Summary of Research Reports

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Preface

The Department of Education accomplished a number of studies on various issues over a period of time through different research organizations. The Department received the final reports on the completion of the research. With a view to disseminating the findings and outcomes of the research, the Department has made an attempt to compile the summaries of the research reports. The Department would like to acknowledge the contribution made by the research institutions for generating new knowledge and deepening our understanding about the critical issues on education.

The summaries of research can prove instrumental in offering inputs to the stakeholders at different levels including policy makers, planners, program implementers, service providers, researchers and user groups at large. This volume consists of the summaries of the research reports on sixteen topics. I am confident that these summaries will be useful to inform the readers and raise their level of knowledge and understanding on the selected areas of inquiry.

The full reports on the studies are available at Department's website: www.doe.gov.np. I extend my deep appreciation to my colleagues and to those who have contributed to accomplishing this task. The Department of Education will appreciate your feedback and comments for improving our service delivery in the education sector.

Thank you.

Babu Ram Paudel
Director General

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A study on exploring effective measures for strengthening continuous student assessment and its implementation strategies at school level.

2073/074

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ABBREVIATIONS

BPEP	Basic and Primary Education Programme
CAS	Continuous Assessment System/ Continious Assessment of Students
CDC	Curriculum Development Center
DEO	District Education Office
DoE	Department of Education
EGRP	Early Grade Reading Programme
ECED	Early Childhood Education and Development
EFA	Education for All
FGD(s)	Focus Group Discussion(s)
LGS	Letter Grade System
MOE	Ministry of Education
NCED	National Centre for Educational Development
PIP	Program Implementation Plan
PTA	Parent Teacher Association
SSDP	School Sector Development Plan
SSRP	School Sector Reform Programme
RC	Resource Center
RP(s)	Resource Person(s)
SS(s)	School Supervisor(s)
TPD	Teacher Professional Development

Background

Assessment is the process of making judgement about student's performance on a particular task. It is " a machine for reasoning about what students know, can do, or have accomplished based on a handful of things they say, do or make in particular settings" (Mislevy et al, 2003). In many cases, assessment is to establish the extent to which learning objectives and competencies have been achieved. Opposed to the concept of once-for-all assessment, Continuous Assessment of Students (CAS), however, acknowledges educational assessment in broader term, which includes many procedures used to obtain information about students' achievement and learning process. In other words, CAS refers to on-going, diagnostic, classroom-based process, where the full range of information is gathered and synthesized by teachers to assess students' performance. The use of variety of assessment instruments, and quality of supportive feedback that follows the assessment, potentially influences students' learning. In the international scenarios, formative assessment of this kind (assessment for learning) has already been accepted as inherent part of quality education. In this line, the education policy makers of Nepal are in continuous effort to find its effective implementation, which is even reflected in comprehensive educational reform projects like SSRP and SSDP among others. In this background, here follows the context and objectives of CAS in Nepal. It also brings into light different policy level initiatives to implement CAS, and brings into light the purpose of this study.

Objectives

- To identify the provision made for Continuous Assessment System (CAS) in terms of capacity building programs, inputs like manuals and testing tools for teachers, portfolio for students, and support mechanism (e.g. financial and technical) to schools.
- To examine the status of CAS in terms of the practices of teachers, and perception of the stakeholders (e.g. students, school teachers, SMC, professional organization of teachers and PTA) towards the use of CAS
- To identify the lessons learnt and key issues facing the effective implementation of the CAS by the schools
- To explore the techniques to link the use of the CAS and the Letter Grade system in examination for enhancing students learning and performance
- To draw implications from the study and suggest action steps for effective implementation strategies in strengthening the use of the CAS.

Methodology

The team followed a three-stage approach to carry this study. The inception phase included (i) identifying sources of data (ii) selection and size of sample districts (iii) preparation of research tools and timeline (iv) arranging familiarity/ orientation workshop, and (v) pilot

testing the tools. An assessment phase that followed the inception phase included (i) field visit, interviewing/ FGD with relevant and key stakeholders (ii) categorizing and coding, and (iii) analyzing key events in reference to selective study reports and publications. A consolidating phase, thereafter, included (i) final analysis, (ii) sharing key findings with experts and practitioners, and (iii) report writing.

Selection and Size of the Sample Districts

A purposive sampling of the districts and schools to represent two EGRA implemented districts and at least one district from each province was made, which represented all three ecological belts i.e., Mountain, Hillsand Terai. The basic unit for sampling in this study was a school, and therefore at least 4 schools representing two from urban and two from rural area of each sampled district were selected. A representative number of schools from each ecological belt and province were considered. Within the ecological strata, the Kathmandu Valley was taken as a single geographical stratum because of its dense population.Sampling was, thus, based on few key considerations to include 16 basic strata in the sample, which included (i) Ecological zones i.e. Mountain, Hill, Terai, and Kathmandu Valley, (ii) seven Provinces, (iii) 75 districts, (iv) community schools representing basic level both grades 1-5 and grade 6- 8, and (v) both rural and urban school.

The following table presents a glimpse of the study sample:

Number of Districts by Province

S.N.	Province	Total No of Districts	Mountain	Hills	Terai	Kathmandu Valley
1	Province No. 1	14		Dhankuta		
2	Province No. 2	8			Saptari*	
3	Province No. 3	13	Dolakha			Kathmandu valley**
4	Province No. 4	11		Kaski*		
5	Province No. 5	12			Dang	
6	Province No. 6	10		Surkhet		
7	Province No. 7	9			Kailali	

**The EGRA project districts*

*** Multi ethnic and multilingual communities and EGRA project district (Bhaktapur)*

Data Analysis/ Interpretation

Qualitative data were analyzed, described and interpreted through conceptualization and explanation. More specifically, the data were analyzed under the theme of (i) Provision of CAS (ii) Status of CAS (iii) Key Issues of Implementation of CAS, and (iv) Linkage Between CAS and LGS.

The field data were analyzed through (a) categorizing and coding, and (b) analyzing key experiences. After their arrival from the field, two of the field researchers were assigned to categorize all the interview responses from different stakeholders based on interview questions. Theme and sub-theme of the study were built. Thereafter, interview responses, and key experiences of the respondents gathered from FGD and class observation were analyzed. In doing so, the field experiences were constantly compared with provisions in manual documents, which were initially reviewed for the study purpose.

Provision for CAS

Field information on provision made for CAS, and perception of teachers and other stake holders were studied under different sub themes (1) Conceptual Clarity (2) Capacity building Manuals and testing tools (3) Student portfolio and (4) Support Mechanism.The major findings of the study were as follows:

- Most of the teachers and Head teachers recognized formative assessment as mere formality. They failed to accept CAS as means for child friendly learning and evaluation. Subject teachers identified CAS as mere additional load to them. For parents CAS was 'taking test time and again' and for students CAS was 'passing exam without taking test'.
- There was seemingly lack of focused (e.g., in school demonstration/ subject focused) training. Training programs did not include (address) needs of all the subject teachers. They were inadequate (e.g., too general) to learn test item development techniques relating it to concerned curriculum. Trainings were not supported by evaluation and feedbacks. Trainings supported by on-the-spot demonstration, however, were relatively effective.
- More teachers were pre-occupied with record keeping. For many teachers, CAS format filling was mere a forced routine work. Even in CAS implemented schools, student's progress forms were filled during periodic exams for technical purpose only. Many teachers (and HTs as well) were not sure in what ways the total sum of tick marks for individual student in particular subject could be made compatible with exam results. Most often, CAS formats were not revisited to identify students' problems, and therefore corrective measures were rarely taken.
- Use of portfolio had become more a technical work and formality for both HTs and teachers. Portfolio management in some schools was seemingly good only in the lower grades (grade one to grade three). Teachers and HTs were not clear on the ways to make evaluation of portfolio compatible with exam results. Most of the parents were not provided, or they were not aware of their children's portfolio at school. In some schools, students' portfolio were collected in plastic sacks and stored.
- In the Manuals, there was clear indication of responsibilities of every concerned authorities and personnel for effective implementation of CAS. However, most of the SS and RPs were occupied with other administrative tasks; and therefore, the

supervision of CAS and monitoring mechanism was less effective. DEO, supervisors, and RPs rarely managed CAS related in-house trainings. School lacked necessary financial/technical support for project works, and other tools to develop psycho-social domains of students.

- SMC members were less aware of CAS practices, and no programs were conducted from any level to aware SMC on implementing CAS at schools. As such, their constructive feedbacks were not observed. In the absence of proper orientation on meaning and purpose of formative assessment, schools found almost no supports from parents.

Common Practices of CAS-Effective Schools

Among sampled schools, few schools were purposively choosen which were supposed to do relatively better in implementing CAS. The study found that compared to non CAS-effective schools, the practices of CAS-effective schools were seemingly different. The common practices of CAS-effective schools were:

- Making CAS systematic through school based operational plan. Most of these schools had their own school calendars, where staff meetings were scheduled once a month. CAS practices were focused in their agenda to discuss.
- HTs in these schools were enthusiastic and motivated to implement CAS in their schools, where teachers were found accountable to HTs. There was timely distribution of CAS manuals and record files. CAS tools were made simple and manageable, and available resources were best utilized to meet them.
- In spite of the provision of LPP, most of these schools promoted students (even in class 1-3) only after their students met minimum requirements to be promoted. In some cases, where learners didn't achieve the basic competiencies, repetition was made the option. Most often, the parents of the students who failed to meet minimum requirements were called at school for discussion on corrective measures.

The study concluded that even CAS-effective schools found it difficult to implement CAS in upper classes (e.g., class 4 to class 7). Likewise, the evaluating and rating practices were seemingly technical and time consuming. Therefore, it was necessary that CAS provisions in upper classes needed to be simple and manageable. For example, instead of using these multiple tools (attendance, behavioural change, creative work, project work, and class participation) few tools can be reduced to manageable forms. In doing so, attendance, behavioural change, and class participation can be brought together in observation sheets. Teachers may further work on subject-specific project work and portfolio management in a way to make it easier and accessable. Further, as department has already implemented Multi Grade Multi Level (MGML) practices, the CAS practices of MGML school (e.g., individual assessment, group assessment, self-assessment, and peer-assessment) at various time periods (e.g., before new topic is introduced, during a lesson, at the end of a topic, and at the end of term or school year) can be replicated. However, to implement MGML

CAS practices as assessment choice, appropriate pedagogical training and materials are needed.

Key Issues and Challenges in Implementing CAS

Based on the findings on provisions made for CAS, and the perception and practices of teachers, HTs and other stakeholders, key issues and challenges in designing, administrating, evaluating, reporting, remediating, and sustaining CAS were identified.

- ***Designing****:* One of the major issues and challenges of designing CAS was to integrate CAS and liberal promotion policy in an effective way. Study suggested that learners with learning difficulties who were held back were likely to progress being promoted in new grade. In some other cases, however, in achieving basic competiencies, repetition was the solution. To promote low performing students, and ensure that they received learning support was, thus, challenging. Likewise, designing contextual CAS manuals, and curriculum, and designing packages on in-school focused training was an issue. Sometimes, the national provisions for CAS were too unfriendly to distinct features of school in particular context. On the other hand, the central bodies needed to ensure uniformity among schools.
- ***Administrating***: Portfolio management and CAS format filling in upper classes (class 4 to 7) were challenging. Study showed that the difficulty was observed because of the lack of proper coordination among various subject teachers teaching in the same class. There was need of proper administrative mechanism to address this gap. Active initiation and moderation from schools, and the establishment of separate administrative unit to coordinate CAS activities; to record performance records of individual students provided by the subject teachers; and to make CAS progress report of individual students was necessary but challenging. Schools needed to manage additional necessary resources for it.
- ***Evaluating****:* Managing time for diagnostic testing of students' performances was challenging. Study showed that assessment instruments e.g., observation schedules, checklists, rating scales and rubrics needed to be simplified. On the one hand, those checklists needed to cover overall aspects of students' performance, and on the other, it had to be easy and manageable. It was often observed issue in terms of evaluating CAS.
- ***Reporting***: Lack of descriptive report on students' progress was an issue in reporting. It was observed that most of the report cards of individual students (even in CAS effective schools), lacked enough descriptors. Under CAS heading in separate column, only the grade A, B, or C were observed. It lacked description of progress (remediation) plan and suggestions for poor performing students. However, it was challenging because it was time consuming for teachers. Related to it, another key issue and challenges of CAS was to make remediation and enrichment backed by constructive remedial instructions integral to students learning assessment.

- ***Sustaining*:** Collaborating the overall needs and contexts of particular school and CAS policies was vital in sustaining CAS. The study stressed the need to raise the feeling of ownership among teachers to make assessment tools and rating scales. Another way was to minimise growing negativity towards CAS among its stakeholders, which was also challenging because the almost two decades of poor implementation of CAS at schools has deeply rooted stakeholder's negativity towards it.

Linking the use of the CAS and the Letter Grade system

Study found that in CAS implemented schools there was generally accepted tradition to make different column for CAS in progress report cards and assign Grade A, B, or C. It was more guided for comparison than remediation. However, the basic of CAS is that the learner's performance in CAS oriented progress report cards are not supposed to score for the purpose of comparative rankings. Likewise, criteria to assign grades were not suggested in the report cards. A high range difference between these grades was the inherent problem within it, which needed to be specific. Research participants and experts suggested to add at least two grade points (e.g., A, B, C, D, and E), and come with proper descriptors (e.g., excellent, very good, good, sufficient, not sufficient). Criteria for the grades, competencies to be assessed (e.g., knowledge and understanding, practical skills, attitudes and values, and genric competencies) and performance indicators were to be listed in report cards.

Conclusion

In spite of the seemingly considerable efforts made at policy level, the practices of CAS is not that much effective. The reservation about the strategy is with the implementation and monitoring. This seemingly less effective implementation of CAS for longer period of time has given space for widespread negativity towards it. However, as the study suggested, there are few schools which are still spreading hope for its successful implementation. Nevertheless, mere successful implementation of CAS is not enough. It has to ensure success of students in terms of quality education and learning achievements. Therefore, special concentration is needed for effective administration, evaluation, and reporting of CAS at school level, which is also reflected in the recommendations in the section that follows it.

Recommendations

Based on the lesson learnt from this study three major recommendations in terms of capacity building and school-based administration of CAS are forwarded.

1. ***Capacity building:*** All perspective teachers have to pass through intensive and rigorous training on CAS. It is recommended to make provision of full time course involving the concepts, modalities, and techniques of CAS in teacher preparation classes of the universities. Likewise, CDC and NCED need to ensure subject specific intensive and regular in-service and 'on the spot' trainings on CAS. Such trainings should be handled by experts in the area.

2. ***School based administering of CAS:*** It is recommended to make provision of a separate continuous assessment unit in all the schools. It needs to be headed by a senior non-teaching staff, who is accountable to the HT. This unit should be responsible for systematic recording of all CAS related information of individual student; and collect assessment scores from the teachers so as to make entry into the students report sheets. This unit can further be supported by school CA committees, consisting department heads and section in-charges. Though it sounds economically less viable in the context of Nepal, the provision has already worked as effective measure of CAS implementation and its sustainability in other developing countries. It needs broader debet and discussions in policy level.

3. ***Replicating few MGML CAS practices:***As department has already implemented Multi Grade Multi Level (MGML) practices, some of the seemingly good CAS practices of MGML schools (see the section 'common practices of CAS effective schools' for details) can be replicated to other schools as well. Provisions of group assessment, self-assessment, and peer-assessment can possibly be replicated in other schools, which may readily minimize the loaded burden of subject teachers in higher classes (e.g., class 4- class 7).

Other recommendations are:

- The CDC may come with CAS friendly subject-specific teacher's books for every subject.
- RPs needs to ensure timely distribution of necessary manuals. SS and RPs need to make proper supervision of CAS activities, ensuring direct in-touch communication and feedbacks to teachers.
- Portfolio management and CAS format filling in upper classes (particularly class 4-7) needs to be easy. Establishing separate school-based unit may work here.
- Schools may come with progress report card of students that reflects remedial actions taken by teachers to improve their learning. For consistency, CDC may design and distribute the model of such (descriptive) report cards.
- Concerned bodies have to come with the provision of reward and punishment. HTs and teachers who fail to obey rules are to be taken actions. School may make internal provision to reward best performing teachers on CAS.
- In making letter grade of students more specific, CDC needs to minimize grade ranges in CAS (e.g., A, B, and C only). Instead, it may work for 5 letter grades (e.g., A, B, C, D, and E) with proper descriptors and criteria for particular grade.
- Stepping on the major findings and recommendations of present research, there is need of a comprehensive research relating it with education, assessment of students and roles of local bodies under federalism.

