

Effectiveness of Head Teacher Training: Developing Leadership in Schools

(This article is prepared by Prof. Dr. Basu Dev Kaffle, Dr. Rojnath Pande and Shaligram Bhusal for NCED)

Abstract

Training on leadership development of head teachers has been put into an integrated form to make the training more relevant and effective. As this integrated training is in practice for more than three years, it is now time to have appropriate feedback through an evaluative study like the present one. This study therefore seeks to assess the relevance and effectiveness of the integrated form of Head teacher leadership development training in terms of the change to be brought in school management and leadership so as to establish school as a learning institution. The research has also indicated that two modes have been used to deliver the knowledge and skills of Head teachers in relation to school leadership and management. The training is affected by both contributing as well as hindering factors, so responsible authorities should enhance the presence of contributing factors and minimize the occurrence of hindering factors to strengthen the effectiveness of ILDT. Nevertheless, knowledge and skills related to teacher management, SIP formation, preparing operational calendar, pedagogical intervention, monitoring, evaluation and mentoring, financial resource management, which are obtained from the training, are transferred into the work place. Despite having such positive impacts, there are some gray areas that need to be fulfilled to maximize the effectiveness of the training.

Introduction

The study of effectiveness of Head teacher's Integrated Leadership Development Training is an effort to answer questions raised by the School Sector Reform Plan in relation to effective school management. Head-teacher's training is expected to germinate the leadership potentials of the head teachers and help them release their capacity to have good governance of school for quality education. It is expected that effective training of the head teacher can contribute to transform a school into a well functioning social institution. Training on leadership development of head teachers has been put into an integrated form to make the training more relevant and effective. As this integrated training is in practice for more than three years, it is now time to have appropriate feedback through an evaluative study like the present one. This study therefore seeks to assess the relevance and effectiveness of the integrated form of Head teacher leadership development training in terms of the change to be brought in school management and leadership so as to establish school as a learning institution.

Objectives

This study was carried out mainly to assess the effectiveness of Head teacher training program with reference to the development of integrated school leadership in order to outline its contribution to different aspects of quality education at the school level. The specific objectives of the study were:

1. To review the head teacher training policy and program in the light of the current integrated leadership development training for the head teachers.
2. To assess the expected and performed roles of head teachers in relation to the training received.
3. To identify contributing and hindering factors of effectiveness of head teacher training.
4. To evaluate the effectiveness of head teacher training program in terms of coverage, adequacy and appropriateness of the contents, delivery of the training, improved school environment and transfer of training in school leadership and management.

२२२

DISTANCE EDUCATION, 2015

- To recommend practical measures to maximize the effectiveness of head teacher training on school leadership.

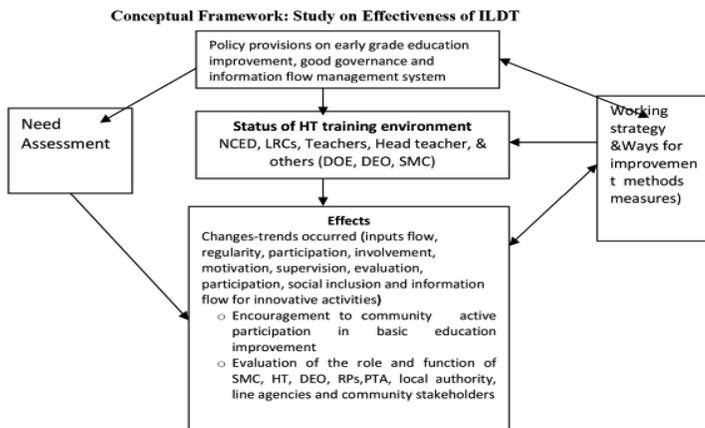
Literature Review

School leadership development in Nepal has followed the course along with the development of education. This study has conducted review of school leadership in global perspective, review of different policies and empirical reviews. This study has made an attempt to review the available literature in the contexts of the development of School leadership across the national and regional situations.

Conceptual Framework

The study has adopted the following conceptual framework based on the review of innovative practices and ways out based on the cross-cutting edge, process and input of integrated leadership development in order to enhance the quality of education. The framework covers various aspects of the study for providing innovative strategic modality for the development of school level professional leadership.

