistic, and socioeconomic backgrounds of the community. This draws attention to a critical research gap in our understanding of the differences that exist between the theoretical frameworks for community participation and the real-world obstacles and constraints that arise during implementation, especially with regard to inclusive and authentic community members' engagement in educational governance processes (Kshetree, 2021; Khanal, 2022).

Notwithstanding the legal need for universal participation, disparities in access to TPD programs continue to exist throughout Nepal. The unequal allocation of TPD opportunities highlights a critical deficiency in policy implementation, impeding the achievement of fair professional development for educators everywhere. Furthermore, the selection procedure for TPD participation is characterized by bias, as head teachers frequently give preference to those who have similar political beliefs or who can provide daily allowances during training sessions, rather than taking into account merits or actual educational needs (Paudel, 2018). This discriminatory selection exacerbates inequalities and jeopardizes the integrity of the TPD policy by maintaining unequal access to TPD. The difficulty goes beyond problems with access, too, since a lot of teachers find it difficult to incorporate the attitudes, knowledge, and abilities they have acquired from the TPD programs into their daily teaching practices. This suggests a critical gap in the process of converting TPD learning into observable enhancements to teaching strategies and student outcomes. Comprehensive reforms in TPD policy design, implementation, and assessment are necessary in light of these systemic shortcomings in order to promote equal access and optimize the effects of TPD initiatives on educational quality and student learning outcomes across the country.

There is still a big gap between the policy and actual practices, even with the emphasis on teacher professional development (TPD) frameworks, such as TPD Framework 2072, which promotes need-based, decentralized training for all teachers. According to research, there is not much of a difference in classroom instruction and learning results between teachers who participate in TPD and those who don't, even after obtaining training. This mismatch between the goals of policies and their actual application highlights the need for a more thorough comprehension of how teachers perceive TPD training and its effectiveness. Teachers' conceptions of professional development (TPD) training can differ, shaped by their educational views, institutional support, and personal experiences. Although TPD Framework 2072 and other policies seek to unify training methodologies, the realities of educational contexts frequently diverge. Instead of seeing TPD as a valuable chance for professional development, teachers may see it as a bureaucratic duty, which could result in passive engagement resulting in no influence on teaching methods.

Moreover, the inconsistency between policy goals and teacher viewpoints reveals how crucial it is to take teacher agency and contextual elements into account when creating TPD interventions that work. TPD frameworks can better satisfy the different demands of teachers by bridging the gap between policy goals and teacher conceptualizations, which will eventually improve teaching quality and student learning results. This study examines how teachers perceive TPD from an anthropological standpoint, clarifying how societal norms and cultural influences impact their experiences with professional development. Through an examination of teachers' real-world experiences, this study aims to reveal the complex ways in which they perceive and interact with TPD programs in their work settings, highlighting both obstacles and achievements. Additionally, a comprehensive analysis of TPD is needed covering peer collaboration, formal training programs, informal learning experiences, and other elements that support TPD. In conclusion, the goal is to present a thorough grasp of TPD from the viewpoints of its stakeholders, offering insightful information to improve the planning, execution, and effectiveness of professional development initiatives in the educational domain.

The study was conducted to examine the existing policy and its implementation of TPD in practice. To achieve the stated objective, the following research questions were asked: (a) How is the TPD policy implemented in practice at different levels of the education system? (b) How do teachers understand the TPD policy at the local level? and (c) How do these policies have an impact on teacher development?

Method

This study used an anthropological lens to investigate the experiences and viewpoints of high school teachers who have received TPD training. It is carried out within an interpretivist paradigm. The study population comprised high school teachers from a solitary school located within Kirtipur municipality. Four teachers (T1, T2, T3 and T4) were chosen using a purposive sampling technique in order to achieve the objectives of the study. The classes were observed during the course of six days, from 10 a.m. to 4 p.m., and formal and informal discussions were conducted in the data collection process. The data analysis techniques used included document/text analysis, context analysis, field note examination, and verbatim of teachers' reports. Through need-based and goal-oriented development programs, the Teacher Development Framework in Nepal (2072 BS) seeks to improve teacher motivation and competence. It also encourages teachers to take initiative in improving their own competence and behaviors, which will ultimately lead to improved student learning outcomes. A great deal of research, evaluation, and stakeholder engagement was conducted during the development process, including participation from universities, professional associations for teachers, the Ministry of Education, Science and Technology and development partners.