नेपाली सारांश

मुख्य गरी प्राथमिक विद्यालयहरूमा कक्षा छाड्ने र कक्षा दोहोऱ्याउने दर न्यून गर्नका लागि लक्षित उदार कक्षोन्नति नीतिको पूरकका रूपमा निरन्तर मूल्याङ्कन प्रणाली ९० को दशकको अन्त्यतिर अझ विशेष गरी नवौँ योजना (१९९७-२००२) मा शुरुवात गरिएको थियो । पछि १९९९-२००४ को अवधिको कार्यक्रम कार्यान्वयन योजनाले विद्यार्थीहरूको उपलब्धिहरूको अन्तिम ग्रेड निर्धारण गर्नका लागि संज्ञानात्मक, भावनात्मक र मनोक्रियात्मक क्षेत्रहरूलाई ख्याल गर्ने एउटा संयन्त्रका रूपमा विद्यार्थीहरूको निरन्तर मूल्याङ्कनलाई गुणस्तरीय शिक्षाको मुख्य तत्त्वका रूपमा अगाडि बढायो ।

त्यसै अनुसार, दशौँ योजना (२००२-२००७) ले अनिवार्य प्राथमिक शिक्षा लागू भएका पाँच ओटा जिल्लाहरूमा गरिएको परीक्षण कार्यक्रमबाट सिकिएका पाठका आधारमा २०००/१ बाट निरन्तर मूल्याङ्कन प्रणाली कक्षा ५ सम्म लागू गर्ने कार्यक्रम ल्यायो । तथापि, विद्यार्थीको उपलब्धि, कक्षा छोड्ने दर र उपस्थितिमा निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावसम्बन्धी अन्तिम प्रतिवेदन (पाठ्यक्रम विकास केन्द्र, २००३) ले निरन्तर मूल्याङ्कन प्रणालीले विद्यार्थीहरूको उपलब्धिको सुधारमा कुनै निश्चित प्रवृत्ति नदेखाएको कुरा बाहिर ल्यायो । त्यसभन्दा पछि पनि नेपालको विद्यालय क्षेत्र सुधार कार्यक्रम (२००९-२०१६) को अन्तिम संयुक्त मूल्याङ्कन प्रतिवेदनले पनि दिगोपनको सुनिश्चितताका लागि निरन्तर मूल्याङ्कन प्रणालीको महत्त्वपूर्ण भूमिका अझै नभएको निष्कर्ष दियो । निरन्तर मूल्याङ्कन प्रणालीको कमजोर स्वीकार्यता र शिक्षक, विद्यार्थी, अभिभावक र निर्णयकर्ताहरूमा रहेको कमजोर बुझाइ नै यसो हुनुको मुख्य कारण थियो ।

विद्यालय क्षेत्र सुधार कार्यक्रमबाट सिकेका पाठका आधारमा हाल कार्यान्वयनमा रहेको विद्यालय क्षेत्र विकास योजना (एसएसडीपी, २०१६-२०२३) का उल्लेख्य रणनीतिक योजनाहरू मध्ये एउटा योजना निर्माणात्मक र निर्णयात्मक मूल्याङ्कन दुवैलाई सीप र सिकारु केन्द्रित बनाउने कुरामा जोड दिँदै विद्यालय क्षेत्र सुधार कार्यक्रमको उपलब्धिमा थप गर्नु रहेको थियो ।

यही पृष्ठभूमिमा, विद्यालयहरूमा विद्यार्थीहरूको निरन्तर मूल्याङ्कनलाई सुदृढ बनाउने प्रभावकारी उपायहरूको खोजी गर्नका लागि यो अनुसन्धानात्मक अध्ययन गरिएको थियो । यसको उद्देश्य निरन्तर मूल्याङ्कन प्रणालीका सम्बन्धमा व्यवस्था गरिएका क्षमता विकासका कार्यक्रमहरू, शिक्षकका लागि निर्देशिका र परीक्षण साधनहरू जस्ता सहयोगहरू, विद्यार्थीहरूका लागि कार्यसञ्चयिका र विद्यालयहरूलाई सहयोग संयन्त्र (वित्तीय तथा प्राविधिक) को पहिचान गर्नु रहेको थियो । त्यसैगरी यसको उद्देश्य सिकेका पाठहरू र निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावकारी कार्यान्वयनका सम्बन्धमा विद्यालयहरूले सामना गरिरहेका मुख्य मुद्दाहरूको पहिचान गर्नु रहेको थियो । यसको अर्को उद्देश्य विद्यार्थीहरूको सिकाइ र उपलब्धि अभिवृद्धिका लागि निरन्तर मूल्याङ्कन प्रणाली र अक्षराङ्कन पद्धतिको उपयोगलाई जोड्ने तरिकाहरूको खोजी गर्नु रहेको थियो ।

यो अध्ययनमा विद्यालय क्षेत्र सुधार कार्यक्रम (२००९-२०१६) र विद्यालय क्षेत्र विकास योजना (२०१६-२०३०) का दस्तावेजहरू र शिक्षा ऐन (आठौँ संशोधन, २०७३) लाई सन्दर्भ सामग्रीहरूको रूपमा उपयोग गरिएको थियो । विद्यार्थीको उपलब्धि, कक्षा छाड्ने दर र उपस्थितिमा निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावसम्बन्धी अन्तिम प्रतिवेदन (पाठ्यक्रम विकास केन्द्र, २००३), नेपालको विद्यालय क्षेत्र सुधार कार्यक्रम (२००९-२०१६) को अन्तिम संयुक्त मूल्याङ्कन प्रतिवेदन जस्ता अनुसन्धान प्रतिवेदनहरू र आन्तरिक अनुगमन प्रतिवेदनहरूको अध्ययन गरिएको थियो । यो अध्ययनमा निरन्तर विद्यार्थी मूल्याङ्कन कार्यक्रम पुस्तिका, २०५६, निरन्तर विद्यार्थी मूल्याङ्कन शिक्षक तालिम पुस्तिका, २०५६, निरन्तर विद्यार्थी मूल्याङ्कन शिक्षक निर्देशिका, २०५६ र निरन्तर विद्यार्थी मूल्याङ्कन प्रशिक्षक निर्देशिका, २०५६ को अध्ययन गरिएको थियो । त्यसैगरी निरन्तर विद्यार्थी मूल्याङ्कन कार्यान्वयन निर्देशिका, २०६८, निरन्तर विद्यार्थी मूल्याङ्कन कार्यान्वयन निर्देशिका २०७२ र अक्षराङ्कन पद्धति कार्यान्वयन नीतिको पनि अध्ययन गरिएको थियो ।

अनुसन्धान विधि

यो अनुसन्धान तीन फरक चरणहरूमा सम्पन्न गरिएको थियो । प्रारम्भिक चरणमा तथ्याङ्कका स्रोतहरूको पहिचान, नमूना जिल्लाहरूको छनोट र आकार निर्धारण, अनुसन्धानका साधनहरू निर्माण र समय सीमा निर्धारण, सम्बन्धित विज्ञहरूका लागि परिचयात्मक कार्यशाला र साधनहरूको परीक्षण जस्ता कार्यहरू गरिएका थिए । जिल्लाहरू (जम्मा ८ ओटा जिल्लाहरू) र विद्यालयहरू (जम्मा ३२ ओटा विद्यालयहरू) को नमूना छनोट उद्देश्यमूलक तरिकाबाट गरिएको थियो जस अनुसार प्रारम्भिक कक्षा पढाइ कार्यक्रम लागू भएका दुई ओटा जिल्लाहरू र प्रत्येक प्रदेशबाट कम्तीमा एउटा जिल्ला पर्ने गरी सबै भौगोलिक क्षेत्रहरू अर्थात् हिमाल, पहाड र तराई समेटिएका थिए । यो अध्ययनको नमूनाको आधारभूत एकाइ विद्यालय रहेको थियो र सोही कारणले प्रत्येक नमूना जिल्लाबाट दुईओटा शहरी क्षेत्रका र दुई ओटा ग्रामीण क्षेत्रका पर्ने गरी चार चार ओटा विद्यालयहरू छनोट गरिएको थियो ।

त्यसैगरी, मूल्याङ्कनको चरणमा स्थलगत भ्रमण, सम्बन्धित र मुख्य सरोकारवालाहरूसँग अन्तरवार्ता/लक्षित समूह छलफल, वर्गीकरण र कोडिङ गर्ने र केही अध्ययन प्रतिवेदनहरू र प्रकाशनहरूसँग सान्दर्भिक मुख्य क्रियाकलापहरूको विश्लेषण गर्ने कार्यहरू गरिएको थियो । अवधारणा निर्माण र व्याख्या मार्फत गुणात्मक तथ्याङ्कहरूको व्याख्या र विश्लेषण गरिएको थियो । (क) वर्गीकरण र कोडिङ, र (ख) मुख्य अनुभवहरूको विश्लेषणका माध्यमबाट स्थलगत भ्रमणबाट प्राप्त तथ्याङ्कहरूको विश्लेषण गरिएको थियो । स्थलगत भ्रमणबाट प्राप्त अनुभवहरूलाई अनुसन्धान प्रयोजनका लागि शुरुमा अध्ययन गरिएका निर्देशिका दस्तावेजहरूका प्रावधानहरूसँग निरन्तर तुलना गरिएको थियो ।

अन्त्यमा, सङ्क्षेपीकरणको चरणमा अन्तिम विश्लेषण र विज्ञहरू तथा कार्यान्वयनकर्ताहरूसँग अध्ययनका निष्कर्षहरू आदानप्रदान गर्ने र प्रतिवेदन लेखनका कार्यहरू गरिएका थिए ।

निरन्तर विद्यार्थी मूल्याङ्कनका प्रावधानहरू

निरन्तर विद्यार्थी मूल्याङ्कनका प्रावधानहरू सम्बन्धी क्षेत्रका सूचना र शिक्षक र अन्य सरोकारवालाहरूको दृष्टिकोण विभिन्न उपविषयहरू : (१) अवधारणागत स्पष्टता (२) क्षमता विकासका निर्देशिकाहरू र परीक्षणका साधनहरू (३) विद्यार्थी कार्यसञ्चयिका र (४) सहायता संयन्त्र अन्तर्गत अध्ययन गरिएको थियो । अध्ययनका मुख्य निष्कर्षहरू निम्नानुसार रहेका थिए :

- अधिकांश शिक्षक र प्रधानाध्यापकहरूले निर्माणात्मक मूल्याङ्कनलाई केवल औपचारिकताका रूपमा मात्र लिए । उनीहरूले निरन्तर विद्यार्थी मूल्याङ्कनलाई विद्यार्थीमैत्री सिकाइ र मूल्याङ्कनका माध्यमका रूपमा स्वीकारनेन् । विषयगत शिक्षकहरूले निरन्तर विद्यार्थी मूल्याङ्नलाई थप बोझका रूपमा मात्र लिए । अभिभावकहरूले निरन्तर विद्यार्थी मूल्याङ्कन भनेको 'पटक पटक परीक्षा लिने' र विद्यार्थीहरूले निरन्तर विद्यार्थी मूल्याङ्कन भनेको 'परीक्षा नदिइकन परीक्षा उत्तीर्ण गर्ने' भन्ने बुझेका थिए ।
- निश्चित विषयमा केन्द्रित तालिम (विद्यालयमा प्रदर्शन/विषय केन्द्रित) को अभाव देखियो । तालिम कार्यक्रमहरूले सबै विषय शिक्षकका आवश्यकताहरू समावेश (सम्बोधन) गरेका थिएनन् । त्यस्ता तालिमहरू सम्बन्धित पाठ्यक्रमसँग सम्बन्धित गराउँदै प्रश्न निर्माण गर्ने तरिकाहरू सिक्नका लागि अपर्याप्त (अर्थात् अति नै साधारण) थिए । तालिमहरूलाई मूल्याङ्कन र पृष्ठपोषणमार्फत सहयोग उपलब्ध थिएन । तत्क्षणको प्रदर्शनमार्फत तालिमका लागि गरिएको सहयोग भने तुलनात्मक रूपमा प्रभावकारी थिए ।
- धेरै शिक्षकहरूले अभिलेख राख्ने कुरामा बढी चासो देखाएका थिए । धेरैजसो शिक्षकहरूलाई निरन्तर विद्यार्थी मूल्याङ्नको फारम भर्ने कार्य जबर्जस्ती लगाइएको थियो । निरन्तर विद्यार्थी मूल्याङ्कन कार्यान्वयन गरिएका विद्यालयहरूमा पनि विद्यार्थीहरूका प्रगति फारमहरू प्राविधिक उद्देश्यका लागि मात्र आवधिक परीक्षाका समयमा

मात्र भरिएका थिए । धेरै शिक्षकहरू (र प्रधानाध्यापकहरू पनि) कुनै विद्यार्थीले एउटा विषयमा प्राप्त गरेको ठीक चिन्हहरूको कूल जोडलाई परीक्षाको नतिजासँग कस्ता तरिकाहरूबाट मिल्दो बनाउने भन्ने सम्बन्धमा स्पष्ट थिएनन् । धेरैजसो अवस्थामा विद्यार्थीहरूका समस्या पत्ता लगाउनका लागि निरन्तर विद्यार्थी मूल्याङ्कनका फारमहरू फेरि हेर्ने कार्य गरिएन र त्यसै कारणले सुधारात्मक तरिकाहरू मुस्किलले अपनाइए ।

- कार्य सञ्चयिकाको प्रयोग प्रधानाध्यापकहरू र शिक्षकहरू दुवैलाई एउटा प्राविधिक कार्य र औपचारिकता मात्र बनेको थियो । केही विद्यालयहरूमा कार्यसञ्चयिकाको व्यवस्थापन तल्ला कक्षाहरू (कक्षा १ देखि कक्षा ३ सम्म) मा मात्र राम्रो देखियो । शिक्षक र प्रधानाध्यापकहरू परीक्षाको नतिजासँग मिल्दो हुने गरी कार्यसञ्चयिकाको मूल्याङ्कन गर्ने तरिकाहरूका बारेमा स्पष्ट थिएनन् । अधिकांश अभिभावकहरूलाई उनीहरूका बालबालिकाहरूको विद्यालयमा राखिएको कार्यसञ्चयिका उपलब्ध गराइएको थिएन वा उनीहरू त्यस सम्बन्धमा अनभिज्ञ थिए । केही विद्यालयहरूमा विद्यार्थीहरूको कार्यसञ्चयिका प्लास्टिक झोलामा सङ्कलन गरी राखिएका थिए ।

- निर्देशिकाहरूमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको प्रभावकारी कार्यान्वयनका लागि हरेक सम्बन्धित निकायहरू र व्यक्तिहरूका जिम्मेवारीहरू स्पष्ट रूपमा दिइएको थियो । तथापि, विद्यालय निरीक्षक र स्रोतव्यक्तिहरू अन्य प्रशासनिक कार्यमा व्यस्त थिए र सोही कारणले निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको सुपरिवेक्षण र अनुगमन संयन्त्र प्रभावकारी हुन सकेको थिएन । जिल्ला शिक्षा कार्यालय, निरीक्षक र स्रोत व्यक्तिहरूले निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीसँग सम्बन्धित आन्तरिक तालिमहरूको सञ्चालन गरेका थिएनन् । परियोजना कार्य र विद्यार्थीहरूको मनोसामाजिक विकासका लागि विद्यालयहरूलाई आवश्यक वित्तीय/प्राविधिक सहायताको अभाव थियो ।

- विद्यालय व्यवस्थापन समितिका सदस्यहरूलाई निरन्तर विद्यार्थी मूल्याङ्कनका अभ्यासहरूका बारेमा जानकारी कम थियो र विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कनको कार्यान्वयनका सम्बन्धमा विद्यालय व्यवस्थापन समितिलाई जानकारी दिन कुनै पनि तहबाट कुनै कार्यक्रमहरू सञ्चालन गरिएका थिएनन् । त्यसैले उनीहरूबाट रचनात्मक सुझावहरू पाउन सकिएन । निर्माणात्मक मूल्याङ्कनको अर्थ र उद्देश्यका बारेमा उपयुक्त अभिमुखीकरणको अभावमा विद्यालयहरूले अभिभावकहरूबाट कुनै पनि सहयोग प्राप्त गरेका थिएनन् ।

निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली प्रभावकारी रहेका विद्यालयका अभ्यासहरू

नमूना छनोट गरिएका विद्यालयहरूमध्ये निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको कार्यान्वयनमा तुलनात्मक रूपमा राम्रो गर्ने मानिएका केही विद्यालयहरू उद्देश्यमूलक ढङ्गबाट छनोट गरियो । निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावकारी कार्यान्वयन नभएका विद्यालयहरूको तुलनामा निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावकारी कार्यान्वयन भएका विद्यालयका अभ्यासहरू फरक देखिएका थिए । निरन्तर विद्यार्थी मूल्याङ्कनको प्रभाकारी कार्यान्वयन भएका विद्यालयहरूका साझा अभ्यासहरू निम्न थिए :

- विद्यालयमा आधारित कार्यसञ्चालन योजनाका आधारमा निरन्तर विद्यार्थी मूल्याङ्कनलाई व्यवस्थित बनाएको थियो । अधिकांश विद्यालयका आफ्नै शैक्षिक क्यालेन्डरहरू थिए जसमा महिनाको एकपटक स्टाफ बैठक गर्ने तालिका थियो । छलफलका कार्यसूची निरन्तर विद्यार्थी मूल्याङ्कनका अभ्यासहरूमा केन्द्रित थिए ।

- यस्ता विद्यालयका प्रधानाध्यापकहरू विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कन कार्यान्वयन गर्न उत्सुक र उत्प्रेरित थिए र त्यहाँ शिक्षकहरू प्रधानाध्यापकप्रति उत्तरदायी रहेको पाइयो । निरन्तर विद्यार्थी मूल्याङ्कनका निर्देशिकाहरू र अभिलेख फाइलहरू समयमै वितरण गरिएको थियो । निरन्तर विद्यार्थी मूल्याङ्कनका साधनहरूलाई सरल र व्यवस्थापन गर्न सकिने किसिमको बनाइएको थियो र त्यसका लागि उपलब्ध स्रोतहरूको उच्चतम उपयोग गरिएको थियो ।

- उदार कक्षोन्नति नीतिको प्रावधानका बाबजुद यस्ता अधिकांश विद्यालयहरूले विद्यार्थीहरूले कक्षा चढ्नका लागि आवश्यक न्यूनतम आवश्यकताहरू पूरा गरेपछि मात्र (कक्षा १ देखि ३ सम्ममा पनि) कक्षा चढाएका थिए । सिकारुहरूले आधारभूत सक्षमताहरू हासिल गर्न नसकेका कतिपय अवस्थामा कक्षा दोहोऱ्याउने विकल्प रहेको थियो । प्रायजसो न्यूनतम आवश्यकताहरू हासिल गर्न नसक्ने विद्यार्थीहरूका अभिभावकहरूलाई सुधारात्मक उपायहरूका बारेमा छलफल गर्न बोलाइएको थियो ।

निरन्तर विद्यार्थी मूल्याङ्कनको प्रभावकारी कार्यान्वयन भएका विद्यालयहरूलाई पनि माथिल्ला कक्षाहरू (अर्थात, कक्षा ४ देखि कक्षा ७ सम्म) मा यसको कार्यान्वयनमा कठिनाइ रहेको कुरा यो अध्ययनले निष्कर्ष निकाल्यो । त्यसैगरी, मूल्याङ्कन र श्रेणी निर्धारण गर्ने अभ्यासहरू मूलतः प्राविधिक र बढी समय लाग्ने खालका थिए । तसर्थ, माथिल्ला कक्षाहरूमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीका प्रावधानहरू सरल र व्यवस्थित गर्न सकिने हुनु आवश्यक थियो । यी धेरै साधनहरू (हाजिरी, व्यवहारमा आएको परिवर्तन, सिर्जनात्मक कार्य, परियोजना कार्य र कक्षा सहभागिता) को प्रयोग गर्नुको साटो केही साधनहरूलाई व्यवस्थित गर्न सकिने गरी फारममा घटाउन सकिन्छ । यसका लागि, हाजिरी, व्यवहारमा आएको परिवर्तन र कक्षा सहभागितालाई अवलोकन फारममा समेट्न सकिन्छ । शिक्षकहरूले विषय विशेषका परियोजना कार्य र कार्यसञ्चयिकाको व्यवस्थापन उनीहरूलाई सहज र पहुँचयोग्य हुने गरी थप कार्य गर्न सक्छन् । यसका अलावा, शिक्षा विभागले 'बहुकक्षा बहुस्तर' अभ्यासको कार्यान्वयन गरिसकेकाले विभिन्न समय (जस्तै- नयाँ विषयवस्तु शुरु गर्नु अगाडि, शुरु भइसकेपछि बीचमा, विषयवस्तु सकिएपछि अन्त्यमा र त्रैमासिक परिक्षा वा शैक्षिक सत्रको अन्त्यमा) बहुकक्षा बहुस्तर विद्यालयका निरन्तर विद्यार्थी मूल्याङ्कनका अभ्यासहरू (जस्तै- व्यक्तिगत मूल्याङ्कन, सामूहिक मूल्याङ्कन, स्व-मूल्याङ्कन र सहपाठी मूल्याङ्कन) अनुकरण गर्न सकिन्छ । तथापि, मूल्याङ्कनको विकल्पका रूपमा बहुकक्षा बहुस्तरका निरन्तर विद्यार्थी मूल्याङ्कनको कार्यान्वयनका लागि उपयुक्त शैक्षणिक तालिम र सामग्रीहरूको आवश्यकता पर्दछ ।

निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको कार्यान्वयनका मुख्य मुद्दा तथा चुनौतीहरू

निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीका प्रावधानहरूसम्बन्धी र शिक्षक, प्रधानाध्यापक र अन्य सरोकारवालाहरूका दृष्टिकोण र अभ्यासहरूको अध्ययनपछिको निष्कर्षका आधारमा निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको ढाँचा तयार गर्ने, कार्यान्वयन गर्ने, मूल्याङ्कन गर्ने, प्रतिवेदन तयार गर्ने, सुधार गर्ने र दिगो बनाउने सम्बन्धमा रहेका मुख्य मुद्दाहरू र चुनौतीहरू पहिचान गरिएका थिए ।

— ढाँचा तयार गर्ने : निरन्तर विद्यार्थी मूल्याङ्कनका मुद्दा र चुनौतीहरूमध्येको एउटा मुख्य मुद्दा र चुनौती भनेको प्रभावकारी तरिकाबाट निरन्तर विद्यार्थी मूल्याङ्कन र उदार कक्षोन्नति नीतिको एकीकरण गर्नु थियो । यो अध्ययनले के सुझाएको थियो भने कक्षा नचढाइएका सिकाइ कठिनाइ भएका सिकारूहरूलाई कक्षा चढाइएको भए प्रगति गर्न सक्ने अवस्थामा रहेको थिए । तथापि, अन्य केही अवस्थाहरूमा आधारभूत सक्षमताहरूका लागि कक्षा दोहोऱ्याउनु नै समाधान थियो । तसर्थ, कम उपलब्धि भएका विद्यार्थीहरूलाई कक्षा चढाउनु र उनीहरूले सिकाइ सहायता पाउने सुनिश्चित गर्नु चुनौतीपूर्ण थियो । त्यस्तैगरी, सन्दर्भ अनुसार निरन्तर विद्यार्थी मूल्याङ्कनका निर्देशिका र पाठ्यक्रम विकास गर्नु र विद्यालयमा केन्द्रित तालिमको प्याकेजहरू निर्माण गर्नु अर्को मुद्दा थियो । कहिलेकाहीं, निरन्तर विद्यार्थी मूल्याङ्कनका राष्ट्रिय प्रावधानहरू निश्चित अवस्थामा रहेका विद्यालयको विशिष्ट विशेषताहरूको निक्कै प्रतिकूल रहेका थिए । अर्कोतर्फ केन्द्रीय निकायहरूले सबै विद्यालयमा एकरूपता सुनिश्चित गर्नु थियो ।

— कार्यान्वयन गर्ने : माथिल्ला कक्षाहरूमा (कक्षा ४ देखि कक्षा ७ सम्म) कार्यसञ्चयिका व्यवस्थापन र निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको फारम भर्ने कार्य चुनौतीपूर्ण थियो । एउटै कक्षामा पढाउने विषयगत शिक्षहरूबीचको उपयुक्त समन्वयको अभावले कठिनाइ उत्पन्न भएको कुरा अध्ययनले देखायो । यस्तो अन्तरलाई घटाउनका

लागि उपयुक्त प्रशासनिक संयन्त्रको जरुरी रहको छ । विषय शिक्षकहरूले उपलब्ध गराएका विद्यार्थीहरूको उपलब्धिको अभिलेखहरूको अभिलेख राख्न र हरेक विद्यार्थीहरूको निरन्तर विद्यार्थी मूल्याङ्कनको प्रगति प्रतिवेदन तयार पार्नका लागि विद्यालयहरूबाट सक्रिय शुरुवात र स्तर नियन्त्रण र निरन्तर विद्यार्थी मूल्याङ्कनका क्रियाकलापहरूको समन्वय गर्नका लागि छुट्टै प्रशासनिक एकाइको स्थापना आवश्यक तर चुनौतीपूर्ण रहेको छ । विद्यालयहरूले यसका लागि आवश्यक थप स्रोतहरू जुटाउनु आवश्यक छ ।

- मूल्याङ्कन गर्ने : विद्यार्थीका उपलब्धिहरूको निदानात्मक परीक्षणका लागि समय व्यवस्थापन गर्ने कार्य चुनौतीपूर्ण थियो । अवलोकन तालिकाहरू, रुजु सूचीहरू, रेटिङ स्केल र रुब्रिक जस्ता मूल्याङ्कनका साधनहरूको सरलीकरण गर्नुपर्ने आवश्यकता रहेको कुरा अध्ययनले देखायो । एकातर्फ, ती रुजु सूचीहरूले विद्यार्थी उपलब्धिका सबै पक्षहरू समेट्नुपर्ने छ भने अर्कोतर्फ यो सरल र व्यवस्थापन गर्नका लागि सजिलो पनि हुनुपर्छ । निरन्तर विद्यार्थी मूल्याङ्कन मूल्याङ्कनका सन्दर्भमा यो प्रायजसो देखिने मुद्दा हो ।
- प्रतिवेदन तयार गर्ने :विद्यार्थीहरूको प्रगतिका सम्बन्धमा विवरणात्मक प्रतिवेदनको अभाव प्रतिवेदन तयार गर्ने सम्बन्धमा रहेको एउटा मुद्दा हो । विद्यार्थीहरूका व्यक्तिगत रिपोर्ट कार्ड (निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीको प्रभावकारी कार्यान्वयन भएका विद्यालयहरूमा पनि) मा पर्याप्त विवरण दिने शब्दहरूको अभाव रहेको देखियो । निरन्तर विद्यार्थी मूल्याङ्कन शीर्षक रहेको छुट्टाछुट्टै कोलममा क, ख वा ग श्रेणीमात्र देखिए । यसमा प्रगतिको व्याख्या, (सुधार) योजना र कम उपलब्धि हासिल गर्ने विद्यार्थीका लागि सुझावहरूको अभाव रहेको देखियो । तथापि, शिक्षकहरूलाई बढी समय लाग्ने भएकाले यो चुनौतीपूर्ण रहेको छ । यससँग सम्बन्धित निरन्तर विद्यार्थी मूल्याङ्कनको अर्को मुद्दा र चुनौती भनेको विद्यार्थीहरूको सिकाइ मूल्याङ्कनको अभिन्न अङ्गको रूपमा रचनात्मक तथा सुधारात्मक शिक्षणबाट सहायता पुऱ्याइने गरी उपचारात्मक शिक्षण र सबलीकरण गर्नु हो ।
- दिगो बनाउने : विद्यालय विशेषका समग्र आवश्यकता र परिवेश र निरन्तर विद्यार्थी मूल्याङ्कनका नीतिहरूबीच तालमेल मिलाउने कार्य निरन्तर विद्यार्थी मूल्याङ्कनलाई दिगो बनाउनका लागि महत्त्वपूर्ण छ । मूल्याङ्कनका साधनहरू र रेटिङ स्केल निर्माणका लागि शिक्षकहरूबीच अपनत्वको भावना बढाउनुपर्ने आवश्यकतामा अध्ययनले जोड दिएको थियो । निरन्तर विद्यार्थी मूल्याङ्कनका सम्बन्धमा सरोकारवालाहरूबीचको बढ्दो नकारात्मकता कम गर्ने यसको दिगोपना बढाउने अर्को तरिका हो । यो पनि चुनौतीपूर्ण रहेको छ किनभने विद्यालयहरूमा निरन्तर विद्यार्थी मूल्याङ्कनको झण्डै दुई दशकको कमजोर कार्यान्वयनको जड यसप्रति सरोकारवालाहरूमा रहेको नकारात्मकता हो ।

निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली र अक्षराङ्कन पद्धतिको प्रयोगलाई जोड्ने

अध्ययनबाट के पत्ता लाग्यो भने निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली कार्यान्वयन भएका विद्यालयमा सामान्यतया प्रगति रिपोर्ट कार्डमा निरन्तर विद्यार्थी मूल्याङ्कनका लागि छुट्टै कोलम बनाउने र क, ख, वा ग श्रेणी प्रदान गर्ने गरिएको छ । यो सुधारका लागि भन्दा पनि तुलनाका लागि गर्ने कुरातर्फ निर्देशित छ । यद्यपि, निरन्तर विद्यार्थी मूल्याङ्कनको आधारभूत कुरा भनेको निरन्तर विद्यार्थी मूल्याङ्कनको प्रगति रिपोर्ट कार्डको उद्देश्य तुलनात्मक श्रेणीकरणका लागि श्रेणी दिनु होइन । त्यसैगरी, श्रेणी प्रदान गर्ने आधारहरू रिपोर्ट कार्डमा दिइएका छैनन् । यस्ता श्रेणीहरूबीच उच्च स्तरको फरक हुनु नै यसमा रहेको एउटा समस्या हो, त्यस्तो फरक विशिष्ट हुनुपर्दछ । अनुसन्धानका सहभागीहरू र विज्ञहरूले अरू दुई ओटा श्रेणीहरू (क, ख, ग, घ, ङ) थप्नुपर्ने र त्यस्ता श्रेणीको व्याख्या गर्ने उपयुक्त शब्दहरू (उदाहरणका लागि, उत्कृष्ट, धेरै राम्रो, राम्रो, पर्याप्त, अपर्याप्त) हुनुपर्ने कुरा सुझाए । श्रेणीका लागि आधारहरू, मूल्याङ्कन गरिने सक्षमताहरू (उदाहरणका लागि ज्ञान र बोध, प्रयोगात्मक सीपहरू, अभिवृत्ति र मूल्य र सामान्य सक्षमताहरू) र उपलब्धि सूचकहरू रिपोर्ट कार्डमा सूचीकृत गरिनुपर्छ ।

सुझावहरू

यो अध्ययनबाट सिकेका पाठका आधारमा क्षमता विकास र निरन्तर विद्यार्थी मूल्याङ्कनको विद्यालयमा आधारित कार्यान्वयनका सम्बन्धमा तीनओटा मुख्य सुझावहरू प्रस्तुत गरिएको छ :

१. क्षमता विकास : सबै भावी शिक्षकहरूले निरन्तर विद्यार्थी मूल्याङ्कन प्रणालीसम्बन्धी सघन र सूत्रबद्ध तालिम लिनुपर्दछ । विश्वविद्यालयका शिक्षक तयारी कक्षाहरूमा निरन्तर विद्यार्थी मूल्याङ्कनका अवधारणा, प्रक्रिया र तरिकाहरू समावेश भएको पूर्ण कोर्स राखिनु पर्दछ । त्यसैगरी, सम्बन्धित निकायहरूले निरन्तर विद्यार्थी मूल्याङ्कनसम्बन्धी विषय विशिष्ट, सघन र नियमित सेवाकालीन र कार्यस्थलमा आधारित तालिमहरूको सुनिश्चितता गर्नुपर्दछ ।

२. विद्यालयमा निरन्तर विद्यार्थी मूल्याङ्कनको सञ्चालन : सबै विद्यालयमा निरन्तर मूल्याङ्कनका लागि एउटा छुट्टै शाखाको व्यवस्था गरिनु पर्दछ । सो शाखाको नेतृत्व शिक्षकले नभई विद्यालयका वरिष्ठ कर्मचारीले गर्नुपर्दछ र प्रधानाध्यापकप्रति उत्तरदायी हुनु पर्दछ । यो शाखा विद्यार्थीको निरन्तर विद्यार्थी मूल्याङ्कनसँग सम्बन्धित व्यक्तिगत विवरणको व्यवस्थित अभिलेखीकरणका लागि र शिक्षकहरूबाट मूल्याङ्कनका विवरण प्राप्त गरी विद्यार्थीहरूको रिपोर्टसिटमा प्रविष्टिका लागि जिम्मेवार हुनुपर्दछ । यो शाखालाई विभिन्न विषयका विभागीय प्रमुख र कक्षा इन्चार्जहरू सम्मिलित निरन्तर मूल्याङ्कन समितिले थप सहयोग गर्न सक्छन् । यो कुरा नेपालको परिवेशमा आर्थिक रूपले त्यति सम्भव नदेखिए तापनि निरन्तर विद्यार्थी मूल्याङ्कनको कार्यान्वयन र त्यसको दिगोपनका लागि अन्य विकासशील देशहरूमा यो प्रभावकारी विधि साबित भएको छ ।

३. बहुकक्षा बहुस्तर कार्यक्रमका निरन्तर विद्यार्थी मूल्याङ्कनका अभ्यासहरूको अनुकरण : शिक्षा विभागले बहुकक्षा बहुस्तर पद्धति शुरु गरिसकेकाले बहुकक्षा बहुस्तर पद्धति अपनाएका विद्यालयले अवलम्बन गरेका निरन्तर विद्यार्थी मूल्याङ्कनका कतिपय असल अभ्यासहरू अन्य विद्यालयहरूमा पनि लागू गर्न सकिन्छ (विस्तृत विवरणका लागि 'निरन्तर विद्यार्थी मूल्याङ्कन प्रणाली प्रभावकारी रहेका विद्यालयका अभ्यासहरू' खण्ड हेर्नुहोला) । समूह मूल्याङ्कन, स्व-मूल्याङ्कन र सहपाठी मूल्याङ्कनको प्रावधानलाई अन्य विद्यालयहरूमा पनि लागू गर्न सकिन्छ, जसले माथिल्ला कक्षाहरू (कक्षा ४-७) मा विषय शिक्षकको भार सहज रूपमा कम गर्नेछ ।

सङ्क्षिप्त रूपहरू

बिपिइपी	आधारभूत तथा प्राथमिक शिक्षा कार्यक्रम
सिएएस	निरन्तर मूल्याङ्कन प्रणाली/निरन्तर विद्यार्थी मूल्याङ्कन
सिडिसी	पाठ्यक्रम विकास केन्द्र
डिइओ	जिल्ला शिक्षा कार्यालय
डिओइ	शिक्षा विभाग
इजीआरपी	प्रारम्भिक कक्षा पढाइ कार्यक्रम
इसीइडी	प्रारम्भिक बाल विकास शिक्षा
इएफए	सबैका लागि शिक्षा
एफजीडी (ज्)	लक्षित समूह छलफल (हरू)
एलजीएस	अक्षराङ्कन प्रणाली
एमओइ	शिक्षा मन्त्रालय
एनसिइडी	शैक्षिक जनशक्ति विकास केन्द्र
पिआइपी	कार्यक्रम कार्यान्वयन योजना
पिटिए	शिक्षक अभिभावक संघ
एसएसडिपी	विद्यालय क्षेत्र विकास योजना
एसएसआरपी	विद्यालय क्षेत्र सुधार कार्यक्रम
आरसी	स्रोतकेन्द्र
आरपी (ज्)	स्रोतव्यक्ति(हरू)
एसएस	विद्यालय निरीक्षक
टिपिडी	शिक्षकको पेशागत विकास

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A Study on Factors of Student Learning Achievements and Dynamics for Better Learning Conditions: A case study focused to grade five in some selected schools.

2073/074

A Study on Factors of Student Learning Achievements and Dynamics for Better Learning Conditions: A case study focused to grade five in some selected schools.

2073/074

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Abbreviations

BPEP Basic Primary Education

DEOs District Education Officers

DOE Department of Education

ERO Educational Review Office

FGD Focus Group Discussion

HTs Head Teachers

MOE Ministry of Education

NASA National Assessment of Student Achievement

PTA Parents Teacher Association

RCs Resource Centers

RPs Resource Persons

SDG Sustainable Development Goals

SLC School Leaving Certificate

SMC School Management Committee

SSRP School Sector Reform Program

SSs School Supervisors

STR Techaer-student Ratio

STs Subject Teachers

TPD Teacher's Professional Training

Context

Low level of student learning achievement has been an issue and core concern of school reform and development in Nepal ever since the country started to engage in planning and implementing national programs for educational development. Although Nepal has achieved almost universal access to basic and primary school with a remarkable progress in student enrollments particularly at the primary school level and pre-primary level, brought by national initiatives including the Basic and Primary Education Program, Education for All Program and School Sector Reform Program, improving the quality of teaching-learning conditions and enhancing the levels of student learning outcomes have remained rather a difficult challenge.

Systematic efforts have been made to understand the levels of student learning achievements and the factors contributing to the achievement levels after the introduction of Basic and Primary in the 1990s and intensified since the implementation of Education for All, National Plan of Action (2001-2010). National level assessments of student achievement and learning outcomes have been conducted: in 1995, 1997, 2001 for Grade 3; in 1997 for Grade 4; in 1998, 1999; 2003, 2008 for Grade 5; in 1999 for Grades 6 and 8. After the adoption of a more comprehensive school sector reform program (SSRP, 2009-2015) incorporating EFA efforts and outcomes Educational Research Office has been established under MOE for more systematic and consolidated research based educational policy reform and program development. Following the establishment of ERO, a highly comprehensive large-scale assessment with a nationally representative sample have been conducted in 2011and subsequently in 2012, 2013, and 2015 at grade 3, 5 and 8. The main purpose of these assessments was to understand the levels of learning achievements attained by the school children at different critical grade levels to feed into policy in order to improve the education system.The studies also provided important information regarding the factors that impacted on student learning. The studies showed that enhancing learning achievement levels are rather very challenging. Nonetheless, the studies also revealed that there are some cases where schools have succeeded in ensuring higher levels of achievements and many cases of failures to ensure reasonable levels.