Conceptual Framework: Study on Effectiveness of ILDT



Methodology

Eight research questions were formulated, considering the above objectives, to represent different focal areas of the Integrated Head teacher training program. To answer these questions, the study used the mixed-method research design combining both quantitative and qualitative aspects of research for analyzing the information collated from different sources.

Research Design

The basic focus of this study was to make an inquiry into the Study on Effectiveness of Head Teacher Training. This study was based on entirely qualitative methods for collecting and analyzing the data. Qualitative research is used to gain insight into people's attitudes, behaviors, value systems, concern motivations, aspirations, culture or lifestyles. Qualitative data were collated simultaneously by considering the objectives of the study. Research team has also used direct narrations or quotations of the respondents to draw the essence of reality regarding head teacher training with the help of qualitative data. The three most common qualitative methods are participant observation, in-depth interviews, and focus group discussions. As mentioned before, sample districts, ETCs/LRCs, head teachers, SMC and PTA members, District Education Officers, and training package designers as well as policy and program related to head

teacher training were taken as the prominent units of analysis.

Sampling

Four districts namely, Morang, Kathmandu, Kaski and Dadeldhura, representing four developmental regions, excluding the mid-western, were selected by using convenience sampling method in consultation with the technical committee of NCED. In addition, two schools each, both well performing and moderate performing, were chosen from each district along with all the head teachers of these schools. Three Educational Training Centres and one Leading Resource Centre were also chosen from four developmental regions to observe the delivery of the Head teacher training in the training centres followed by their interview. Along with these, sixteen SMC and PTA members were selected in equal number representing all sample schools. Four district education officers, one each from four sample districts, were chosen by using purposive sampling method. Finally, a thematic group discussion was held with the head teacher training package developers/experts and other policy level officials at the central level for their feed back to the integrated training package.

Considering the nature of the sample of the study, clear information was gathered through the review of related documents, training centre observation form, interview protocol, school environment checking scale, and thematic group discussion guidelines.

An orientation program was conducted to the field team members to clarify data collection process by providing them clear cut guidelines to be followed to administer the tools in the field. Intensive data were gathered by considering the purpose of the study, and a central level workshop was organized by inviting persons directly related to head teacher leadership training after the field visit for their input to the research. In addition, both qualitative and quantitative techniques were used to analyze the information collated from different sources. The quantitative data were analyzed with the help of simple statistics such as charts, figures and diagrams. Qualitative data were analyzed by using the thematic approach of analysis and stating narrations of the informants.

Summary of Findings

Head teacher training program has contributed to prepare school leaders indicating that trained Head teachers are associated with school success by cultivating shared vision and practices, leading instructional improvement, developing organizational capacity, and managing change. The head teachers who participated in the preparation and professional development programs were better prepared, holding more positive attitudes, and engaging in more effective practices compared to their untrained peers. The trained Head teachers felt prepared to create a collaborative learning organization, plan professional development, use and mobilize available resources, use data to monitor school progress, engage staff in decision making, lead change efforts, engage in planning for improvement, redesign their schools to enhance teaching and learning, and engage in continuous learning. The ILDT trained HTs attributed their confidence and preparedness to their experiences and were more likely to discharge their duties being prepared than those who were not trained. Furthermore, the trained Head teachers would hold positive beliefs and feel strongly committed to the school leadership. They were more likely to plan to stay in their jobs, despite the fact that their schools served more low - income students and experienced more challenges. They also reported spending more time on instructionally focused activities that are associated with stronger school performance, including tasks like building a professional learning community among staff, evaluating and providing feedback to teachers, and using data to monitor school progress. It is worth noting that the effects were more pronounced for those who had experienced more training programs and learning opportunities.

The ILDT study found that three features characterized NECDs' efforts to institutionalize Ht training initiative:

1. A learning continuum operating systematically from leadership preparation through induction and throughout the career, involving qualified HTs in mentoring others;

2. Leadership development grounded in practice , including analyses of classroom practice, supervision, and professional development using on- the-job observations connected to readings and discussions and organized around a model of leadership; and
3. Collegial learning networks, such as head teachers’ networks, study groups, and mentoring or peer coaching, that offer communities of practice and sources of ongoing support for problem solving.