Results

The findings of this study are presented under two broad thernatie headings of policy provision and policy understanding.

Policy Provision

The Teacher Development Framework in Nepal (2072 BS) delineates developmental procedures with the ultimate goal of augmenting teacher proficiency and drive, hence elevating student academic achievements. The framework aims to improve teacher competency and motivation through need-based and outcome-oriented programs, encouraging self-initiative among teachers to spark observable behavioral improvements. The idea that improving teaching methods contribute to students' access to a richer learning environment is at the heart of this framework. It demonstrates a multifaceted approach to teacher development. In order to ensure relevance and efficacy, it first emphasizes how crucial it is to match teacher preparation programs with identified needs and desired objectives. The framework endeavours to maximize the influence of professional development initiatives on teacher performance through programme customization to target particular issues and opportunities for improvement. This focus on personalization is a calculated move to make the most out of the funding allocated to teacher development.

Additionally, the framework highlights the need for teachers to develop intrinsic motivation, emphasizing the role that self-initiative plays in promoting professional development. Through the promotion of an environment that values ongoing enhancement and introspection, the framework, which aims to enable teachers to act as change agents in their own learning environments. It is found that the TPD framework focuses on self-directed learning, is consistent with modern pedagogical approaches that emphasize the value of ownership and autonomy in promoting professional development. The framework also recognizes that instructional procedures play a critical role in determining the learning outcomes of students. Through its emphasis on improving teaching methods, the framework acknowledges the essential connection between student accomplishment and teacher competency. The framework seeks to improve instructional practices through targeted interventions in order to create a more favorable learning environment that supports academic performance.

The framework's description of the development process shows an inclusive and cooperative methodology that involves a wide range of stakeholders, including government agencies, academic institutions, and development partners. The involvement of multiple stakeholders highlights a dedication to collaborative decision-making and guarantees that the framework is influenced by a range of viewpoints and specialties. Moreover, the framework seeks to gain widespread support and ownership from the key stakeholders by incorporating their feedback

through rounds of discussions and reviews, thereby improving its overall efficacy and sustainability. It focuses on improving teacher competency and motivation to promote improvements in student learning outcomes, as highlighted by the textual analysis of the framework. By means of a customized strategy for professional growth, prioritizing intrinsic drive, and fostering a cooperative process for development, the framework aims to stimulate constructive transformations in the educational environment, ultimately promoting educational excellence and fairness.

The textual analysis of the framework reveals that it offers a thorough and organized method for improving teacher competences via a multi-phased developmental process. The framework first emphasizes the value of in-depth research and evaluations, which should include an assessment of successful models and an investigation into the efficacy of current teacher development initiatives. The framework endeavors to integrate a diverse array of viewpoints and proficiency via cooperative involvement, guaranteeing the pertinence and effectiveness of the suggested endeavors. The key features of the framework include centralized coordination for course development and approval, facilitating consistency and quality across training materials. Additionally, the involvement of education training centers (ETCs) in material development and the creation of a central pool of resources enhance flexibility and responsiveness to varying educational contexts. The framework prioritizes enabling teacher educators to select courses tailored to their specific needs and interests, including opportunities for self-learning through online platforms.

The emphasis is placed on the integration of information and communication technology (ICT) tools, reflecting contemporary educational trends and enhancing instructional practices. This policy document outlines a methodological approach to teacher professional development that includes self-initiated learning, school-based networks, and certification training. It is based on a teacher competency framework. A month-long certification course forms the basis and is complemented by refresher courses and modular programs that correspond to needs that have been recognized. In addition, the framework encourages ongoing education through self-initiated projects that may be connected to certification and assessment procedures and enabled by remote modalities. Through workshops, action research, mentoring, and opportunities for experiential learning, school-based networks promote collaboration and knowledge exchange, enhancing professional development within educational communities.

It is also found that the policy document is strong and inclusive with regard to teacher development, defined by stakeholder participation, evidence-based decision-making, and an emphasis on adaptability, relevance, and ongoing improvement. The framework seeks to enable educators to develop their competencies through the utilization of varied resources and approaches. This, in

turn, is expected to lead to better teaching practices and student outcomes throughout the educational landscape.