Objectives

The main purpose of this study is to find out how school conditions can change in terms of teaching learning and student achievements? What internal school dynamics and factors play role in improving better student learning and achievements? What inhibits improvements? What specific programs and the roles of the government agencies including MOE, DOE, DEO and RC should be there to ensure progressive improvement in students' learning achievements? Specifically the objectives of the study are:

- To review related documents and reports including NASA reports to analyze the trends and issues of teaching learning conditions and student learning achievement in the country

- To analyze the government efforts and their implications regarding improvements in teaching learning and student learning achievements
- To examine school level understanding and initiatives regarding improvement in learning conditions and student learning achievement in reference to NASA outcomes
- To identify good practices and innovations and determine the factors and dynamics of school transformation for sustained better teaching learning practices and student learning achievements
- To identify the roles of various stakeholders including the government agencies, school community, teachers and parents for better teaching learning conditions and improved student learning outcomes

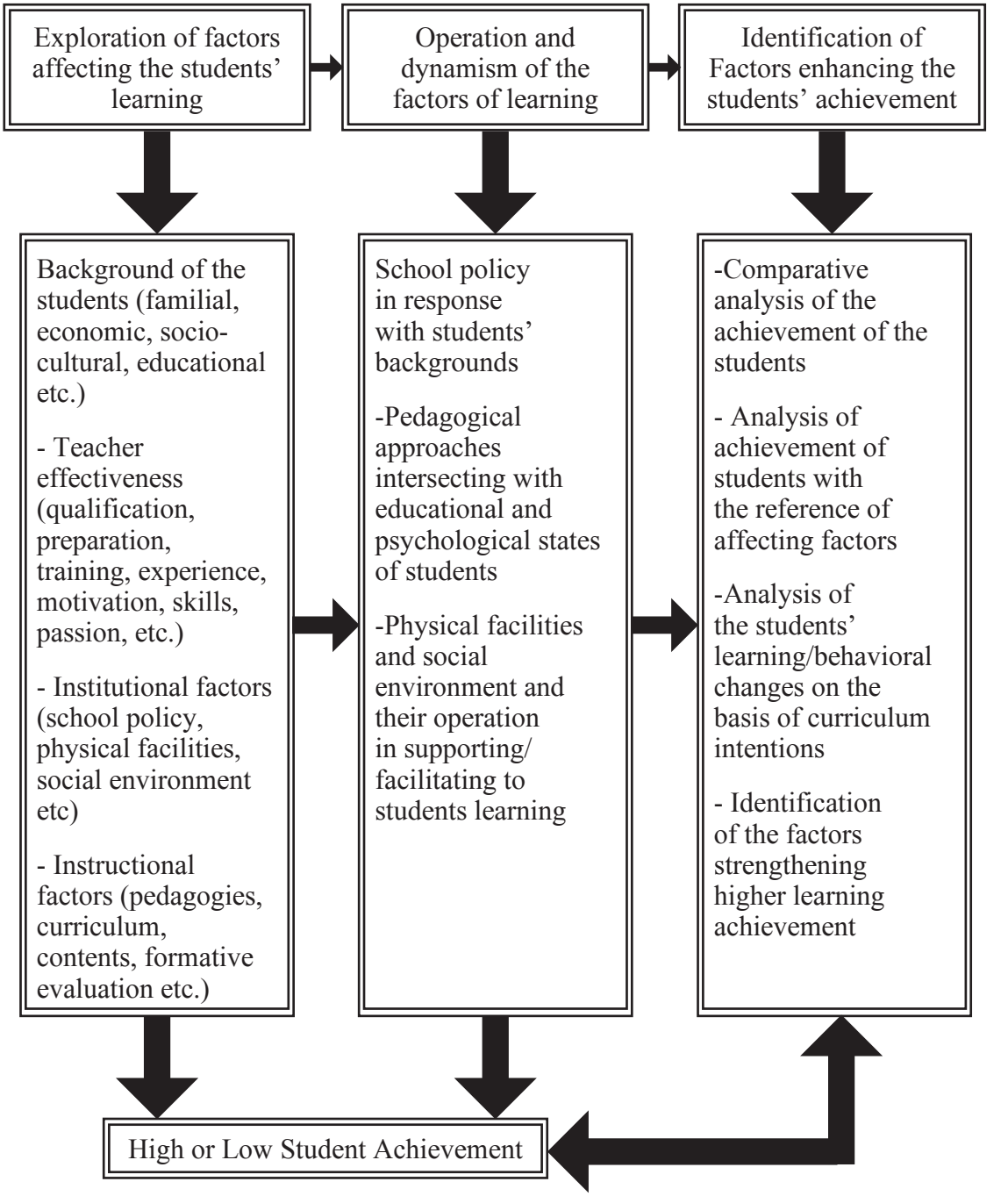
Scope

The study has been undertaken in the fiscal year 2073/74 (2017) involving executive heads and concerned personnel of DOE, ERO, DEOs and RCs as well as the SMC members, head teachers, teachers, students, parents and other stakeholders.It focuses on the schools that have participated in NASA program for studying teaching learning conditions, dynamics and learning achievements.

Conceptual Famework of the Study

The conceptual framework stems from the theoretical framework and concentrates usually on one section of that theoretical framework which becomes the basis of the study (Kumar, 2009). He further writes that the conceptual framework grows out of the theoretical framework and relates to the specific research problems concerning the fear of non-survival theory.

Since this study is the multiple case study of twelve schools of six districts of the three ecological belts choosing one high performer and the other as low performerfrom each district. Based on the different variables, the conceptual framework has been drawn as follows.


Exploration of factors affecting the students' learning
Operation and dynamism of the factors of learning
Identification of Factors enhancing the students' achievement
Background of the students (familial, economic, socio-cultural, educational etc.)
- Teacher effectiveness (qualification, preparation, training, experience, motivation, skills, passion, etc.)
- Institutional factors (school policy, physical facilities, social environment etc)
- Instructional factors (pedagogies, curriculum, contents, formative evaluation etc.)
School policy in response with students' backgrounds
-Pedagogical approaches intersecting with educational and psychological states of students
-Physical facilities and social environment and their operation in supporting/ facilitating to students learning
-Comparative analysis of the achievement of the students
- Analysis of achievement of students with the reference of affecting factors
-Analysis of the students' learning/behavioral changes on the basis of curriculum intentions
- Identification of the factors strengthening higher learning achievement
High or Low Student Achievement

Methodology

This research is based on multiple-case study design. Ecologically and politically representative twelve schools from six districts had been selected purposively. Key informants include six DEOs one from each district, eleven resource persons, eleven school supervisors, twelve head teachers, twelve subject teachers, sixty-two students, twelve SMC members and seventeen PTA members selected purposively as the sample to get desired information. To get the in-depth and comprehensive information from the respondants, group/individual interview guidelines, classroom and overall school observation and school record analysis were employed as the process of data collection.The information collected from the field have been analyzed under the main themes like school cases, achievement cataegories of the schools, factors causing low and high student learning achievement which have been discussed under several sub-themes. The information has been organized and presented with the description and analysis of the indepth information.

Field and Sample Selection

Though the given TOR had not mentioned the specific sample and sampling procedure specifying the number of districts and schools, it was clearly indicated that the districts, RCs and schools were determined in consultation with the personnel of the client. In this context, it was recommended to determine the sample units the of twelve schools of six districts covering the three ecological belts like Mountain, Hill, and Terai, including two schools of each province selecting one of the higher student learning achievement and the other the lowest one and the concerning RCs and DEOs. The detail of the sample has been given in the table below.

Representative sample and size

District	Schools	DEOs	SSs	RPs	HTs	STs	Stu	SMC	PTA	Total
Ilam	A_h	1	1	1	1	1	5	1	1	**23**
	A_l		1	1	1	1	5	1	1	
Sankhuwa-Sawa	B_h	1	1	1	1	1	4	1	1	**20**
	B_l		1	-	1	1	4	1	1	
Bara	C_h	1	1	1	1	1	5	1	1	**23**
	C_l		1	1	1	1	5	1	1	
Nawalparasi	D_h	1	1	1	1	1	5	1	1	**23**
	D_l		1	1	1	1	5	1	1	
Doti	E_h	1	-	1	1	1	6	1	6	**29**
	E_l		1	1	1	1	6	1	1	
Kanchanpur	F_h	1	1	1	1	1	4	1	1	**21**
	F_l		1	1	1	1	4	1	1	
Total	12	**6**	**11**	**11**	**12**	**12**	**62**	**12**	**17**	**143**

Findings

Based on the analysis and interpretation of the data through various sources, some genuine findings have been drawn. They have been mentioned themewise below.

Trends and Issues of Teaching Learning Conditions and Student Learning Achievement

- Though the government has put a great effort to train the teachers of the community schools, they have been using the same traditional approach to teaching like teachers-centeredness, very less use of instructional materials, less preparation and planning which have been received through their observation as the learners when they were themselves the students.

Government Efforts and their Implications Regarding the Improvement in Teaching Learning and Student Learning Achievement

- The government of Nepal has put a great effort for the improvement of learning achievement of students in community schools through several guidelines, directives and operational manuals.Which include:
- Defining the responsibilities, duties and rights of various line agencies, their authorities and commities like DEC, VDEC
- Formation of provisions of the non-formal, distance and special education
- Categorizations of schools
- Granting scholarship to the poor, women, differentaly able, indigenous tribes, dalit along with the people of remote area
- Provision of social audit system of community schools
- Creating child friendly learning environment
- Textbooks publication and distribution utilizing local skills, aptitude and making them inclusive
- School improverment plan using the block grants effectively
- Establishing the parternership and support of the institutional schools to the community schools
- Developing skills of SMC cheerpersons and members through training for them
- Training to enhance of ownership in all stakeholders
- Forming PTA for the improvement of parents collaboration in social activities
- Uniformity in grant allocation
- Implementation of basic level education in the integrated manner

- Teacher support in community schools through per- child funding mechanism
- The provision of continuous assessment of students
- Merging and downsizing of two or more basic school and secondary school for the better utilization of resources and effective management
- Demand driven and need based TPD trainings for the teachers in line with SSRP
- School enrolement campaign
- Proposal for making schools as the zone of peace
- Provison of RPs and their management
- Child friendly school procedures emphasizing the child rights and their participation in the governance process
- The provision of mid-day meal for the childrens of disadvantaged area
- Providing hostel facilities
- Development of school infrastructure renovation and mentinance through the fund of blocks and classroom constructions
- Local level planning and involvement of guardians through different educational commeties

School Level Understanding and Initiatives Regarding Improvement in Learning Conditions and Student Learning Achievement in Reference to NASA Outcomes

- The leadership as well as the teachers are known to the factors like higher number of study days, smaller classes, smaller student-teacher ratio, more time on class work and homework, less absence of students and teachers, positive attitude toward the teaching and the subject they teach, parents' higher socio-economic and educational status theoretically but in practice a few of them have translated these attributes of high learning achievement.

In brief, the school level understanding and initiatives regarding improvement in learning conditions have been summarized as the result in the following points:

- Home visit campaign with a planning of student learning achievement improvement
- English medium of instruction up to primary grades
- Introduction to the computer course above grade five
- Regular teaching learning even in the public holidays except on some festivals
- Collaboration and co-operation among all stakeholders for the educational improvement
- Involvement of all stakeholders in decision making process

- Enhancing the sense of ownership of community schools
- Management of how to involve the local community in the school improvement plan at the policy level
- High expectation of student learning achievement in the school community and school management committee
- Unanimity in all stakeholders for the betterment of school performance
- Community ownership, accountability, rsponsibilities and duties, strong monitoring and supervision
- Avoidance of tug of war in personnel and teaching staff based on political creed
- End of politicization and sharing in SMC
- Strong educational leadership
- Lack of political protection for the intellectually weak teachers
- Strong implementation of code of conduct prepared for the behavior management of students, teachers as well as the school administration
- Students' admission on the basis of entrance test result
- Strong will power of the school leadership and SMC
- Emphasis on innovation and experimentation of new ideas
- Professional accountability in teachers
- No discrimination among all sorts of teachers
- Result analysis of various tests and using remedial teaching for the needy students

The leadership as well as the teachers are known to these factors theoretically but in practice a very few of them can be seen to have translated these attributes of high learning achievement.

Good Practices, Innovations and Dynamics of School Transformation

- The schools with their high learning achievement were found to have practiced the use of operation calendar as provided by the resource centers, formation of parent-teacher association, holding high expectation on student learning achievement, purposive leadership, choosing competent teachers or caring about the quality of teacher, providing the sense of ownership of school, emphasizing on the teacher training, creating positive learning atmosphere, frequent test taking and providing remedial teaching
- Almost all schools were found conducting extra-curricular/ co-curricular activities like Quiz contest, spelling competition and debate are the common activities conducted in the schools. These are the commonalities among all schools regardless

of their different level of the student achievement.

- Tri-monthly test and monthly test have been conducted by the schools instead of CAS. Theoretically and conceptually, CAS is not formal evaluation system. Some schools have used oral test, observation, home work and class workas the assessment tools.
- Teachers' and students' irregularity was one of the main factors in weakening the learning achievement of students.
- Most of the children have been getting learning support from their sisters and brothers rather than their father and mother in family.
- There were no teachers found without teacher training and relevant educational background, except two teachers from schoolsof Doti and Ilam districts. The teachers have received long term, short term and TPD training to enhance the students' learning.
- The schools with high student learning achievement in admit students on the basis of entrance test, for those, who come from other schools, but school with low achievement of students admit students on thebasis of birth certificate aswell. It indicates that the admission policy and process have also direct relation with student learning achievement.

Factors affecting students' learnimg achievement

- One of the most crucial factors affecting student learning achievement is educational background of the parents. The students from educated family or parents with higher education have better performance than the students from the parents with illiterate, just literate and school education.
- The students from the parental background of service sector have better learning achievement than the parental background of physical labour or low category job, regardless of their educational status.
- Burden at home is another crucial factor to affect students' learning achievement. The students who have been engaged more in their home duties like grass collection, cooking, dish washing, animal feeding and animal rearing have their learning achievement comparatively low.
- The students were found to have poor learning achievement because of the lack of remedial classes or special classes offered by school authority to weak students.
- According to their opinion they have no time, because of their employment in the foreign country, poverty, business and low belief in community schools.
- There were no Mathematics, English and Nepali teachers found preparing and using lesson plan in the classroom teaching.Hence, teaching without plan and preparation in the schools could not use audio-visual materials and made their students motivated

in classroom activities.

- Teachers have been assigned on the basis of their respective subject background. However, the education regulation has not enforced to assign teachers on the basis of mastery of subject knowledge at the Basic Education.
- Teacher-student ratio of the schools was diverse in size. It was found that the schools that have admitted the new students by taking the intrance tests and have small teacher- students ratio had higher student learning achievement.
- In the case of all schools, there was very rare involvement of parents or guardians in the school activities.
- The teaching loads also does not seem to affect much because in the schools the school with highest learning achievement in Ilam, the teachers teach 42 periods a week and teachers of low learning achievement school teach 29 periods only in a week.

Factors Affecting Students' Learning Achievement and Good Practices, Iniitiatives and Dynami cs of School Transformation

After going through the above mentioned cases, it was found that the trends and issues of teaching learning conditions which can produce good student learning outcomes include:

- Firm and purposive leadership of school who can appoint competent and confident teachers, create consequences and unity of purpose, delegate responsibility, involve all teaching and non-teaching staff in decision making
- Shared vision among the staff
- Conducive learning envirronment
- Focus on teaching and learning as the school's primary purpose
- Emphasis on teachers' time-on-tasks
- Regular class work/homework and their checking meticulously
- Appropriate feedback on students' efforts
- High expectation on student learning achievement
- Monitoring students' progress
- Positive treatment to students and other stakeholders
- Pervasive care about planning and preparation
- Parents' involvement in students' learning and school activities
- Collaboration and co-operation among all stakeholders
- Sufficiency of classrooms and furniture

- Well equipped library and laboretories
- Small student teacher ratio
- High teachers' and students' attendance
- Appropriate workload for the teachers
- Regular monitoring and follw-up of teaching and learning activities
- New admission based on the entrance tests
- Collaboration among all stakeholders
- Sincerity and innovation in subject teachers
- Care in lesson and instructional material use
- Result analysis and the provision of remedial classes for the weak students in collaboration with their guardiances.

The Roles of Teachers:

- The teachers of the schools with high student learning achievement were seen checking up the students' homework minutely and giving feedback to the students, checking students' answer books of various tests and examinations, setting question items and taking part in teacher trainings along with the teaching of the assigned subject in the classroom.
- The teachers of the schools with low student learning achievement were found weak in providing students with the counseling services, interacting with their colleagues about teaching learning process, planning and preparation, collecting and designing instructional materials, visiting the library, browsing internet, planning future work and reflecting their own work.

The Roles of Headteachers

- The headteachers of the schools with high learning achievement of student have partially fulfilled the assigned roles, but many schools have not been transformed because of the headteacher's role. One example can be taken from the low student learning achievement in Nepali of Kanchanpur district.
- Most of school leaderships have been felt by teachers and other stakeholders as transparent, participatory, cooperative, collaborative, having high expectation over students' learning, regular monitoring the students' progress.
- Leadership and psychological security of teachers affect the student learning achievement. The leadership with fewer qualities of participatory, qualifications, feeling of ownership, regular monitoring of students' progress result low learning chievement of students.

The Roles of SMC

- Most of the SMC chair persons are not aware of their roles and responsibilities. Instead of the work of building construction, they do not pay so much attention to the other aspects of school reformation.

The roles of Resource Persons

- The resource persons were found busy organizing the meetings with the headteachers, SMC chair persons and PTA representatives, forming the operational calenders for the schools, keeping the records of the schools. It indicates that the roles of the school inspectors and the resource persons are overlapping.
- They are also busy in the administrative work rather than performing their assigned roles of observing the teachers' classroom teaching, conducting the interaction with the teachers, helping teachers in constructing instructional planning and materials., conducting research oriented and reflective programs, arraning dissemination programs and finding the affecting factors of student learning achievement.

The Roles of School Supervisors

- The school supervision and inspection have not been so regular. There are several reasons behind it. On the one hand, they have to spend much time on the issues of authority abuse cases and settling the dispute. They are doing only the administrative duties but not the classroom observation of the teachers, giving feedback for them and interaction with the teachers with the view of addressing their personal problems.

The roles of DEOs

- In policy level, the implementation of educational programs within the district is done by the DEOs but what has been expected was not found fulfilled yet.
- Only the records of community schools have been kept precisely but not of the institutional schools.
- The office has not done the monitoring of the work of resource centre so effectively. Only the question items of grade eight are checked randomly.
- For the supervision of the schools, the school supervisors have been allocated but because of the over number of schools, the work of supervision has not been so effective.
- For the improvement of the curriculum, textbooks and teacher's guide, the collection of suggestions and comments have not been carried out yet. This shows that the DEOs are also maintaining their daily administrative work rather than innovation and improvement of education system.

Conclusion

There is no single factor that determines the students'learning achievement in the schools. There are multiple factors which affect the students learning achievement at the same time and rather one over another factor to weaken or enhance the students' achievement. However, student and teachers' regularity, strong and effective school leadership, effective teacher management and strong infrastructure and well classroom management are the fundamental factors which play crucial role in the enhancement of students' achievement. Students' familial socio-economic condition is also the important factor behind the students' regularity and their learning achievement. The most important factors causing high student learning achievement are teachers' quality, teachers' devotion, their regularity, students' quality, parents' involvement, collaboration and cooperation among all stakeholders.

Therefore, for the creation of the situation to include all the stakeholders, create collaborative school culture, involve all parents and guardians in school reform activities, appoint effective teachers, strong monitoring, follow up and supervision, to implement extra, special and remedial teaching for the weak students, bear the responsiblity and accountability of all stakeholders, the following recommendations have been proposed.

Recommendations

On the basis of the findings, the major recommendations are presented in the following points to transform basic level education and increase students' achievement meaningfully. The recommendations encompass the policy formulation, and implementation, administrative and classroom practice and further research levels.

Policy Related

1. The government of Nepal should form the policy of getting every teacher to prepare their teaching portfolio in which they have to collect the related curriculum, describe the course they teach, strength and weaknesses of the textbook, their planning and preparation of the year, instructional materials, students evaluation, the record of the classroom observation, action research, feedback and comment from the seniors. If it can be made obligatory, it can have two advantages: on the one hand their portfolios can be observed for their promotion, and on the other, their needs for further learning can be detected easily. Furthermore, teachers become self-aware and enhance the culture of collaboration and co-operation among all stakeholders.
2. As the teachers are seen very weak in planning and preparation of the lesson, there must be the policy of the government providing teacher trainings not only in the training centres but also in their own work place basing on their own needs and demands getting schools to organize them in the beginning of the sessions. It would have two sorts of benefits of the schools as well as the teachers. On the one hand all teachers of the schools can have the chance of participation in the training program,

and on the other, the internal (senior teachers) as well as the external (subject experts) can be utilized as the trainers.

3. It is said that there is no monitoring and follow up of the tranings and development programs. So there must be the policy of carrying them out strictly by the school supervisors.
4. The work of resource persons and school supervisors has been overlapping so far. So, either the provision of resource persons should be dismissed or their role allocation and of the school supervisors should be made clear.
5. So far, the government of Nepal has formed many guidelines, directives and operational manuals for the enhancement of student learning achievement, but their effect in the implementation aspect is very weak. There are still wide gaps between policy formulation and their implementation in the real practice. So, while formulating the policy, either they should not be formed or their implementation aspect must be strictly monitored and improve the student learning achievement.
6. For some years now, the quality human resource has not been attracted to the teaching profession. So, to attract them to this field, the government must introduce the policy and programs of providing scholarships and stipend enough to meet the expenses in the present inflation.