The HTs participated much more frequently in professional development activities as peer observations and visits to other schools, participation in head teachers’ networks and conferences, and participation in professional development activities with teachers. Nearly all the community schools in sampled districts engaged HTs in guided walkthroughs of schools to look at particular practices in classrooms and consider how to evaluate and improve learning and teaching.

At the local level, study found that some districts had developed working guidelines to support recruitment of prospective HTs and provide strong internship placements. All four of the sampled districts had developed pathways into preparation for candidates they identified as worth recruiting into the headship. Most of the schools studied had begun to create some infrastructure for ongoing professional development for student friendly environment by supporting HTs to develop professional development on an ongoing basis. Despite these examples of promising practices, no sampled districts had yet assembled all the elements of a high quality, financially stable system for recruiting, preparing, and supporting the development of school leaders. Furthermore, based on national policy, relatively few schools across the country have regular opportunities for the kinds of support they find most useful to improving their practice, such as mentoring, peer observations, and to share meaningful leadership practices.

The ILDT has contributed to some aspects of school leadership development of the head teacher as reflected through:

1. Motivating school teachers and staffs toward the goals of the school.
2. Reducing conflicts among staffs, teachers, community members, SMC and PTA members
3. Decision making under common consciousness
4. Establishment of VDC examination committee
5. Contributing to formation Village Educational Plan
6. Introducing democratic and participatory teaching style in the schools
7. Ensuring regularity of teachers
8. Time management
9. Formation of house and child club
10. Provision of subject teacher
11. Extra class for weak students
12. Formation of ECA in charge and examination committee
13. Subject wise teacher meeting
14. Weekly meeting of teachers
15. Circulation of meeting agendas, and meeting schedule
16. Formation of subject wise departments
17. Organization of teachers professional development programs
18. Use of email and internet facility
19. Adequate provision of teacher guide , teacher manual and reference books
20. Management of accessible library to all students
21. Applying concept of Leader and Feeder schools
22. Arrangement of daily, weekly and monthly magazine/ reading materials

Major Key Findings

The key findings of the study are summarily stated as follows:

Policy Provision and Practice

Findings of the study reveal that teacher development policy guideline has made provision of selecting head teacher as an academic administrative person under contractual basis but only 25% head teachers were working under contractual basis with the rest working on permanent basis with the expected qualification.

The policy has clearly stated that any teacher claiming for Headship should submit SDP to be selected as a head teacher but in practice none of the sample head teachers had submitted SDP to take the headship of the school. Similarly, potential senior teachers are expected to take management and leadership training to work as head teacher of a school but it was found that only 50% Head teachers had taken the training before holding the headship of the school.

All the Head teachers were found qualified as per the policy provision since 25% of them had bachelor's degree and 75% had masters' level qualification.

Policy has indicated that teachers should have management and leadership training to be a head teacher of a school but it was found that only 50% Head-teachers had taken the training before holding the headship of the school.

Most of the head teachers benefited from the ILDT training in terms of developing managerial capabilities such as preparing SDP, setting vision and mission of the school plan, formation of SMC/PTA, preparing operational calendar, coordinating with local agencies for the betterment of school, conduction of SMC/PTA meetings.

The ILDT training had contributed to a great extent to develop leadership skills of head teachers such as motivating teachers, managing conflict at school, applying participatory approach for decision making, allocating available resources, ensuring teachers' regularity.

The ILDT training was found effective, to a moderate extent, to develop school as a learning institution since the Head teachers had formed subject wise departments, started to use e-mail and internet for academic purpose, conducted frequent discussion on academic problem and made available reference as well as other reading materials.

Face to face mode of the training was found more effective and useful in comparison to the project based mode. However, the duration of face to face mode was found to be short to deliver the intended training contents.

Availability of both face to face and project based modes, preparing SDP, contents related to leadership and management skills, participatory delivery techniques, evaluation and feedback system were taken as the contributing factors to enhance the effectiveness of the Head teacher training.