This policy document lays out specific goals for improving teacher competency, motivation, and instructional techniques. It aims to empower educators and give them a sense of ownership over their PD by customizing programs to meet their requirements. The framework also encourages teachers to take initiative on their own, acknowledging that this is a key factor in bringing about noticeable modifications in their methods. With an emphasis on intrinsic motivation and self-directed learning opportunities, the framework seeks to foster a culture of continual improvement within the teaching profession.

Moreover, the framework emphasizes the mutual dependence of student learning, teacher conduct, and teacher competency, underscoring the comprehensive strategy required to propel significant educational change. The foundation of TPD certification training, outlined in the framework in an organized manner. The foundational tenets of certification training encompass its association with professional advancement and the uniformity of instructional materials and curricula. Both topic-specific and general professional development courses are included in certification training, which is made to be adaptable and sensitive to local needs.

Furthermore, the framework places a strong emphasis on continuous evaluation and introspection during the training procedure. To guarantee that the trainees have a thorough comprehension of the subject matter, the assessment criteria include attendance, compliance, participation, and learning assessment. Organizing experiences that take place in schools gives the trainees opportunities to apply what they have learned in real-world settings, which promotes cooperation between colleagues and school administrators. The framework encourages accountability and reflection by asking trainees to submit proof of their work in the form of reports, images, or videos. This emphasizes the significance of ongoing professional development. It presents an all-encompassing method of teacher development, based on the ideas of individualization, initiative, and ongoing enhancement. The framework seeks to promote a culture of excellence in the teaching profession by addressing the interrelated elements of teacher competency, conduct, and student learning. This will ultimately improve educational quality and equity throughout Nepal.

Policy Understanding

During the interview, the participating teachers shared their perspectives regarding how the policy for TPD is being implemented at different educational levels. They emphasized that even though the TPD policy provides thorough frameworks and instructions, there are frequently obstacles on the way to its actual implementation at the school level. According to them, there is a disconnection

between policy goals and reality on the ground, even with efforts to provide varied training programs and foster cooperation between ETCs and NCED. A number of factors, including institutional limitations, cultural norms in schools, and a lack of resources, might make it difficult to implement TPD efforts successfully. The teachers did, however, also highlight the areas of success where creative thinking, encouraging leadership, and community involvement have allowed for more significant TPD policy implementation. According to them, teachers who have taken part in TPD programs in public schools show a discrepancy between the goals of the program and how it is actually put into practice.

The experience of Teacher (T1) demonstrates a disconnection between the training obtained and its applicability to teaching methods. As he reported, the participant selection was not based on seniority but rather on individual willingness, even though the participant had attended TPD courses twice over a ten-year period. This suggests that the training did not comply with the TPD framework's need-based growth concepts. Furthermore, the scant incorporation of recently obtained pedagogical information into classroom instruction highlights structural issues in the educational setting, where conventional ways of instruction endure because of a lack of institutional support or enforcement for bringing about novel practices.

Teacher (T1) further clarifies the intricate mechanisms at work when converting TPD experiences into significant modifications to instructional strategies. Even if the trainees are exposed to novel pedagogical techniques, their inability to successfully integrate these approaches into regular lessons is a reflection of larger institutional limitations and school-wide cultural norms. The lack of incentives to use TPD findings in conjunction with a dominant culture of lecture-based instruction impedes the transfer of knowledge from the training sessions to the classroom setting. One of the respondents (T1) said:

> Attending TPD sessions and learning new methods is just one part. Implementing them effectively in our teaching is the real challenge. It's not just about us; it's about the whole system. School structure and cultural norms shape how we teach. Even if we want to try new approaches, barriers often stop us. There's little incentive to use the TPD findings, especially when the school culture prefers traditional teaching. It's like there's a gap between training and reality.

This disparity highlights the need for a more concentrated effort to close the gap between the goals of TPD policy and its actual implementation. This effort should include focused interventions to create a school climate that is encouraging for TPD.