Implementation Related

7. The factors affecting student learning achievement have also been explored in NASA Studies. Though they are genuine and could be influential in transferring the schools, they are limited to the reports and articles. They should be disseminated to the schools from which the data have been collected.
8. The good practices of the schools with high student learning achievement should be transferred to the schools with low student learning achievement through the dissemination programs organized by the concerned line agency.
9. The headteacher of the school has the pivotal role. So, instead of choosing headteacher using the political criteria or political sharing, they must be chosen on the basis of their capacity, neutrality and quality of purposeful leadership.
10. Teachers are the interface of the school education. The success and failure of education system depends more on their hands. So, the government must be so careful in their preparation, selection and their development so that they could be devoted, effective and reflective in their practice. The existing system of teacher certification through mushroom growing affiliated campuses of different universities must be stopped first and the teachers of various subject disciplines must be prepared as per the need of the nation by anticipating the number of necessary teachers beforehand.The affiliated campuses should be encouraged to run the ecological subjects of the locality.

School Related

11. The schools must organize the parent awareness programs every year so that they can be supportive and can create peaceful environment for the study of their children and can also be involved in school activities regularly.
12. The schools must involve their students in different tests and analyze their results. Based on their result, they should be categorized and then the needy students must be provided with remedial and special classes for at lest three months a year.
13. Through the classroom observation, the teachers of the schools with low performance were found very weak in providing students with the counseling services; interacting with their colleagues about teaching learning process; planning and preparation; collecting, designing and using instructional materials; visiting the libraries; browsing internet; planning future work, and reflecting their own work, the resource centres must organize training program to make the teachers aware of them.

School Management Committee Related

The SMCs must be involved in awareness programs to be careful about the teachers' presence in the school, their devotion to the time-on-tasks, and teachers' quality improvement along with resource management in the schools.

Resource Person Related

14. The resource persons are seen to do the administrative works such as keeping the school records, organizing headteacher meeting, disseminating curriculum, etc. So, their work and school supervisors' work have been overlapping. So, the resource persons must be strict to their assigned tasks of enhancing the teachers' capacity and student learning achievement.

School Supervisor Related

15. As the school supervisors are accused of not performing their monitoring work and only doing the administrative work, they must have devotion towards the school inspection for the enhancement of teachers' quality and student learning achievement by observing the teachers' classroom teaching and giving appropriate feedback.

District Education Office Related

16. As not all headteachers are aware of their responsibilities and duties, there must be the workshops and seminars of the head teachers to enhance the capacity of the headteachers.
17. The SMC chair persons and other members do not pay so much attention towards the other aspects except building construction and appointing their own relatives or near and dear as the teacher and non-teaching staff. This shows that they are not

known so clearly about their roles and responsibilities. So, they must be involved in the awareness programs conducted by the line agency including school supervisors and district education officer.

18. The roles of DEOs are maintaining the records of the schools and teachers within the district; arranging the meetings, seminars and training programs of the headteachers and SMC chair persons; and collecting opinions of the stakeholders for revising the curriculum, textbooks and teachers' guides but these roles have not been performed by the DEOs. So, it can be recommended that the assigned duties and responsibilities should be performed by the authority effectively so that the other personnel of the line agencies could follow them.
19. The provision of reward and punishment must be implemented from the base level to the policy formulation level.

नेपाली सारांश

विद्यार्थी सिकाइमा प्रभाव पार्ने एवम् प्रभावकारी सिकाइ अवस्था सिर्जना गर्ने तत्त्वहरु : छनोट गरिएका केही विद्यालयहरुको कक्षा ५ मा केन्द्रित गरी गरिएको एक मामला अध्ययन

यस अध्ययनले कक्षा ५ का विद्यार्थीहरूको उपलब्धिलाई मध्यनजर गर्दै नेपालको विविधतायुक्त अवस्थाकोसमेत प्रतिनिधित्व गर्ने जिल्ला, भौगोलिक अवस्था, वातावरणीय प्रदेश तथा विकास क्षेत्रहरूबाट मामाला अध्ययनका लागि विद्यालयहरू छनोट गरी अध्ययनलाई समेटेको छ जसले अध्ययनका प्राप्ति र विश्लेषणात्मक सामान्यीकरणलाई सुनिश्चित गरेको छ । यस अध्ययनका लागि मामलाहरू ६ जिल्लाबाट १२ विद्यालयहरू छनोट गरिएका थिए जसमा नेपाली,अङ्ग्रेजी तथा गणित विषयका कक्षा ५ को नासाले लिएको उपलब्धि परीक्षामा सबभन्दा कम र सबभन्दा बढी सिकाइ उपलब्धि हासिल गर्ने विद्यालयहरू छानिएका थिए । अङ्ग्रेजी विषयका लागि डोटी जिल्लाबाट सबभन्दा धेरै विद्यार्थी सिकाइ उपलब्धि भएको विद्यालय श्री सरस्वती माध्यमिक विद्यालय र सबभन्दा कम विद्यार्थी सिकाइ उपलब्धि भएको विद्यालय श्री बानेढुग्रा निम्न माध्यमिक विद्यालय छानिएको थियो । त्यसरी नै नवलपरासी जिल्लाबाट कालिका उच्चमाध्यमिक विद्यालय विद्यार्थी सिकाइ उपलब्धि उच्च रहेको विद्यालय छानिएको थियो भने श्री भानुदय माध्यमिक विद्यालय न्यून विद्यार्थी सिकाइ उपलब्धि भएको विद्यालय छानिएको थियो । त्यसरी नै नेपाली विषयका लागि सङ्खुवासभा जिल्लाबाट दुई विद्यालयमा श्री शारदा उच्च माध्यमिक विद्यालय, चैनपुर १०, खराङ उच्च सिकाइ उपलब्धि भएको विद्यालय थियो भने शारदा निम्नमाध्यमिक विद्यालय धुपु न्यून सिकाइ उपलब्धि भएको विद्यालय थियो । त्यसरी नै कन्चनपुर जिल्लाबाट समैजी उच्च माध्यमिक विद्यालय उच्च सिकाइ उपलब्धि र सिद्धनाथ निम्नमाध्यमिक विद्यालय न्यून सिकाइ उपलब्धि भएको छनोट गरिएको थियो । गणित विषयका लागि इलाम जिल्लाबाट श्री दियालो निम्नमाध्यमिक विद्यालय उच्च सिकाइउपलब्धि र श्री नेपालटार उच्चमाध्यमिक विद्यालय न्यून सिकाइउपलब्धि भएको विद्यालयको रूपमा छनोट गरिएको थियो । त्यसरी नै बारा जिल्लाबाट श्री सरस्वती निम्नमाध्यमिक विद्यालय उच्च सिकाइउपब्धि तथा श्री नेपाल राष्ट्रिय माध्यमिक विद्यालय न्यून सिकाइउपलब्धि भएको विद्यालयका रूपमा छनोट गरिएको थियो ।

आधारभूत तहका विद्यार्थीहरूको सिकाइ उपलब्धिमा असर पार्ने तत्त्वहरूमाथि गरिने अनुसन्धानको एउटा निरन्तरता स्वरूप अनुसन्धानका प्रतिवेदनहरू, नीति तथा कार्यक्रमहरूको अगुवाइको पुनरावलोकनका साथ यो अध्ययन सञ्चालन गरिएको थियो । यसको मूल उद्देश्य भनेको विद्यार्थीको उच्च सिकाइ उपलब्धिमा असर गर्ने तत्त्वहरू र सिकाइ उपलब्धिलाई राम्रो पार्ने कारकहरूको अध्ययन नै हो । यस अनुसन्धानमा सैद्धान्तिक पक्षका रूपमा विद्यालय क्षेत्र विकास कार्यक्रमका नीतिहरू, शिक्षा मन्त्रालयका योजना तथा पहलकदमीहरू, नासाले अध्ययन गरेका २०१२, २०१३, २०१५, २०१६ का प्रतिवेदनहरू आदि रहेका छन् । यस अनुसन्धानमा शिक्षा मन्त्रालयले विद्यार्थी सिकाइ उपलब्धि सुधार गर्न विभिन्न समयमा तर्जुमा गरेका नीति तथा कार्यक्रमहरू जस्तै छात्रवृत्ति ऐन २०२१, शिक्षा नियमावली २०५९, विद्यालय अनुदान सञ्चालन निर्देशिका २०६६, आधारभूत शिक्षा कार्यान्वयन निर्देशिका २०६६, निरन्तर विद्यार्थी मूल्याङ्कन निर्देशिका २०६६, विद्यालय भर्ना अभियान निर्देशिका २०६८, स्रोतव्यक्ति व्यवस्थापन निर्देशिका २०६८, बालमैत्री विद्यालय विधि २०६८ आदिको पुनरावलोकन गरिएको थियो ।

अध्ययनका उद्देश्यहरू

यस मामला अध्ययनका लागि निम्नानुसार ५ वटा उद्देश्यहरू तय गरिएका थिए :

१. देशमा विद्यार्थी सिकाइ उपलब्धि एवम् शिक्षण सिकाइको अवस्थाका बुँदाहरू एवम् प्रकृतिहरूको विश्लेषणका लागि नासाका प्रतिवेदन लगायत सम्बन्धित पूर्वसाहित्यको अध्ययन गर्नु,

२. विद्यार्थी सिकाइ उपलब्धि तथा शिक्षण सिकाइ सुधार गर्न नेपाल सरकारले लिएका पहलकदमीहरूको विश्लेषण गर्नु,

३. विद्यालय तहको बोध परीक्षण गर्न तथा नासा उपलब्धि परीक्षणको सन्दर्भमा विद्यार्थी सिकाइ उपलब्धि तथा शिक्षण सिकाइ सुधार गर्ने सवालमा लिएका पहलहरूको परीक्षण गर्नु,

४. असल अभ्यासहरू एवम् नवीनतम सिर्जनाहरूको पहिचान गर्नुका साथै विद्यार्थी सिकाइ उपलब्धि एवम् असल शिक्षण सिकाइ अभ्यासका लागि आवश्यक तत्त्वहरूको निर्धारण गर्नु,

५. असल शिक्षण सिकाइ अवस्था एवम् विद्यार्थी सिकाइ उपलब्धि उच्च राख्नका लागि सरकारी अभिकर्ताहरू, विद्यालय, समुदाय, शिक्षक तथा अभिभावकहसमेतको भूमिका पहिचान गर्नु ।

अध्ययन विधि

यो अनुसन्धान वहुमामलागत अध्ययन विधिमा आधारित छ । हिमाल,पहाड तथा तराई प्रदेशहरूका साथै राजनीतिक क्षेत्र विभाजनसमेतको प्रतिनिधित्व हुन सक्ने गरी जम्मा ६ जिल्लाका १२ वटा विद्यालय जसमा तीन मुख्य विषयका विद्यार्थी सिकाइ उपलब्धिलाई दुई दुई जिल्लाका दरले एक जिल्लाका दुई विद्यालयहरू एउटा उच्चतम र अर्को न्युनतम उपलब्धि भएको विद्यालय छनोटका लागि उद्देश्यमूलक नमूना छनोट विधि अपनाइएको थियो । मूख्य सूचनादाताहरूमा छ जना जिल्ला शिक्षा अधिकारी, एघार जना विद्यालय निरीक्षकहरू, एघार जना स्रोतव्यक्तिहरू, बाह्रजना प्रधानाध्यापकहरू, बाह्र जना विषय शिक्षकहरू, बैसट्ठीजना कक्षा ७ का विद्यार्थीहरू, बाह्र जना सञ्चालक समितिका अध्यक्ष वा सदस्यहरू र सत्र जना शिक्षक अभिभावक सङ्घका प्रतिनिधिहरू समावेश गरिएको थियो । सूचनादाताबाट गहन सूचना प्राप्त गर्न व्यक्तिगत अन्तर्वार्ता,तथा सामूहिक अन्तर्वार्ताका लागि पथप्रदर्शन गर्ने प्रश्नहरू तथा टिपोटहरूलाई सूचना सामग्रीका रूपमा प्रयोग गरिएको थियो । कक्षा अवलोकन, अभिलेख विश्लेषण तथा समग्र विद्यालयको अवलोकनका लागि विद्यालय अवलोकन फाराम निर्माण गरिएको थियो । निर्मित सामग्रीलाई माध्यम बनाएर अनुसन्धानकर्ताबाट स्थलगत सूचना सङ्कलन गरिएको थियो । उक्त सूचनाहरूको विश्लेषण भने विषयवस्तुको आधारमा व्याख्यात्मक ढङ्गले गरिएको छ । ती मुख्य विषयवस्तुका बुँदाहरूमा विद्यालयगत मामला, विषयगत मामला विश्लेषण, विद्यालयमा पाइने समानता, विद्यालय उपलब्धि श्रेणी, विद्यार्थीको सिकाइ उपलब्धिलाई उच्च तथा न्यून बनाउने तत्त्वहरू आदि विभिन्न तालिका एवम् चार्टहरूको माध्यमबाट पद्धतिसङ्गत ढङ्गले प्रस्तुत गरिएको छ ।

अध्ययनका प्राप्तिहरू

विभिन्न सूचना स्रोतहरूबाट सङ्कलित तथ्याङ्क एवम् सूचनाहरूको विश्लेषणगर्दा केही महत्त्वपूर्ण उपलब्धिहरू हासिल भएका देखिएका छन् जुन निम्नलिखित बुँदा तथा अनुच्छेदहरूमा प्रस्तुत गरिएको छ :

शिक्षण सिकाइ अवस्था र विद्यार्थीहरूका सिकाइ उपलब्धिसँग सम्बन्धित प्रवृत्ति

विद्यार्थीको सिकाइ उपलब्धि तथा शिक्षण सिकाइ अवस्था सुधार गर्न सरकारको तर्फबाट चालिएका प्रयासहरू र तिनीहरूको कार्यान्वयनमा विद्यालय शिक्षा पद्धतिको औपचारिक शुरुवातदेखि नै नेपाल सरकारले विभिन्न प्रथप्रदर्शन, निर्देशिका तथा कार्यान्वयन पुस्तिकाहरूको निर्माण, विस्तार तथा कार्यान्वयन गर्ने प्रयास गरेको देखिन्छ । यद्यपि नेपाल सरकारले विद्यार्थीको सिकाइ उपलब्धि वृद्धिका लागि निकै ठूलो लगानी तथा प्रयत्न गरे तापनि विद्यालयहरूको सिकाइ अवस्थामा खासै प्रगति नभई परम्परागत शिक्षण पद्धति नै चालु रहेको देखिन्छ । यसले के देखाउँछ भने ती पहलहरू सैद्धान्तिक हिसाबले बलिया देखिएतापनि कार्यान्वयनका हिसाबले कमजोर भएको कुरा स्वयम् नासाका प्रतिवेदनमा उल्लेख भएको विद्यार्थी उपलब्धिले पुष्टि गरेको छ ।

नासाका अध्ययन प्राप्तिहरूको विश्लेषणको सन्दर्भमा विद्यार्थी सिकाइ उपलब्धि तथा शिक्षण सिकाइ अवस्थासम्बन्धी विद्यालय तहको बुझाइ र नवीनतम सिर्जनाहरू नासाका अध्ययनहरूको प्राप्ति, जस्तै अध्ययनका दिनहरू, कक्षामा

सीमित विद्यार्थी सङ्ख्या, शिक्षक र विद्यार्थीको न्यून अनुपात, कक्षा तथा गृहकार्यमा गरिएको समयको खर्च, नियमित परीक्षा, तिनीहरूको गहन विश्लेषण तथा पृष्ठपोषण, शिक्षक विद्यार्थीको न्यून अनुपस्थिति, शिक्षण सिकाइप्रति सकारात्मक धारणा, अभिभावकहरूको उच्च आर्थिक अवस्था तथा आफ्ना बालबालिकाहरूको पढाइमा सचेत संलग्नता जस्ता कुराहरूले विद्यार्थीको सिकाइ उपलब्धि उच्च राख्न सहयोग गर्दछ भन्ने बुझाइ शिक्षक तथा विद्यालय व्यवस्थापन पक्षमा रहे पनि त्यस्तो वातावरण सिर्जनामा कमैमात्र ध्यान दिएको यस अध्ययननले देखाएको छ । यसको मूल कारणमा नासाले गरेको अध्ययन वा शैक्षिक गुणस्तर परीक्षण केन्द्रले सञ्चालन गरेका अध्ययनका प्रतिवेदनहरू सम्बद्ध विद्यालयसम्म पुग्न नसक्नु नै हो भन्ने देखिन्छ ।

असल अभ्यासहरू, नवीनतम सिर्जनाहरू (नयाँ परिवर्तनहरू) विद्यालय परिवर्तनका आयामहरू

ती विद्यालयहरू (जसमा विद्यार्थी सिकाइ उपलब्धि उच्च रहेको छ) ले स्रोतकेन्द्रहरूबाट उपलब्ध गराइएका वार्षिक कार्यतालिकालाई उपयोग गरेका छन्, शिक्षक अभिभावक सङ्घको निर्माण, विद्यालय सुधार योजना तथा निरन्तर विद्यार्थी मूल्याङ्कन पद्धति अँगालेको पाइनुका साथै विद्यार्थीका उच्च सिकाइ उपलब्धिको अपेक्षा, उद्देश्यमूलक नेतृत्व, दक्ष शिक्षकको छनोट, शिक्षणमा गुणस्तरीयता, शिक्षक तथा अभिभावकमा अपनत्वको भावना सिर्जना, शिक्षक तालिम तथा पेसागत विकासमा जोड, सकारात्मक सिकाइ वातावरणको सिर्जना, नियमित परीक्षण तथा उपचारात्मक शिक्षणको व्यवस्थाजस्ता असल अभ्यासहरू आफ्ना विद्यालयमा लागू गरेको देखिन्छ भने यस्ता क्रियाकलापहरूको कमी रहनु नै न्यून विद्यार्थी सिकाइ उपलब्धिका कारक तत्त्वहरू हुन् भन्ने देखिन्छ ।

अध्ययनका लागि छानिएका आधारभूत तहका विद्यालयमा नवीनतम् सिर्जना अथवा नयाँ परिवर्तनहरू भने कमै मात्र भएको पाइएको छ । सबै विद्यालयहरूले धेरथोर अतिरिक्त क्रियाकलापहरू गरेको पाइएको र त्यसमा हाजिरी जवाफ, हिज्जे प्रतियोगिता, वादविवादजस्ता सहक्रियाकलापहरू नियमित रूपमा हुनेगरेको देखियो ।

निरन्तर विद्यार्थी मूल्याङ्कनका सट्टामा मासिक तथा त्रैमासिक परीक्षाहरू लिने गरेको र न्यून सिकाइ उपलब्धिवाला विद्यालयको नेतृत्व तथा शिक्षकहरूसमेतको बुझाइ पनि उक्त परीक्षाहरू भनेकै निरन्तर मुल्याङ्कन हुन् भन्ने रहेको पाइयो भने उच्च सिकाइ उपलब्धि भएका विद्यालयले भने मौखिक परीक्षा, कक्षा अवलोकन, गृहकार्यको नियमितता, कक्षाकार्यमा नियमित सहभागिता जस्ता निरन्तर मूल्याङ्कनका साधनहरूमा अभ्यास गरेको पाइयो ।