Limited time for face to face mode of training, unavailability of technical support during the project based mode of training, irregularity of the participants, limited number of project works, inadequately prepared trainers, and limited resource in ETCs/LRCs were the hindering factors to minimize the effectiveness of the training. However, the coverage and adequacy of the training content was found good as the content had helped to address areas related to leadership, planning, administration, management and resource mobilization skills of the head teacher.

Effectiveness of Integrated Leadership Development Training

ILDT was found effective to head teachers of both levels because both levels of head teachers are expected

२२६

DISTANCE EDUCATION, 2015

to play more or less similar administrative roles, and the school level demands trained head teachers for both the primary and secondary levels. In this regard, primary level Head teachers, for instance, would benefit from secondary level Head teacher training by learning something new from the upper level administration and the secondary level Head teachers would get a chance to get a feel of lower level administration if the training has the common contents.

Roster trainers were found more efficient than the trainers developed through TOT. As a result, the trainings provided by trainers produced from TOT were seen to be less effective for delivering the training contents as compared to their counterparts-roster trainers.

Some contradictions were observed between ETCs/LRCs and DEOs in terms of their monitoring role for the training. DEO officials emphasized that ETCs/LRCs should monitor the effectiveness of the training since they provide training to the Head teachers but most of the ETCs/LRCs representatives reported that DEO should play this monitoring role because the training is conducted under its control.

Face to face mode of the training was found more effective and useful in comparison to the project based mode due to the lack of frequent monitoring and technical support during the project based mode to the Head teachers. However, the duration of face to face mode was found slightly short to deliver the training contents. The evaluation system of the training was found very effective, though.

Contributing and Hindering Factors of Training

Availability of face to face as well as project based modes, preparing SDP, contents related to leadership and management skills, participatory delivery techniques used by the trainers, competitive feelings, regular evaluation and feedback system were taken as contributing factors to enhance effectiveness of the training.

Limited time of face to face mode, unavailability of technical support in the project based mode, irregularity of participants, limited number of project works, incompetent trainers, and limited resource in ETCs/LRCs were found as the hindering factors that minimized the effectiveness of training.

Coverage and Adequacy of Training Content

The coverage of the content was found satisfactory to the extent that the prescribed content has adequately included areas of school management as leadership, planning, administration, management and resource mobilization knowledge and skills of Head teacher. However, contents related to ICT and current educational practices were not adequately covered indicating addition of contents in these areas for further betterment of the training package.

Adequacy of contents in areas related to life skills, financial management and leadership development is distinctly noticed from their breadth point of view rather than from their depth point of view. Depth of content in these areas is therefore a priority.

Content Delivery Process

Four stages were used to deliver training contents where delivery process begins with preparation of SDP, conducting training session, carrying out project (preparing individual action plan- IAP) and finally ending with an interaction of Individual Action Plan.

Knowledge and skills, delivered from different modes in the training, were transferred in some core area of school management such as teacher management, SIP formulation, preparation of operational calendar, pedagogical intervention, monitoring, evaluation and mentoring, financial resource management, formation and mobilization of SMC/PTA, collaboration with local level stakeholders, and social auditing.

Conclusion

The world is rapidly changing owing to the impact of science and technology. With the change of time,

there are tremendous changes in the arena of knowledge, teaching and learning process, leadership and management of an institution, and the like. Due to these facts, the knowledge and skills learned once are not useful and valid for all the time. In this regard, training is considered as a stepping-stone to make human resources up to date in rapidly changing arena of knowledge. Considering these things, NCED has introduced Integrated Leadership Development Training for five years to the public school Head teachers to establish school as a learning institution by developing leadership and management skills in them. The research has revealed that there is consistency between Head teachers training policy and practice except some contradictions in terms of recruiting Head teachers especially in the area of their job tenure and preparing SDP. The trained Head teachers performed their expected role to a greater extent as intended by the training program. Almost all the contents subsumed within the training package are appropriate in terms of coverage and adequacy. However, some contents – ICT education, current trends in education for examples – need to be encompassed within the package to enhance training’s adequacy and efficiency. The research has also indicated that two modes have been used to deliver the knowledge and skills of Head teachers in relation to school leadership and management. Though, face to face mode is more effective in the comparison of project based mode because participants receive opportunities to share their ideas among others and learn something new through interaction with their peers. Number of project work therefore should be increased within project based mode to enhance its effectiveness. The training is affected by both contributing as well as hindering factors, so responsible authorities should enhance the presence of contributing factors and minimize the occurrence of hindering factors to strengthen the effectiveness of ILDT. Nevertheless, knowledge and skills related to teacher management, SIP formation, preparing operational calendar, pedagogical intervention, monitoring, evaluation and mentoring, financial resource management, which are obtained from the training, are transferred into the work place. Despite having such positive impacts, there are some gray areas that need to be fulfilled to maximize the effectiveness of the training.