Another science teacher (T2) provides a testimony that highlights the critical role that teacher preparation plays in helping educators understand and make

successful use of new pedagogical concepts. He emphasizes the significance of keeping up with cutting-edge teaching strategies and the incorporation of local technology to enhance science teaching and learning experiences because they recognize the dynamic nature of education.

This viewpoint emphasizes the potential for training programs to equip educators with the knowledge and skills needed to improve classroom practices, encourage student engagement, and cultivate an innovative culture within the educational landscape by promoting ongoing PD, particularly in the area of pedagogy.

Moreover, a female teacher (T3) highlighted the wide range of programs available, emphasizing how the curriculum is flexible and adaptable to meet the changing needs of educators. These programs include one month certification training, refresher courses, and need-based modular courses. She also emphasized the value of self-initiated learning via online platforms and other remote learning modalities, which may be easily connected with certification and assessment procedures to support the ongoing PD. The teacher stressed the importance of networking and collaboration within the teaching community, citing teacher networks, action research, workshops, and mentorship as valuable resources. She highlighted the need for uniformity in training courses and materials to ensure quality, as well as the importance of qualified trainers for certification training and career advancement. She discussed the design of certification training, including its tiered approach and modular courses for flexibility.

Moreover, she continued by outlining the structure of the certification program, highlighting its tiered approach and the potential for modular courses to offer flexibility and cater to the needs of various students. The teacher highlighted the collaborative efforts between the Education Training Centers (ETCs) and the National Centre for Education Development (NCED) in developing curricula and training materials. This ensures alignment with local needs and ongoing updates to meet evolving educational requirements. The difference between permanent and temporary teachers is particularly noticeable, with the former having more access to PD opportunities, especially if they have stronger connections to the school administration or are part of the elite. Another teacher (T4) replied, "This ensures an alignment with local the needs and ongoing updates to meet evolving educational requirements". Permanent teachers have greater access to PD opportunities, especially if they have strong connections to school administration or belong to the elite.

The review shows that community involvement in educational decision-making frequently takes the form of tokenism, with representation mostly from a small number of political elites. Current policies do seek to establish places for such involvement. Policies pertaining to TPD have a large influence on how teachers develop because they offer a well-organized framework for ongoing development.

Through a variety of initiatives and training programs, these policies provide educators with guidelines, tools, and chances to improve their knowledge, abilities, and methods of instruction. Through the emphasis on need-based and outcome-oriented approaches, TPD policies empower educators to successfully handle particular difficulties and adjust to the changing educational environments. TPD rules encourage educators to participate in reflective practices, peer mentoring, and continuous PD opportunities by promoting a culture of lifelong learning and professional collaboration. In sum, TPD regulations are essential in enabling educators to improve student learning outcomes, increase their own efficacy as teachers, and advance the system's general advancement.

Discussion

The experience-based opinions foregrounded by participating teachers shows a notable discrepancy between the program's stated objectives and the actual execution. The experiences of the teachers shed light on this mismatch, exposing differences in how training is actually delivered and how the TPD framework emphasizes need-based growth concepts (Dhungana, 2022; Ham, 2022; Khanal & Adhikari, 2020; Neupane & Joshi, 2020). A participating teacher's firsthand experience highlights a significant gap between the program's objectives and its execution. The discrepancy exposes differences in training delivery and the emphasis on need-based growth concepts within the TPD framework. This divergence from the tenets of the TPD framework points to structural difficulties in converting policy goals into practical implementations in the educational system.

Moreover, the teacher pointed out the difficulty of incorporating the recently learned pedagogical information into classroom instruction, drawing attention to more significant structural problems, such as the lack of institutional enforcement or support for introducing novel teaching strategies (Acharya et al., 2023; Bhujel, 2020; Thapaliya, 2023). The teachers' testimonials clarified the difficulties in bridging the gap between the goals of the TPD policy and its actual execution. The experience of the teacher highlights the need for a more concentrated effort to match training programs with the various needs of teachers, guaranteeing that they have the information and abilities required to successfully improve teaching methods (Kubacka & D'Addio, 2020; Sherpa, 2020).