विद्यार्थी सिकाइ उपलब्धि उच्च रहेका विद्यालयमा शिक्षक तथा विद्यार्थीको उपस्थिति नियमित (८० प्रतिशत भन्दामाथि) भएको र विद्यार्थीको सिकाइ उपलब्धि पनि राम्रो (५० प्रतिशतभन्दा माथि) पाइयो । त्यस्तै ती विद्यार्थीहरू जसको विद्यालयमा उच्च सिकाइ उपलब्धि कायम भएको छ तिनीहरू आफ्ना दाजु, दिदीहरूबाट पढाइमा सहायता लिइरहेको देखियो ।

प्रायः सबै शिक्षकहरू, जुन यस्ता आधारभूत तहका सामुदायिक विद्यालयमा शिक्षण गरिरहेका छन्, सबैजसो तालिम प्राप्त देखिएका छन् तर यसमा डोटी र इलामका उच्च सिकाइ उपलब्धि भएका विद्यालयका विषय शिक्षकहरूले भने कुनै किसिमको तालिम लिएको पाइएन । यसले के देखाउँछ भने क्षमतावान् शिक्षकलाई शिक्षण पेसामा आकर्षित गर्न सकेको खण्डमा उनीहरूले लिने तालिमले अझै थप उपलब्धि हासिल गर्ने कुरामा सहयोग पुऱ्याउनेछ ।

बारा जिल्लाका उच्च सिकाइ उपलब्धि भएका विद्यालयले गरेको विद्यार्थी भर्नासम्बन्धी प्रावधान, जसमा प्रवेश परीक्षा लिई छानिएका विद्यार्थीको सिकाइ उपलब्धि उच्च रहेको कुराले के सङ्केत गर्दछ भने विद्यार्थीको सिकाइ उपलब्धिमा उनीहरूको पूर्वज्ञानको स्तरले पनि सिकाइ उपलब्धिमा थप सहयोग गर्न सक्तछ ।

विद्यार्थी सिकाइ उपलठिधमा प्रभाव पार्ने तत्त्वहरू

- विद्यार्थीको सिकाइ उपलब्धिमा प्रभाव पार्ने तत्त्वहरूमध्ये एउटा महत्त्वपूर्ण तत्त्व अभिभावकहरूको शैक्षिक पृष्ठभूमि

हो भन्ने देखिएको छ । जुन विद्यार्थीका अभिभावकको पारिवारिक शैक्षिक अवस्था उच्च छ त्यस्ता विद्यार्थीहरूको उपलब्धि उच्च रहेको देखिएको छ ।

- ती विद्यार्थीहरू जसका मातापिता नोकरी पेसामा आबद्ध छन् त्यस्ता विद्यार्थीहरूको शैक्षिक उपलब्धि राम्रो देखिएको छ भने मजदुरी गर्ने परिवारका बालबालिकाको सिकाइ उपलब्धि कमजोर पाइएको छ ।
- जुन परिवारमा झन्झट एवम् तनाब हुन्छ त्यस्ता परिवारका बालबालिकाको सिकाइ उपलब्धि कमजोर पाइएको छ भने ती बालबालिका जसले घरमा धेरै समय घरायसी काममा जस्तै घाँस, दाउरा गर्ने, खाना पकाउने, भाँडा माझ्ने, गाईभैंसी चराउने, भेडाबाखा हेर्ने तथा तिनीहरूलाई घाँस कुँडो गर्ने काममा समय खर्च गर्नुपर्ने हुन्छ त्यस्ता बालबालिकाको सिकाइ उपलब्धि कमजोर देखिएको छ ।
- विद्यालयले हरेक परीक्षापछि विद्यार्थीहरूको नतिजा विश्लेषण गरी तिनीहरूलाई वर्गीकरण गरेर उपचारात्मक शिक्षणमा ध्यान दिएका छन् त्यस्ता विद्यालयका विद्यार्थीहरूको सिकाइ उपलब्धि उच्च र त्यसमा चासो नराख्ने विद्यालय विद्यार्थीहरूको सिकाइ उपलब्धि न्यून पाइएको छ ।
- ती विद्यालय जसले व्यवस्थापन समिति, शिक्षक-अभिभावक सङ्घ, शिक्षक विद्यार्थीहरूलाई तथा अभिभावकहरूलाई निर्णय प्रक्रिया तथा कार्यान्वयनमा सामेल गर्दैनन् तिनको सिकाइ उपलब्धि कमजोर रहेको र सबै कुरामा ध्यान दिने विद्यालयका विद्यार्थीहरूको सिकाइ उपलब्धि उच्च पाइएको छ जुन कुरा भर्ना प्रक्रियामा पनि लागू भएको देखिन्छ ।
- सामान्यतः छनोटमा परेका कुनै पनि विद्यालयमा शिक्षकहरूले योजना निर्माण गरेको तथा शैक्षिक सामग्रीहरू प्रयोग गरेको पाइएन । यसरी बिना योजनाको शिक्षणमा शैक्षिक सामग्रीको तयारी, प्रयोग तथा मूल्याङ्कनका साधनहरूको उचित व्यवस्थापन नहुँदा जति मात्रामा सिकाइ उपलब्धि हासिल हुनु पर्ने हो त्यो नभएको कुरा विद्यालयको अवलोकन र अभिलेखहरूबाट देखिन आएको छ ।
- वर्तमान शिक्षा नियमावलीले आधारभूत तहका शिक्षकहरूलाई कुनै एउटा खास विषयमा मात्र शिक्षण गर्नुपर्छ भन्ने कुरा नभने पनि प्राय सबै विद्यालयहरूमा विषय शिक्षकहरूबाटै शिक्षण हुनेगरेको पाइयो । विद्यालयको शिक्षक विद्यार्थी अनुपात पनि फरक फरक देखिएको छ ।
- शिक्षक विद्यार्थी अनुपात कम भएका विद्यालयका बालबालिकाको शैक्षिक गुणस्तर राम्रो हुनु पर्ने भन्ने सिद्धान्त यहाँ त्यति लागू भएको देखिएन किनकि कुनै विद्यालयमा १:१७ को अनुपात रहेको भए पनि न्यून सिकाइ उपलब्धि कायम भएको र १:५६, १:६१ सम्म अनुपात भएका विद्यालयको पनि राम्रो सिकाइ उपलब्धि देखिएको छ । यसमा शिक्षक विद्यार्थीको अुनपात मात्र मूल कारक नभएर विद्यार्थी भर्ना प्रक्रिया, शिक्षकको गुणस्तर, उपचारात्मक शिक्षाणको व्यवस्था तथा विद्यालय परिवारको सहकार्यात्मक भावनाले बढी काम गरेको पाइएको छ ।
- विद्यालयका हरेक क्रियाकलापमा एकातिर अभिभावकहरूको कम संलग्नताले विद्यार्थीको शैक्षिक उपलब्धिमा असर गरेको देखिएको छ भने अर्कातिर शिक्षण भारको हिसाबले विद्यार्थीको सिकाइ उपलब्धिमा असर गरेको देखिएन बरु हप्तामा ४२ घण्टी पढाउने शिक्षका विद्यार्थीको तुलनामा २४-२९ घण्टी पढाउने शिक्षकका विषयमा विद्यार्थीको सिकाइ उपलब्धि न्यून देखिएको छ ।

शिक्षकको भूमिका

विद्यार्थी सिकाइ उपलब्धि उच्च रहेका विद्यालयका शिक्षकहरूको भूमिकालाई हेर्दा उनीहरूले आफूलाई तोकिएको विषयको शिक्षणका साथै नियमित रूपमा कक्षाकार्य तथा गृहकार्य दिई तिनीहरूको गहन परीक्षण तथा पृष्ठपोषण दिने

गरेको, उत्तरपुस्तिकाहरू नियमपूर्वक परीक्षण गर्ने गरेको, आफैं प्रश्नपत्रहरू निर्माण गर्ने गरेको तथा विभिन्न खाले शिक्षक तालिममा भाग लिने गरेको पाइयो ।

उल्लिखित काममा संलग्न शिक्षकहरू स्वयम् पनि विद्यार्थी परामर्श सेवा, शिक्षण सिकाइका सवालमा सहकर्मीहरूबीच अन्तर्क्रिया, शिक्षण योजना तथा तयारी, शिक्षण समाग्रीहरू सङ्कलन, निर्माण तथा उपयोग, पुस्तकालय प्रयोग, इन्टरनेटको प्रयोगबाट शिक्षण समाग्रीहरूको खोजी, कार्ययोजना निर्माण एवम् आफ्नो कामको समीक्षाका लागि कार्यमूलक अनुसन्धान, विद्यार्थीको नियमित मामला अध्ययन, दैनिकी लेखन, आफ्नो तथा विद्यार्थीहरूको प्रगति विवरण अभिलेखीकरण आदिमा भने निकै कमजोर पाइए ।

प्रधानाध्यापकको भूमिका

विद्यार्थी सिकाइ उपलब्धि उच्च भएका विद्यालयका प्रधानाध्यापकहरूको भूमिकालाई दृष्टिगत गर्दा केही प्रधान अध्यापकहरूले शिक्षा नियमावलीले निर्दिष्ट गरेको भूमिका आंशिक रूपमा निर्वाह गरेको पाइयो तर धेरैजसो सामुदायिक विद्यालयका विद्यार्थीको सिकाइ उपलब्धि न्यून हुनुमा प्रधानअध्यापकको कमजोर भूमिका बाधक भएको देखियो ।

प्रधानाध्यापकहरू कार्यक्षमताका आधारमा भन्दा पहुँचका आधारमा छनोट हुनु, संस्थाको हित भन्दा पनि वैचारिक समूहको हितमा बढी ध्यान दिनु, राजनैतिक तटस्थता कायम राख्न नसक्नु जस्ता भूमिका देखिए । यस्तै कारणहरूले गर्दा अपेक्षाकृत ढङ्गले विद्यालय सुधार योजनामार्फत् विद्यालय रूपान्तरण जस्ता कार्यहरू प्रभावकारी हुन सकेका छैनन् भन्ने देखियो ।

यस मामला अध्ययनले के देखाएको छ भने एउटा विद्यालयमा बाहेक सबै विद्यालयमा व्यवस्थापन समिति, शिक्षक अभिभावक सङ्घ, शिक्षक तथा अभिभावकहरूका नजरमा विद्यालयका प्रधानाध्यापकहरूमा निष्पक्षता, पारदर्शिता, सहभागिता, सहक्रियाकलाप, विद्यार्थी सिकाइ उपलब्धिको उच्च अपेक्षा, नियमित अनुगमन जस्ता कामहरू आफ्नो क्षमताअनुसार भएका छन् भन्ने महसुस गरेको पाइयो ।

नेतृत्व र शिक्षकको मनोवैज्ञानिक सुरक्षाले विद्यार्थीको सिकाइ उपलब्धिलाई प्रभाव परेको देखियो । त्यस्तो विद्यालय नेतृत्व जसमा पारदर्शिता हुँदैन, योग्यताको कमी छ, जसले विद्यालयसँग सम्बन्धित सबै सरोकारवालाहरूलाई अपनत्वको भावना जगाउन सक्दैन, जसले विद्यार्थीको नियमित कक्षा र सिकाइ उपलब्धिको नियमित अनुगमन र विश्लेषण गर्नमा कमी देखाउँछ, त्यस्तो विद्यालयको कमजोर नेतृत्वका कारण विद्यार्थीको सिकाइ उपलब्धि न्यून कायम हुन पुगेको देखिएको छ ।

विद्यालय व्यवस्थापन समितिका अध्यक्षको भूमिका

धेरैजसो आधारभूत तहका सामुदायिक विद्यालयका व्यवस्थापन समिति अध्यक्ष तथा सदस्यहरू आफ्नो भूमिकाप्रति सचेत भएको पाइएन । विशेष गरेर भवन निर्माणको कामभन्दा अन्य काममा चासो राखेको देखिएन ।

विद्यालय निरीक्षकको भूमिका

यस अध्ययनबाट विद्यालय सुपरीवेक्षण तथा निरीक्षण त्यति नियमित भइरहेको देखिएन । त्यसका कारणहरूमा विद्यालय निरीक्षकहरूले एकातिर धेरैजसो अख्तियार दुरूपयोग अनुसन्धान आयोगका मुद्दाहरू तथा विभिन्न विवादहरू सुल्झाउन परेको र अर्कातर्फ प्रशासनिक कार्यहरूसमेत गर्नुपरेको छ । यसर्थ उनीहरूले प्रशासनिक निरीक्षण गर्ने गरेका भए पनि कक्षा अवलोकन, शिक्षकहरूका समस्याहरू सुन्ने तथा सुझावहरू सङ्कलन गर्ने तथा अन्तर्क्रिया गर्न भ्याइरहेका छैनन् । उनीहरूलाई दिइएको काम जस्तै विद्यार्थी सिकाइमा असर गर्ने तत्त्वहरू सङ्कलन तथा असल अभ्यासहरूको निरीक्षण गरी त्यसको प्रतिवेदन बनाउन र जिल्ला शिक्षामा पेस गर्न भ्याउने गरेका छैनन् ।

स्रोतव्यक्तिहरूको भूमिका

स्रोतव्यक्तिहरू स्रोतकेन्द्रअन्तर्गत प्रधानाध्यापकहरू, व्यवस्थापन समितिका अध्यक्षहरू, शिक्षक अभिभावक सङ्घका अध्यक्ष तथा प्रतिनिधिहरूसँगको बैठकमा व्यस्त रहेको पाइयो । त्यसरी नै उनीहरू विद्यालयको वार्षिक कार्यतालिका बनाउन व्यस्त रहने भएकाले उनीहरूको निर्दिष्ट कार्य जस्तै शिक्षकहरूको कक्षा अवलोकन, पृष्ठपोषण दिने जस्ता कार्यहरूका लागि फुर्सद नहुने देखियो । कतिपय अवस्थामा विद्यालय सुधार कार्यक्रमको प्रतिवेदन बनाउन विद्यालय प्रधानाध्यापकलाई सघाउँदैमा उनीहरूको समय बित्ने कुराले विद्यालय निरीक्षक र स्रोतव्यक्तिको काममा स्पष्ट पृथकता पाउन गाह्रो मात्र होइन स्रोतव्यक्तिले गर्ने काम जस्तै नमूना शिक्षण, शिक्षकहरूका कक्षा अवलोकन, तिनीहरूलाई पृष्ठपोषण, आफ्नो कामको समीक्षा तथा कार्यमूलक अनुसन्धान जस्ता कामहरूमासमेत उनीहरूको भूमिका कमजोर देखियो ।

जिल्ला शिक्षा अधिकारीको भूमिका

नीतिगत रूपमा जिल्ला शिक्षा अधिकारीले जिल्लाभरि लागू हुने कार्यक्रमहरूको तर्जुमा र लागू गर्नुका साथ प्रभावकारी ढङ्गले लागू भए कि भएनन् भनी अनुगमन गर्ने गराउने एक हदसम्म पूरा गरेको देखिएतापनि जुन ढङ्गबाट केन्द्रीय तहमा नीतिहरू तर्जुमा र लागू हुनु पर्न हो सोअनुसार भएको भने देखिएन । एकातिर हरेक काममा अख्तियारको तर्साइ र अर्कोतिर राजनैतिक दवाव एवम् हस्तक्षेपका कारण जिल्ला शिक्षा अधिकारीहरू निरीह जस्ता देखिए ।

जिल्ला शिक्षा कार्यालयमा सामुदायिक विद्यालयमा कार्यरत शिक्षकहरूको अभिलेख चुस्त दुरुस्त भए पनि संस्थागत विद्यालयको अभिलेख त्यस्तो हुन सकेको देखिएन । त्यस्तै सबै विद्यालयहरूको सुपरीवेक्षण र अनुगमन पनि नियमित रूपमा हुन सकिरहेको पाइएन ।

कतिपय जिल्लामा सुपरीवेक्षकको सङ्ख्या कम रहेको र १०० भन्दा बढी विद्यालय निरीक्षण गर्नुपर्ने कारणले मात्र होइन भौगोलिक विकटता जस्ता बाधाहरू झेल्नु पर्ने गुनासो रहेको पाइयो । कक्षा ८ को प्रश्नपत्र तथा उत्तरपुस्तिकाहरू नमूना स्वरूप हेर्ने बाहेक अन्य कक्षाहरूको प्रश्न तथा उत्तरपुस्तिका समग्र रूपमा हेर्ने गरिएको पाइएन ।

पाठ्यक्रम, पाठ्यपुस्तक, शिक्षक निर्देशिका आदि सुधारका लागि सुझाव सङ्कलन गर्ने काम भएको कुनै पनि जिल्लामा देखिएन । जिल्ला शिक्षा अधिकारीहरूले दैनिक प्रशासनिक कार्य सञ्चालन गर्नेदेखि जिल्लामा नौलो परिवर्तन गर्न सकेको देखिएन । यसर्थ उनीहरूको प्रशासनिक भूमिका बाहेकका सिकाइउपलब्धि वृद्धिमा खेलेको भूमिका त्यति सफल देखिएन ।

निष्कर्ष

प्रस्तुत अध्ययनबाट विद्यार्थीको सिकाइ उपलब्धिमा प्रभाव पार्ने कुनै एउटा मात्र तत्त्वले भूमिका खेलेको नभई अन्य तत्त्वहरूले धेर थोर प्रभाव पारिरहेका हुन्छन् भन्ने देखिएको छ । शिक्षक विद्यार्थीहरूको नियमित उपस्थिति, सबल, उद्देश्यमूलक तथा प्रभावकारी विद्यालय नेतृत्व र शिक्षकहरूको छनोट एवम् व्यवस्थापनमा होशियारी, सबल विद्यालय संरचना, प्रभावकारी कक्षा व्यवस्थापन आदि केही महत्त्वपूर्ण तत्त्वहरूले विद्यार्थीहरूको सिकाइ उपलब्धिमा असर गरिरहेका हुन्छन् भन्ने पाइएको छ ।

यसबाट आर्थिक, सामाजिक, शैक्षिक तथा पारिवारिक पृष्ठभूमिले पनि विद्यार्थीहरूको विद्यालयमा नियमित उपस्थिति, घरको शान्त वातावरण, सिकाइप्रतिको सकारात्मक धारणा निर्माण गर्नमा भूमिका खेलेका हुन्छन् भन्ने देखिएको छ । शिक्षकको गुणात्मकता, शिक्षण कार्यप्रतिको लगाव, नियमितता तथा विद्यार्थीको स्तर र अभिभावकको आफ्ना बालबालिकाको पढाइमा संलग्नता अनि शिक्षक विद्यार्थी, अभिभावक तथा सबै सरोकारवालाहरूका बीचको सहकार्य, सहयोग र विद्यालय प्रशासनको विद्यार्थी सिकाइ उपलब्धिप्रति उच्च आकाङ्क्षा साथै उपचारात्मक शिक्षणको व्यवस्था आदिले निकै ठूलो भूमिका खेल्ने गरेको पाइएको छ ।