Recommendations

The following measures are recommended to address the effectiveness of head teacher training in terms of ILDT. These recommendations are stated in terms of action to be undertaken by the different stakeholders.

- 1 Policy provisions (preparing SDP, requirement of HT training, permanency) need to be improved on practical basis or implemented effectively in relation to head teacher’s recruitment;
- 2 Sufficient orientation need to be made before launching any changes in training package. Training delivery was, to some extent, conducted in segregation neglecting policy provisions. It is therefore recommended to provide training in integrated form;
- 3 Clear guidelines should be given in terms of monitoring role of authorized agencies. For example, monitoring role should be played by either DEO or NCED in terms of ILDT;
- 4 Trainers should be selected from the rosters rather than on TOT basis;
- 5 Contents related to ICT, motivation, current educational practices, learning organization should be incorporated and strengthened while redesigning the training package;
- 6 In depth knowledge should be provided in the area of life skills, financial management and leadership development in terms of practicability while delivering the training;
- 7 Time of the face to face mode should be extended to deliver all of the prescribed contents effectively and roster trainers should be made available to conduct this mode efficiently;
- 8 Number of field works should be increased in project based mode. Along with this, technical support should be provided to the trainees and continuous monitoring should be made to enhance the effectiveness of the project based mode of the training.
- 9 Irregularity of trainees, ill- prepared trainers and limited resources in ETCs/LRCs were found as hindering factors to the training. Therefore, regularity of the participants should be ensured, roster trainers should be made available instead of trainers from TOT and training centers should be made resourceful to enhance the effectiveness of the training.
- 10 The contents related to ICT use and current educational practices need to be added to the Head

teacher training program to ensure the effectiveness of the ILTD program.

- 11 Policy of head teacher selection and the training designed to provide them need to be implemented effectively to meet the predetermined objectives of Integrated Leadership Development Training.
- 12 Technical competencies and academic qualification of the roster trainers should be updated to conduct head teacher training in an effective and expected manner, as ILDT is conducted with the involvement of the roster trainers.
- 13 The duration of face to face mode of training should be increased by incorporating a number of project works especially within the project-based mode of delivery followed by regular monitoring to provide technical support to the head teachers for completing the assigned project works efficiently and successfully.
- 14 It should be made clear that the head teacher training program would either be linked with an effective monitoring and evaluation unit under DEO or be associated with monitoring unit organized under the training centers or their central office, NCED.

Reference

- ADB (1986). Nepal: Education Sector Study. Manila: Education Division, Infrastructure Department, Asian Development Bank.*
- ADB (1991). Appraisal of the Primary Education Development in Nepal. Manila: Asian Development Bank*
- ICS Education Campus (2002). A follow up study of teacher training program (A study sponsored by NCED), Kathmandu: ICS Education campus*
- IEES (1988). (Nepal: Education and Human Resource Sector Assessment). Tallahassee,*
- Master Plan Team (1991). The Basic and Primary Education Master Plan 1991-2001. Kathmandu: Ministry of Education and Culture*
- METCON (2002). Effectiveness of primary school head teachers training (A study sponsored by NCED), Kathmandu: METCON*
- MOE (1971). Rastriya Sikcha Paddhati 2028-2032 Samma ko Yojana (National Education System Plan 1971-76). His Majesty's Government, Ministry of Education, Kathmandu.*
- MOES. (2008). School Sector Reform :Core Document. Kathmandu: Government of Nepal, Ministry of education and sports*
- Mohanty J. (2003): Teacher Education: New Delhi: Deep and Deep Publication.*
- Murnane, R.J. & Phillips, B.R. (1981). Learning By Doing, Vintage, and Selection: Three Pieces of the Puzzle Relating Teaching Experience and Teaching Performance,” Economics of Education Review, 1 (4), pp. 453-465,*
- NCED (2006). Effectiveness study of primary teacher training in Nepal, Sanothimi, Bhaktapur: NCED/MOES*
- NEC (1992). Report of the National Education Commission, Kathmandu: NEC*
- Nepal (Sponsored by DOE), Kathmandu: Fulbright Consultancy Hanushek, E.A., Kain, J.F., and Rivkin, S.G., “Teachers, Schools, and Academic Achievement,” (NBER Working Paper No. w6691), National Bureau of Economic Research, 1998, August. NORAD), Kathmandu: CERID/TU*
- Ornstein, A. C. and Hunkins, F. P. (2004). Curriculum: foundations, principles and issues (4th edition). New York: Pearson Education, Inc.*
- PEDP-TA (1993). An evaluation of primary teacher training initiatives during 1980s (Report no 2), Kathmandu: PEDP/MOEC*
- Shrestha, Kedar N (2006). Rapid assessment of in-service primary teacher training organized by NCED, Sanothimi, Bhaktapur: TEP/NCED*