The teachers discussed how they understood TPD policies throughout the interview, emphasizing the policy's importance in guiding PD and teaching strategies. Highlighting the TPD policy as a framework for need-based and outcome-oriented training programs aimed at improving teacher competency, motivation, and instructional quality (Malhotra et al., 2023). They viewed the TPD policy as a chance to learn new pedagogical concepts (Lim et al., 2020), techniques, and methods that they may immediately implement in their classrooms (Mandasari & Wahyudin, 2021). It highlights difficulties in converting the policy goals into practical local practices, pointing to things like scarce resources, conflicting

agendas, and uneven institutional support. Their understanding of the value of the TPD policies in promoting ongoing PD and enhancing teaching and learning results (Chaipidech et al., 2021). Furthermore, the prevalence of lecture-based instruction in spite of exposure to innovative pedagogical approaches emphasizes how crucial it is to establish a welcoming school environment that promotes experimentation and creativity in pedagogy (Dhungana et al., 2021; Sharma, 2023). In order to address these systemic issues, educators need to work together to promote a culture of ongoing PD and innovation. The science teacher's thoughts emphasized the critical role that teacher training plays in promoting the adoption of novel pedagogical ideas and approaches. This viewpoint highlights the transformative potential of technology-enhanced learning programs in improving classroom experiences and fostering student engagement by stressing the significance of keeping up with cutting-edge teaching practices and technologies. The social studies teacher's story serves as further evidence of the TPD programs' multidimensionality, which includes a wide range of training activities designed to satisfy teachers' changing requirements (Rauteda, 2023). These programs, which range from certification training to self-initiated learning and cooperative networking opportunities, provide beneficial channels for PD and knowledge sharing among educators.

The Teacher Development Framework 2072 and the teachers' understanding of policies significantly overlap. This is especially true when it comes to the recognition of the value of PD and how it can improve teaching strategies. In order to support successful implementation, all frameworks acknowledge the necessity of specialized training programs and cooperation among the stakeholders (Galvão et al., 2020; Khanal, 2013), including the National Center for Education Development (NCED) and Education Training Centers (ETCs). Notwithstanding the difficulties in converting the policy objectives into workable solutions at the local level, examples of effective practice show how creative problem-solving, encouraging leadership, and community involvement can help overcome barriers and accomplish the aims of TPD programs (Bourke et al., 2022). This convergence highlights the common goal of raising the caliber of instruction and creating an atmosphere that is favorable for learning for both teachers and students.

The National Centre for Education Development (NCED) and Education Training Centers (ETCs) emphasize uniformity, flexibility, and collaboration when talking about certification training. This finding is consistent with the other studies indicating the need for the uniformity of training centers (Dhungana et al., 2021; Paudel, 2021; Rana et al., 2022). Besides, this shows the significance of making TPD efforts relevant, uniform, and of good quality. The cooperative efforts need to improve the efficacy and impact of TPD programs throughout public schools in Nepal by coordinating training programs and materials with regional needs and continuing education requirements (Bhujel, 2020; Paudel, 2021; Kunwar et al.,

2023). The perspectives offered by these teachers highlight the importance of TPD in equipping teachers with the information, abilities, and assistance they need to succeed in a constantly changing educational environment.

Conclusion and Implication

The teachers' experiences, demonstrate a significant divergence between the policy aims and their actual execution. Some instructors who have taken TPD courses complain that the training they received does not match with need-based growth assumptions of the framework. Inadequate resources and institutional limitations are examples of structural hurdles that make it more difficult to incorporate newly learned material into classroom instruction and prolong the use of conventional teaching strategies. This discrepancy emphasizes the necessity of focused actions to deal with systemic problems and close the gap between idealized policy and actual practice. In the future, efforts to match the TPD programs with the needs of educators and offer sufficient assistance for creative teaching methods will be necessary to ensure successful implementation and foster a dynamic learning environment that enhances teachers' creativity and professional growth.

The findings imply that legislators must close the gap between the objectives of TPD policy and their actual, on-the-ground execution. To encourage efficient TPD procedures at the local level, this may entail offering more tools, a chance for professional growth, and support systems. Additionally, initiatives to encourage teachers to implement novel pedagogical approaches and teaching strategies should be made in order to foster a culture of innovation and experimentation inside schools. Teachers, administrators, and legislators must work together to form collaborative relationships in order to guarantee that the TPD initiatives are in line with the changing requirements of educators and students, which will eventually improve teaching and learning results.

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