उक्त अवस्थाको सिर्जना गर्नका लागि सबै सरोकारवालाहरूलाई विद्यालयमा सुधार ल्याउन संलग्न गर्ने, सहकार्यात्मक विद्यालय संस्कृतिको विकास गर्ने, सबै अभिभावकहरूको विद्यालय कार्यमा संलग्नता बढाउने, असल तथा सक्षम शिक्षकलाई बहाली गर्ने, सबल अनुगमन र सुपरीवेक्षण कायम गर्ने, कमजोर विद्यार्थीहरूका लागि अतिरिक्त, विशेष तथा उपचारात्मक शिक्षणको व्यवस्था एवम् सबै सरोकारवालाहरूले आफ्नो जिम्मेवारी निर्वाह तथा आफ्नो कामप्रतिको उत्तरदायित्व वहन गर्ने वातावरणका लागि निम्नानुसारका सुझावहरू प्रस्ताव गरिएका छन् :

सुझाव

अनुसन्धान प्राप्तिको कार्यान्वयनका लागि उपयोग तथा सुझावहरू अनुसन्धानका प्राप्ति र निष्कर्षका आधारमा सामुदायिक विद्यालयको आधारभूत तहका विद्यार्थीहरूको सिकाइ उपलब्धि वृद्धि गर्न तथा तिनको स्थायित्वका लागि विभिन्न तहका लागि निम्नानुसारका सुझावहरू बुँदागत रूपमा पेस गरिएका छन् :

नीति नियमसँग सम्बन्धित

१ शिक्षकहरूले आफ्नो प्रगति विवरण तथा कामको समीक्षा खुल्ने कुनै अभिलेख आफैँ नराखेको हालको अवस्थामा नेपाल सरकारले प्रत्येक शिक्षकलाई आफ्नो प्रगति विवरण तथा कामको समीक्षा उल्लेख गर्न सम्बन्धित विषयको पाठ्यक्रमको सङ्कलन, आफूले पढाउने विषयको पाठ्यांशको विश्लेषण, पाठ्यक्रमका सबल र दुर्बल पक्षहरूको आकलन, वार्षिक कार्ययोजनाको तयारी, शैक्षिक सामग्रीको सङ्कलन तथा निर्माण, विद्यार्थी मूल्याङ्कन, अरूको कक्षा अवलोकन गरेको अभिलेख, अरूले आफ्नो कक्षाशिक्षण अवलोकन गरेर दिएका सुझावहरू, कम्तिमा पनि दुईओटा कार्यमूलक अनुसन्धानका प्रतिवेदनहरू, आफूभन्दा वरिष्ठ शिक्षकहरूले दिएका पृष्ठपोषण तथा सुझावहरू आदि संलग्न गरेको रेकर्ड फाइल तयार गर्न अनिवार्य रूपले लगाउने नीति लिइनुपर्ने देखिन्छ ।

२. उक्त कार्यबाट एकातर्फ शिक्षकहरूको बढुवाका लागि उनीहरूले गरेका कार्यविवरणहरूको जानकारी हुन्छ भने अर्कातर्फ उनीहरूमा रहेको कमिकमजोरी तथा आवश्यकता सजिलैसँग पहिचान गर्न सकिन्छ ।

३. यस तालिम तथा विकासका लागि उनीहरूको आवश्यकता विश्लेषण गर्न सजिलो हुन्छ । यसका अतिरिक्त शिक्षकहरू आफैँ पनि सचेत हुन्छन् र सबै सरोकारवालाहरूबीचको सहकार्यकलाप तथा सरसहयोग गर्ने संस्कृतिको विकास हुन्छ ।

४. यसै गरी शिक्षकहरू पाठयोजना तथा तयारीमा निकै नै कमजोर देखिएका छन् । सरकारका नीति कस्तो हुनु आवश्यक छ भने शिक्षकहरूलाई तालिम तथा पेसागत विकासका कार्यक्रमहरूको तर्जुमा तालिम केन्द्र अथवा जिल्लामा आयोजना नगरी विद्यालय स्वयम्लाई तालिमको व्यवस्था गर्न लगाउनुपर्दछ ।

५. सरकारको तर्फबाट पनि वाह्य विशेषज्ञको व्यवस्था गर्न र अनुगमन गर्न गराउन सकिन्छ । यसका लागि सम्बन्धित विद्यालयका वरिष्ठतम् शिक्षकहरूलाई तालिम सहजकर्ताको रूपमा र विद्यालय स्रोतव्यक्तिलाई अनुगमनकर्ताका रूपमा प्रयोग गर्न सकिन्छ ।

६. यस किसिमको तालिम सञ्चालन गर्ने नीति यदि सरकारले लिने हो भने भएका सबै शिक्षकले शैक्षिक सत्रको शुरुमा, जतिवेला कक्षाहरू पनि सञ्चालन भएका हुँदैनन् र तालिममा सहभागी हुने मौका पाउँछन् भने वरिष्ठ शिक्षकहरू तथा विद्यालय प्रशासनले पनि यही बेला सबैलाई सचेत बनाउने कार्य गर्न सक्छन् । यसबाट योजनाबद्ध ढङ्गले विद्यालय सुधार कार्यक्रमलाई अगाडि बढाउन सहयोग मिल्दछ ।

७. तालिम तथा विकास कार्यक्रमको अनुगमन मूल्याङ्कन प्रभावकारी ढङ्गबाट हुन सकि नरहेको यस अवस्थामा सरकारको नीति स्पष्ट हुन र कामहरू पारदर्शी हुनु आवश्यक छ ।

८. स्रोतव्यक्ति र विद्यालय निरीक्षकको काम स्पष्ट रूपले छुट्टिएको छैन भन्ने गुनासो आइरहेको अवस्थामा सरकारले कि स्रोतव्यक्तिको व्यवस्थालाई हटाउने नीति लिनुपर्दछ कि तिनीहरूको काम स्पष्ट ढङ्गले निर्धारण गर्नुपर्दछ ।

९. हालसम्म नेपाल सरकारले धेरै पथप्रदर्शन,निर्देशिका तथा कार्यमूलक पुस्तिकाहरू विद्यार्थीको सिकाइ उपलब्धिमा सुधार गर्ने उद्देश्यले ल्याइसकेको छ तर तिनीहरूको कार्यान्वयन पक्ष भने एकदमै फितलो देखिएको छ । यस्तो अवस्थामा सरकारको तर्फबाट त्यस्ता नीतिहरू कार्यान्वयन भए नभएको कडाइका साथ निरीक्षण, अनुगमन गरी कमजोरी हुने ठाउँलाई दण्डित गर्ने नीति ल्याउनुपर्दछ ।

१०. केही वर्ष यता गुणस्तरीय मानव संसाधन शिक्षण पेसामा आकर्षित हुन छाडेको छ । त्यस्तो गुणस्तरीय मानव संसाधन र जनशक्तिलाई शिक्षण पेसाप्रति आकर्षित गर्नका लागि सरकारले त्यस्तो आकर्षक छात्रवृत्तिको व्यवस्था गर्न सक्नुपर्दछ जसका माध्यमबाट सर्वोत्कृष्ट जनशक्ति शिक्षण पेसामा आकर्षित हुन सकून् ।

कार्यान्वयनसँग सम्बन्धित

१. नासा अध्ययनका साथै अन्य निकायले पनि विद्यार्थी सिकाइ उपलब्धिमा प्रभाव पार्ने तत्त्वहरूको अध्ययन गरेका छन् तर ती अध्ययनबाट प्राप्त उपलब्धिहरू अभिलेखहरूमा मात्र सीमित देखिएका छन् । तिनलाई विद्यालयस्तरसम्म विस्तार गर्नका लागि उपयुक्त कार्यक्रमहरू जिल्ला शिक्षा, स्रोतकेन्द्र आदि निकायमार्फत् सरोकारवालासम्म पुऱ्याउनु आवश्यक छ र तिनको कार्यान्वयन गर्न सकेको खण्डमा मात्र अनुसन्धानहरूले सार्थक रूप लिन सक्दछन् ।

२. विद्यार्थी सिकाइ उपलब्धि उच्च रहेका विद्यालयका असल अभ्यासहरू जस्तै विद्यार्थी तथा शिक्षकहरूको नियमितता कडाइ, कक्षाकार्य तथा गृहकार्यको यथोचित उपयोग, नतिजा विश्लेषण, पृष्ठपोषण तथा उपचारात्मक शिक्षणको व्यवस्था, सहयोगात्मक तथा सहकार्यात्मक संस्कृतिको विकास, अभिभावक शिक्षाको व्यवस्था, वालबाललिकाप्रतिको कर्तव्य र सहकार्यात्मक संलग्नता आदिको विस्तार तथा तिनीहरूको अनुगमन सम्बन्धित निकायबाट गरिनु जरुरी देखिन्छ ।

३. विद्यालयमा प्रधानाध्यापकको भूमिका मियो ९एष्खयतबा०को जस्तो हुनुपर्दछ । विद्यालयको सफलता तथा असफलता जस्ता धेरै कुराहरू प्रअको भूमिकामा निर्भर गर्दछन् । त्यसकारण विद्यालयका प्रधानाध्यापकको छनोटमा राजनैतिक भागबण्डा वा दवाबका आधारमा नभएर उनीहरूको प्रशासनिक दक्षता, वरिष्ठता एवम् नेतृत्व क्षमता र पहलकदमी लिन सक्ने जस्ता मानकका आधारमा गरिनुपर्दछ ।

४. शिक्षकहरू नै विद्यालय शिक्षाका अन्तर मोहडा ९क्ष्लतभचाबअभ० हुन् जसका हातमा विद्यालय सफल वा असफल हुने कुरो निर्भर गर्दछ । त्यसैले शिक्षाको आधार विद्यालय शिक्षालाई बलियो बनाउने हो भने सरकारले तिनीहरूको पूर्वसेवाकालीन तथा सेवाकालीन तालिमहरूमा विशेष ध्यान दिनु जरुरी हुन्छ ।

५. प्रभावकारी तथा प्रतिविम्बात्मक शिक्षण गर्न सकून भन्ने हेतुले तालिम सञ्चालन हुनुपर्नेमा हालसम्म तर्जुमा गरिएका तालिमहरू विदेशी दातृ सङ्घ संस्थाको सहयोग निर्देशित, शिक्षकहरूका आवश्यकता विश्लेषण नगरी, विषय सापेक्षतामा ध्यान नपुऱ्याई सबैलाई एकै खालको तालिमहरू दिइरहेको देखिन्छ, जसको कक्षाकोठामा कमै मात्र अनुवाद भएको देखिन्छ ।

६. धेरैजसो शिक्षकहरू भत्ताका लागि तालिममा सहभागी हुने तर तालिमबाट फर्किएपछि न उनीहरू अन्य शिक्षकहरूसँग अन्तर्क्रिया गर्छन् न उनीहरूले सिकेका कुराहरू आफ्नो कक्षा शिक्षणमा नै उपयोग गर्दछन् । पूर्वसेवाकालीन तालिम भनिने शिक्षक शिक्षा पनि विभिन्न विश्वविद्यालयहरूले बिना योजना तथा तिनीहरूको भावी असर विचार नगरी सम्बन्धन दिएका महाविद्यालयबाट कमजोर जनशक्तिलाई बाँडिएको प्रमाणपत्रका

आधारमा उत्पादित जनशक्ति आरक्षणको नामबाट शिक्षण पेसामा प्रवेश गरिरहेको छ ।

यस्तो अवस्थामा सरकारले प्रत्येक वर्ष शिक्षण पेसामा कति जनशक्ति आवश्यक पर्छ त्यसको समन्वयात्मक आकलन गरी उत्पादन गर्ने नीति लिनुपर्दछ र अन्य जनशक्तिलाई अन्य विभिन्न क्षेत्र जस्तै कृषि, पशुपालन, बागबानी आदि क्षेत्रमा तालिम दिई काममा लगाउने व्यवस्था गर्नुपर्छ ।

७. शिक्षण पेसामा धेरै लामो समयदेखि एउटा विशाल समूह अस्थायी तथा करार रहेरै कार्यरत छ जसले गर्दा उनीहरूमा विद्यालयप्रति अपनत्वको भावना पनि कमजोर छ । राज्यले उनीहरूलाई तालिम दिने र पोसाक प्रदान गर्ने सुविधामा पनि विभेद गरेको देखिन्छ । त्यस्ता शिक्षकहरूलाई यथाशीघ्र स्थायी वा विशेष कार्यक्रम अन्तर्गत हटाउने व्यवस्था गरिनुपर्दछ र सेवा आयोगबाट छनोट भएका योग्य व्यक्तिहरूलाई मात्र पठनपाठनका लागि अनुमति दिनुपर्दछ ।

विद्यालयसँग सम्बन्धित

१ विद्यालयहरूले प्रत्येक शैक्षिक सत्रको शुरुमा अभिभावक सचेतना कार्यक्रमहरूको आयोजना गर्नुपर्दछ ताकि उनीहरू आफ्ना बालबालिकाको सिकाइप्रति सहभागी, सहयोगी तथा शान्त वातावरण सिर्जना गर्न सक्षम हुन तथा आफ्ना बालबालिकाहरूले कस्तो गरिरहेका छन् भनी विद्यालय आउने अनि विद्यालयले आयोजना गरेका क्रियाकलापमा सहभागी हुन सकून् ।

२. विद्यालयले आफ्ना विद्यार्थीहरूलाई विभिन्न परीक्षा तथा टेस्टहरूमा संलग्न गराई राख्नु जरुरी हुन्छ । यसले एकातिर विद्यार्थीलाई नियमित तयारी गर्ने बानीको विकास गर्दछ भने अर्कातिर उनीहरूका लागि उपचारात्मक शिक्षणको व्यवस्था गर्न सकिन्छ । यसका साथै निरन्तर विद्यार्थी मूल्याङ्कनलाई प्रभावकारी बनाउनका लागि बेलाबेलामा अनुगमनको पनि उत्तिकै जरुरी पर्दछ ।

३ . शिक्षकहरूको कक्षा अवलोकन तथा उनीहरूसँगको अन्तर्क्रियाका सिलसिलामा के पाइयो भने शिक्षकहरू पाठको तयारी, शैक्षिक सामग्रीको उपयोग, विद्यार्थी परामर्श, शिक्षण सिकाइका सवालमा आफ्ना सहकर्मीसँगको अन्तर्क्रिया, पुस्तकालयको भ्रमण तथा प्रयोग, इन्टरनेटको प्रयोग, आफ्ना कामको समीक्षा तथा प्रतिविम्बन जस्ता महत्त्वपूर्ण भूमिकामा एकदमै कमजोर देखिएका छन् । यस्तो अवस्थामा विद्यालय नेतृत्व तथा व्यवस्थापनले उक्त कुराहरूमा शिक्षकहरूलाई सबल बनाउन विद्यालयमा आधारित तालिमको व्यवस्था गर्न जरुरी देखिन्छ ।

शिक्षा कार्यालयसँग सम्बन्धित

१. सबै सामुदायिक विद्यालयका आधारभूत तहअन्तर्गतका प्रअहरू आफ्नो उत्तरदायित्व एवम् कर्तव्यप्रति सचेत भएको पाइएन । यसर्थ जिल्ला शिक्षाको समन्वयमा त्यस्ता प्रअहरूको क्षमता अभिवृद्धि गर्नका लागि तालिमको व्यवस्था गर्नु आवश्यक देखिन्छ ।

२. विद्यालय व्यवस्थापन समितिका अध्यक्षहरूका तथा अन्य सदस्यहरूले निर्माणको कामदेखि बाहेकका अन्य उत्तरदायित्वहरू जस्तै नियमित अनुगमन, निरीक्षण, समान्य तथा सहकार्य जस्ता काममा त्यति ध्यान दिइएको पाइएन । त्यस्तो अवस्थामा जिल्ला शिक्षा कार्यालयले सम्बन्धित विद्यालय निरीक्षकका माध्यमबाट उक्त कुराहरूमा उनीहरूलाई सक्षम पार्नका लागि तालिमको व्यवस्था गर्नु जरुरी देखिन्छ ।

२. शिक्षा नियमावलीमा उल्लेख भएबमोजिम जिल्ला शिक्षा अधिकारीको काम र कर्तव्यमा पाठ्यक्रम परिवर्तन, पाठ्यपुस्तक तथा शिक्षक निर्देशिका सुधारका लागि सुझावहरू सङ्कलन गर्नु पर्ने पनि रहेको देखिन्छ तर यी कामहरू कमै मात्र भएको पाइयो । यसर्थ आफूले गर्नुपर्ने र बिभिन्न एजेन्सीमार्फत् गराउनुपर्ने काम कडाइका साथ गरिनुपर्ने हुन्छ ।

विद्यालय व्यवस्थापन समितिसँग सम्बन्धित

१. विद्यालय व्यवस्थापन समितिका महत्त्वपूर्ण कार्यमध्ये विद्यालय सञ्चालनका लागि प्रशासन तथा व्यवस्थापन मिलाउनु, आर्थिक स्रोतको बन्दोबस्त गर्नु, सक्षम शिक्षकको छनोट गर्नु कार्ययोजना तर्जमा गर्नु, शिक्षक तथा कर्मचारीहरूको दैनिक उपस्थितिको अनुगमन गर्नु साथै आवश्यक शैक्षिक सामग्रीहरू जुटाउनु पनि हुन् । उक्त कामहरूमा त्यस्तो ध्यान नदिई निर्माणसम्बन्धी काममा मात्र चासो राखेको पाइयो । त्यसैले विव्यसमा चुनिएका मानिसहरूले आफ्नो अधिकार, कर्तव्य र भूमिकामा सचेत हुने गरी कामको विन्यास गर्नु आवश्यक छ ।

विद्यालय निरीक्षकसँग सम्बन्धित

१. विद्यालय निरीक्षकहरूले शिक्षा नियमावलीमा उल्लेख भएबमोजिम हरेक दुई महिनामा प्रत्येक विद्यालयको निरीक्षण गर्नु पर्नेमा विभिन्न बाहानामा वर्षमा एकपटक पनि विद्यालय निरीक्षण नभइरहेको अहिलेको अवस्थामा अनिवार्य रूपमा विद्यालय निरीक्षण गर्ने व्यवस्था मिलाउनुपर्ने हुन्छ । यो प्रशासनिक कार्यका लागि मात्र नभएर विद्यार्थीहरूको सिकाइ उपलब्धि वृद्धि गर्न र शिक्षकहरूलाई पथप्रदर्शन गर्न समेत शिक्षकहरूको कक्षा अवलोकन गर्ने, उनीहरूलाई पृष्ठपोषण दिने अनि उनीहरूका गुनासा सुन्ने गर्नु अनिवार्य हुन्छ ।

स्रोतव्यक्तिसँग सम्बन्धित

१. स्रोतव्यक्तिहरूको काम, कर्तव्यमा शिक्षकहरूको कक्षाअवलोकन गर्न, तिनीहरूको कमी कमजोरीहरू सुधार गर्ने कुरामा सहयोग गर्न, उनीहरूलाई शैक्षिक योजनाहरू निर्माणमा सहयोग गर्न, विद्यार्थीको सिकाइ उपलब्धिमा असर गर्ने तथ्यहरूको खोजी गर्न लगाउन र शिक्षकहरूलाई कार्यमूलक अनुसन्धान गर्न सहयोग गर्न लगाउनमा केन्द्रित हुनुपर्दछ ।

२. त्यस्तै आफ्नो कामको समीक्षा गर्न सहयोग गर्नुपर्नेमा प्रधानाध्यापकहरूको बैठक बोलाउने, विद्यालयका अभिलेख तयार गर्ने, निरन्तर विद्यार्थी मूल्याङ्कनको प्रतिवेदन तयार पार्ने जस्ता काममा बढी समय अल्मलिनु पर्ने भएको छ । यही कारण शिक्षा नियमावलीले निर्दिष्ट गरेका काम हुन सकिरहेका छैन । यस्तो अवस्थामा स्रोतव्यक्तिले एउटा मेन्टरको काम गर्नुपर्छ । विद्यालय निरीक्षकले गर्ने प्रशासनिक काममा व्यस्त हुने होइन ।

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A study on technical and vocational education in secondary school as a separate stream: required policies, strategic measures, implementation arrangement and improvements needed in teaching learning to enhance program effectiveness.