**‘शिक्षक शिक्षा, २०७२’ को विकास कार्यमा विभिन्न क्षेत्रमा सहयोग पुऱ्याउनुहुने महानुभावहरू
संयोजक : शालिकराम भुसाल**

१. सहजीकरण		२. मूल्याङ्कन तथा पुनरवलोकन क्रमशः		
<p>खगराज बराल देवकुमारी गुरागाईं देविना प्रधानाङ्ग डा. हरिप्रसाद लम्साल डा. तुलसीप्रसाद थपलिया इमनारायण श्रेष्ठ बैकुण्ठप्रसाद अर्याल प्रा. डा. वासुदेव काफ्ले प्रा. डा. रामनाथ ओझा प्रा. डा. भूपेन्द्रबहादुर हाडा प्रा. डा. चिदानन्द पण्डित डा. बालचन्द्र लुईटेल डा. लालमणि पाण्डे डा. रोजनाथ पाण्डे मुक्तिसिं ठकुरी जयप्रसाद लम्साल गोविन्दप्रसाद अर्याल पुण्यप्रसाद घिमिरे दिनेश खनाल यामनारायण घिमिरे दत्तात्रय दाहाल बोधकुमार खनाल सीता रेग्मी दीपेन्द्र सुवेदी गिरेन्द्रप्रसाद पोखरेल दिपेन्द्रकुमार भ्ना रेणुका पाण्डे भुसाल</p>	<p>शालिकराम भुसाल प्रमिला बखती माधवप्रसाद दाहाल यशोदा दाहाल हरिप्रसाद निरौला नवीनकुमार खड्का सुनिता बराल निशा ओली रेणुका अधिकारी सुदर्शन पौडेल अमृतबहादुर राई नवराज निरौला नारायणप्रसाद भट्टराई शङ्कर अधिकारी परशुराम तिवारी सुमन बज्राचार्य नरेन्द्रप्रसाद अवस्थी सुरेन्द्र विष्ट प्रभा पन्थी उमा बृढाथोकी सरस्वती भट्टराई विनिता अधिकारी शौरव श्रेष्ठ सम्पूर्ण लेखकहरू</p>	<p>खगराज बराल देविना प्रधानाङ्ग डा. हरिप्रसाद लम्साल डा. तुलसीप्रसाद थपलिया इमनारायण श्रेष्ठ सिताराम कोइराला रुद्रप्रसाद कोइराला शङ्कर अधिकारी नवीनकुमार खड्का अमृतबहादुर राई उत्तरकुमार पराजुली ताराबहादुर थापा डम्बरध्वज आडुदम्ब्रे हरिप्रसाद निरौला केदारप्रसाद आचार्य बेदराज आचार्य देवीराम आचार्य राजमुकुट भुसाल यादव अधिकारी नारद धमला दिनानाथ गौतम चन्द्रकान्त भुसाल हरिहर तिमिल्सिना द्वारिका उप्रेती अजन्ता मिश्र केदारप्रसाद आचार्य शोभाकर न्यौपाने कपिल रिसाल मनोज कुँवर देवकी श्रेष्ठ दीपेन्द्रकुमार भ्ना माधव अधिकारी शालिकराम भुसाल त्रिभुवन खनाल खिलनाथ धमला</p>	<p>प्रा. डा. वासुदेव काफ्ले प्रा. डा. रामनाथ ओझा प्रा.डा. प्रेमनारायण अर्याल प्रा. डा. भूपेन्द्रबहादुर हाडा प्रा. डा.चिदानन्द पण्डित प्रा. दिनेशराज पन्त प्रा. डा. टड्कनाथ शर्मा प्रा.डा. बेणीमाधव ढकाल प्रा. डा. हृदयरत्न बज्राचार्य प्रा. डा. किशोर श्रेष्ठ डा. रामश्वरूप सिन्हा डा. अग्नि काफ्ले डा. चिन्तामणि योगी डा. बालचन्द्र लुईटेल डा. विष्णु कार्की डा. मुकुन्दमणि खनाल डा. मिनबहादुर बानियाँ डा. लालमणि पाण्डेय डा. नारायणप्रसाद वेल्वासे डा. लेखनाथ पौडेल डा. संगम खाइजू डा. मिन बानिया डा. बाबुराम ढुङ्गाना डा. ज्ञानेन्द्रबहादुर कार्की डा. शान्ता लक्ष्मी आचार्य डा. राजेशकुमार श्रेष्ठ डा.विष्णुप्रसाद दाहाल डा. गंगा पाठक नारद पौडेल नगेन्द्र रेग्मी माधव अर्याल श्यामप्रसाद आचार्य</p>	<p>डा. रोजनाथ पाण्डे दुर्गा कडैल मनुजा बराल कर्णबहादुर भुवाजी टुकराज अधिकारी निमप्रकाश राठोर रजनी धिमाल चिनाकुमारी निरौला अरूणकुमार राई श्याम गिरी विजयप्रकाश चौधरी यादवचन्द्र निरौला परशुराम तिवारी स्मिता नेपाल रेणुका अधिकारी शिवकुमार सापकोटा जयप्रसाद आचार्य सुशीलबाबु खनाल भरत सिं ऐर प्रभाकृष्ण पौडेल उषा खकुरेल लोकप्रकाश पण्डित गिरीप्रसाद पन्थी गेहनाथ गौतम जयप्रसाद लम्साल पुरुषोत्तम घिमिरे कृष्णप्रसाद पौडेल दामोदर बसौला लाक्या शेर्पा कमलप्रसाद रिजाल ज्ञानप्रसाद खनाल श्यामप्रसाद आचार्य हेनी सेरेला (Henni Saarela)</p>
२. मूल्याङ्कन तथा पुनरवलोकन				
<p>अर्जुनबहादुर भण्डारी महाश्रम शर्मा दिवाकर ढुङ्गेल बाबुराम पौडेल टेकनारायण पाण्डे कमलप्रसाद पोखरेल</p>	<p>यामनारायण घिमिरे विष्णुप्रसाद अधिकारी शङ्कर अधिकारी जयप्रसाद लम्साल माधवप्रसाद दाहाल बोधकुमार खनाल</p>			
३. टाइप, लेआउट तथा डिजाइन	४. व्यवस्थापन सहयोग	५. आवरण डिजाइन		
<p>जयराम कुईकेल, हरिप्रसाद ओझा, सन्तोषकुमार दाहाल, सुमित्रा बस्नेत, विनोद अधिकारी ।</p>	<p>किरणमान श्रेष्ठ, राजु थापा मगर, कोपिला ज्वाली, सिरोज घिमिरे, नवीन थापा, मातृका कोइराला, खडोस सुनुवार, अञ्जु शर्मा, गीता पोखरेल, हुतराज निरौला, कृष्णप्रसाद गौतम, बिना बोहरा, पुरुषोत्तम शमा मिना थापा, पदम तामाङ, सुनिता बास्कोटा, दसिराम चौधरी, चित्रबहादुर सुनुवार, सीता थापा, प्रकाशप्रसाद पौडेल, उमा लोहनी ।</p>	<p>सुमन बज्राचार्य</p>		