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Abbreviations and Acronyms

AD : Anno Domini
ADB : Asian Development Bank
BS : Bikram Sambat
CBS : Central Beuro of Statistics
CNI : Confederation of Nepalese Industries
Com. : Computer
CTEVT : Council of Technical and Vocational Education and Training
DFID : Department for International Development
DoE : Department of Education
EFA : Education for All
etc. : etcetera
FGD : Focused Group Discussion
FNCCI : Federation of Nepalese Chamber of Commerce and Industries
GPA : Grade Point Average
HRM : Human Resource Management
HSEB : Higher Secondary Education Board
HT : Head Teacher
ICT : Information and Communication Technology
i.e. : that is
KOICA : Korea International Cooperation Agency
Lab. : Laboratory
Ma. Vi. : Madhyamic Vidhlaya
MMI : Multilateral and Multi-stakeholders Dialogue
MoE : Ministry of Education
MoF : Ministry of Foreign Affairs
MOST : Market Oriented Short-term Training
NCED : National Centre for Educational Development
NEB : National Education Board
NEP : National Education Plan

NGO : Non-governmental Organization
np : Nepal
NPC : National Planning Commission
ODC : Organization for Development and Cooperation
OJT : On the Job Training
org. : Organization
PCC : Policy Coordination Committee
SDC : Swiss Agency for Development and Cooperation
SDC : School Development Committee
SDG : Sustainable Development Goals
SEE : Secondary Education Examination
SIP : School Improvement Plan
SLC : School Leaving Certificate
SMC : School Management Committee
SPSS : Statistical Program for Social Sciences
SSDP : School Sector Development Plan
SSRP : School Sector Reform Plan
SWOT : Strength, Weakness, Opportunity and Threat
TEVC : Technical and Vocational Education Committee
TITI : Training Institute for Technical Education
ToR : Term of Reference
TVE : Technical and Vocational Education
TVET : Technical and Vocational Education and Training
UMN : United Mission to Nepal
UNESCO: United Nations Educational, Scientific and Cultural Oranganization
VDC : Village Development Committee
Vet. : Veterinary

Background

National economic prosperity, poverty reduction and well being of the people are the major focus of current development plans of Nepal. National productivity, individual income and people's well-being are directly related to quantity and quality of education in general and technical education and skill development in particular. Low productivity, low economic growth, poverty, and poor living standards of people are major concerns of the government of Nepal.

Realizing that skill development is the key factor of economic development Government of Nepal through new Technical and Vocational Education (TVE) policy (MoE, 2012) has expressed its commitment for massive and inclusive expansion of Technical and Vocational Education and Training (TEVT) provisions to enhance human capability and income potential and to increase productivity to contribute to the national Economic development. A better-trained technician or skilled worker is not only a better citizen but also a better factor of production, source of economic growth and means of individual prosperity and wellbeing.

Skilled workers and technicians play key roles in all sectors of economy. They learn skills in a variety of ways and at different time during their life time, during employment through on-the-job training, self-study, formal or informal apprenticeships, formal training provided by the employers; and before employment in the vocational and technical institutions. TVE as a separate stream in secondary schools: one of the widely practiced approaches to skill development prior to employment. Linked with adequate employment opportunities, TVE in secondary schools can assist students to increase their skills, raise their productivity and increase their personal incomes leading to overall raised living standards and stronger, competitive economies (King, 2007).

The growing number of youths leaving for work in overseas has been the national trends since few decades (MOF, 2013; MOF, 2015). These people either do not have the sufficient technical skills or not been able to utilize their skills in increasing income and their economic prosperity. Therefore, the current needs call for stronger connection of the education with work, youth employment and productivity improvement for the promotion of local and national economy. Provision for TVE at the secondary education widens the access to skill development opportunities to all who aspire for it and contributes to the promotion of employment and earning potential of youths,

Due to growing youth unemployment/under employment, the large portion of young people not in education, work or training is increasingly seen as a security problem (CBS, 2015). Majority of Nepalese youths blocked from the opportunities for further education, training or employment are prone to conflict, social unrest and crime, which Nepal has already experienced in the past. However, the growing young populations in Nepal are asset of the nation to promote economic productivity given that they are equipped with necessary skills and knowledge base. Therefore, TVE stream in secondary schools have

been realized in increasing the balanced access to work education and training, which facilitate their transition to work and earning opportunities.

Objectives

1. To review policy provisions and policy implementation arrangements for promoting quality TVE accessible to secondary level students who aspire for it as a separate stream and assess the effectiveness of policy implementation in selected piloted schools.
2. To examine relevance of curriculum of TVE as a separate stream at the secondary level (9-12) in terms of preparation for employment and providing opportunity for further education.
3. To assess required inputs such as physical infrastructure, equipments, teaching materials, adequacy of qualified teachers, financing and professional supports provided for smooth implementation of TVE as a separate stream in secondary schools.
4. To assess the quality of teaching learning process such as institutional training approaches and learning activities, opportunity of practicing skills, work-based learning arrangements, and continuous assessment of learning progress including performance assessment, tools and techniques applied.
5. To assess the quality of TVE in schools as perceived by the stakeholders through the consultation, survey and collecting relevant data from records and find out ways of improving the quality of TVE as a separate stream in secondary schools.
6. To assess the effectiveness of governance, management and financing TVE as a separate stream and document the issues and challenges associated to the implementation of TVE program in schools
7. To document best practices and lesson learned and suggest ways of improving program quality and strengthening TVE as a separate stream in the secondary schools.

Methodology

Research Design

This study will be a descriptive study, which will analyze and describe the existing situation and implementation effectiveness of TVE programs as a separate stream in selected secondary schools. It also documents information on facilitative support from the centre, district level support and monitoring the progress, and school level performance in arranging required inputs and process necessary students to learn technical knowledge, occupational skills and achievement of employable competencies.

This study is mainly a qualitative study supplemented by quantities information. In this sense, descriptive research is the suitable approach as it does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study.

Sources of the Data

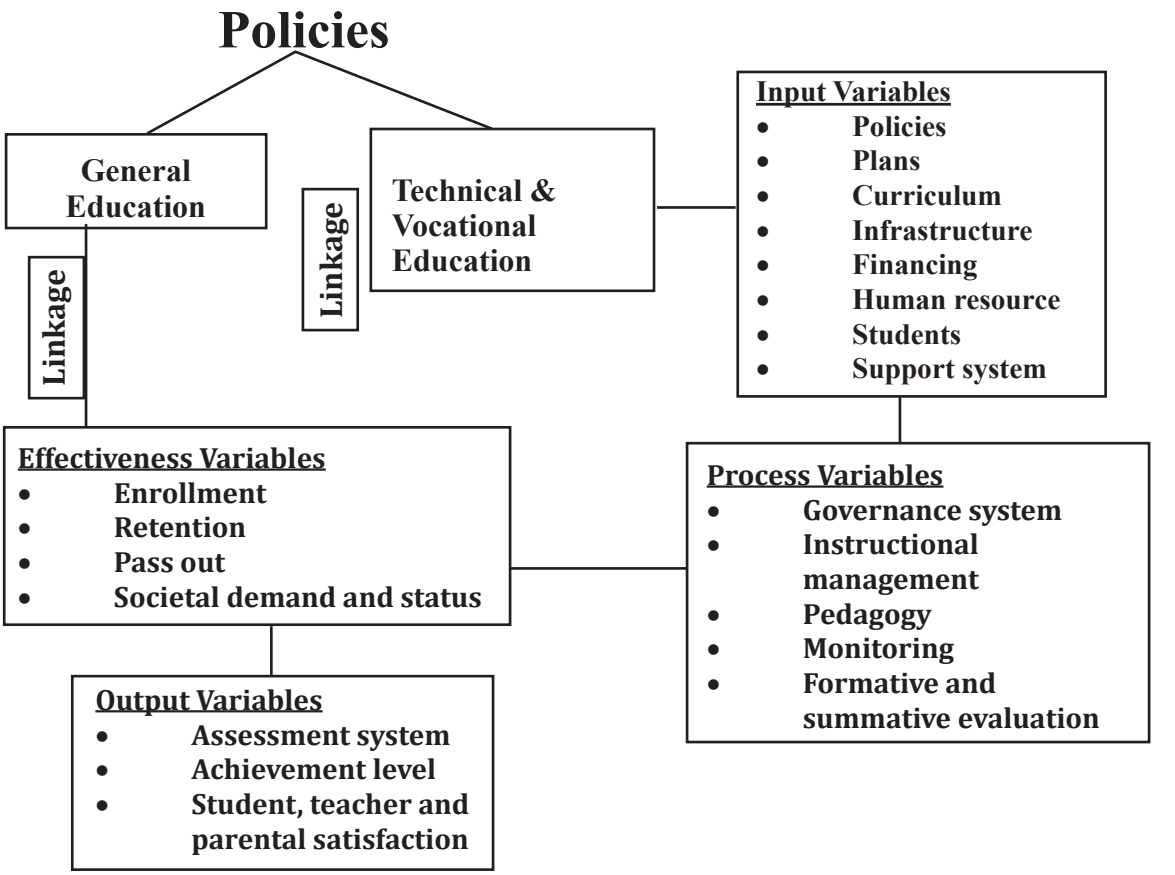
Both primary and secondary sources of information were used in response to the specific objectives of the study.

Sample of the Study

From among the schools selected, based on the classes run, streams offered and ecological zones, out of the 28 surveyed schools, 15 schools were selected for the in-depth study. Furthermore, out of the 15 schools where in-depth study was carried out, representing every program of study, five schools were chosen and their case-study was carried out for the purpose of finding out the best practices. The program of studies covered was:

i. Animal Science -1
ii. Plant Science - 1
iii. Civil Engineering -1
iv. Computer Engineering - 1
v. Electrical Engineering -1

Conceptual Framework



Findings

Condition: Majority of the schools have workable library facilities. 18.52% of the sampled TVE schools have very good library facility while the same percentage of schools has very poor library facilities. The research team visited the library of each sampled TVE schools but found none of the schools manage them properly.

Relevancy: Though they said they have journals, the schools did not mention the name of the journals. Majority of TVE schools do not have sufficient reference books of concerned subjects. Textbooks have not been developed yet. Teaching learning is based on curriculum but it is interesting to note here that nearly 7% of the schools claimed to have textbooks for the steams they are running.

Access: The research team sought to find out the status of students' access to the library. In this regard, the interview with the students revealed the following facts:

- There is a library but its management is very poor. We have not been able to take advantage from the library.
- It does not open. Required books are not available in the library.
- The library opens two to three times a week but we cannot use it properly as neither there are required books nor any reference materials supporting our stream.

Newspapers: Newspaper is one of the most important tool keep people informed and keep pace with the change taking place in the society and nation every day. Therefore, availability of newspaper definitely helps teachers; head teachers and students gain additional knowledge to help enhance their teaching learning activities. For this reason, the study team sought to find out the status of subscription of newspapers and magazine by schools. The following table shows the status:

Percentage of sampled TVE schools subscribing different newspapers

Newspapers	Yes	No
Daily	78%	22%
Weekly	26%	74%
Monthly	85%	16%

(Source: Field Data 2017)

As seen in the table, 78% of the schools have subscribed daily newspapers and the Gorkhapatra and the Kantipur, local dailies were found the most commonly subscribed newspapers. Another of the most commonly subscribed monthly magazine is the Shikshak., which was found to be subscribed by 85% of the schools. The Shaptahik is the most commonly subscribed weekly newspaper. This activity shows that most of the TVE schools are conscious about the importance of the use of newspapers and magazine in teaching learning activities. Besides these, information related with the TVE can reach easily to nearly 80% of the TVE schools if any published in them.

Furniture and Equipments

It is well understood that furniture is one of the major input for the quality academic activities. To assess the status of furniture and equipments in TVE schools for different purpose, the questionnaire included a table intending to find out whether the TVE schools have sufficient/adequate furniture for classroom, office, library and lab use. The following table shows the status of furniture and equipments in the sampled schools:

Status of furniture and equipments in sampled TVE schools (%)

SN.	Furniture/ Equipments	Classroom use		Office Use		Library Use		Lab Use	
		Sufficient**	Insufficient*	Sufficient	Insufficient	Sufficient	Insufficient	Sufficient	Insufficient
1.	Desk	92.6	7.4	70.4	29.6	70.4	29.6	70.4	29.6
2.	Bench	92.6	7.4	70.4	29.6	70.4	29.6	70.4	29.6
3.	Table	66.7	33.3	66.7	33.3	66.7	33.3	66.7	33.3
4.	Chair	63	37	100	0	63	37	63	37
5.	Cupboards	63	37	63	37	63	37	63	37
6.	Rack	66.7	33.3	66.7	33.3	66.7	33.3	66.7	33.3
7.	Notice board	66.7	33.3	66.7	33.3	66.7	33.3	66.7	33.3
8.	White Boards	70.4	29.6	70.4	29.6	70.4	29.6	70.4	29.6
9.	Computer	59.3	40.7	59.3	40.7	59.3	40.7	59.3	40.7

(* **No disturbance in work, * Disturbance in work)*

(Source: Field Data 2017)

Most of the sampled TVE schools were found rich in term of possession of basic required furniture. However, some of the schools do not even have sufficient whiteboards and desk and benches in the classrooms, tables and chairs are lacking in the classroom and computer labs are suffering from inadequacy of required number of computers.

***Energy*:** Though almost all of the sampled TVE schools were found to have electricity supply, they said they are suffering from the load shedding problem. Therefore, they are forced to manage alternative energy resource. But only 66.7% of the sampled TVE schools have somehow managed to instill alternative energy resource in the schools; most common among them were inverters and solar energy. 33.3% of sampled TVE schools have not yet got any dependable alternative energy resources. Its direct affect was found in the lab activities. Be it Computer Engineering, Civil Engineering or Electrical Engineering, none of the programs could be run effectively.

***Laboratories*:** Lab is the soul of any TVE stream. For this reason, the questionnaire sought to find out the status of lab in TVE schools. The present status of the lab in sampled schools has been shown in the following table:

Status of Laboratory in sampled TVE Schools

		Below Average	Average	Excellent
1	Furniture	39%	42%	19%
2	Equipments	44%	39%	18%
3	Alternative Energy Supply	34%	48%	18%
4	Water Supply	21%	32%	37%

(Source: Field Data 2017)

On the basis of the available facilities as mentioned in the table, the labs were categorized into three groups: Below Average, Average and Excellent. The lab in most of the sampled TVE schools was found average. There are many TVE schools which still do not have adequate number of furniture, required equipments, supply of alternative energy and water. In this pretext, the research team tried to evaluate the status of lab in connection with the following:

- **Relevancy:** The laboratories in most of the schools seem relevant for the Grade 9 and 10. Most of them cannot provide for the practice need of the TVE students.
- **Adequacy:** Once again, the materials available in these labs, furniture and space may be considered adequate for the lower grades of secondary level but they need instillation, widening, and adding up to incorporate the students from higher grades of secondary level.
- **Access**: The students have mixed experience about the access to the laboratory. Untimely opening and closure was pointed out by the students.

Academic Publications

The status of academic publication in TVE schools has been shown in the following table:

Status of academic publication in sampled TVE Schools

Publications	% of Schools
Strategic Planning	81.48%
Wall Magazine	33.33
Souvenir	44.44
Annual Calendar	85.19

(Source: Field Data 2017)

Academic publications play important role in the process of knowledge increment of the students. TVE schools were also found to realize this fact and initiate publication. Most of the sampled schools were found to have strategic planning. Only round 19% of the

schools were found not to have strategic planning. Similarly, wall magazine publication culture was found in nearly one third of the school and souvenir publication a little higher than wall magazine. Most of the TVE sampled school had their own annual academic calendar.

Academic Planning

Success of an academic program depends on how well it is planned. With this view in mind, the research team sought to find out different aspects included in the planning. The following table shows the percentage of the sampled TVE schools having planned activities:

Planned activities in the sampled TVE schools

Academic Activities	% of Schools
SIP	96%
Annual Plan	81.48%
Lesson Plan	55.6%
Continuous assessment	70.4%
Students' Cumulative Record	55.6%
Practical Classes	87.2%
Use of Specification Grid in Preparing Question Paper	51.9%
Answer Key	40.7%
Opportunity for Learning by Doing	59.3%
Efficiency Test	44.4%

(Source: Field Data 2017)

The table shows that almost all of the TVE schools have SIP and most of them have Annual Plan. However, despite the fact that lesson planning is one of the basic components of teaching learning activities, nearly half of the sampled TVE school have not practiced lesson planning before teaching. Compared to lesson planning, continuous assessment was found more satisfactory but it is yet to be implemented by many schools. Students' Cumulative Record keeping another of the component which needs to be improved as it is found that many schools have no system of cumulative record keeping. Nearly 90% of the schools were found to conduct regular practical classes in planned way, the left out nearly 10% cannot be considered a marginal percentage as practical work is where the crux of TVE education lies. Slightly above 50% of the school use specific grids while designing questions for internal examinations like unit tests, terminal examinations and others but only 40% of the sampled schools have the system of developing answer key for evaluating the students' paper after examination. Some of the teachers defended that it was not prepared because the teacher who designs the questions himself/herself evaluates the students' paper. Though nearly 60% of the total sampled schools have availed the

opportunity to learning by doing, only nearly 45% of the sampled schools have the tendency to evaluate students' work efficiency.

Instructional Material

Most of the sampled TVE schools are suffering from the lack of teaching materials. The discussion with the teachers about the problem revealed the fact that most of the teachers come from the non-teaching background. They have neither got proper training nor proper teaching qualification in education. They have very little or no skills in the development of teaching materials.

- **Availability of basic materials and equipments***:* Majority of schools were found to have basic teaching materials like white board, blackboard, marker, chalk, power point projector, duster, etc. Besides these, they even do not have enough readymade teaching materials in the TVE schools. The equipments and materials available in the lab can be sometimes used as teaching materials bringing them into the classroom. Even these materials are not available in many of the sampled schools.
- **Conditions of materials***:* Majority of available teaching materials is in useable conditions and most of them are at least three years old. New and updated materials are found rarely.

Instructional Procedure

As conceived by the policy, the evaluation scheme of the students of this stream is sixty forty. Therefore, so was expected from the teachers in their instructional procedure. But in majority of the sampled schools did not meet the expectation. However, most of the schools were found to allocate at least two days of a week for practical works in the field or in the lab.

Adopted instructional technique: Majority of the teachers were found to adopt traditional lecture method in teaching learning activities. One of the major finding of the report is that nearly all of the schools have projectors but it is less frequently used in majority of schools. In the schools of urban area, power point presentation is common but in the rural areas, the students are manoeuvred mostly through lecture method. Though the policy indicates that the TVE teachers are provided with a laptop, majority of teachers are still waiting to be equipped with this policy statement. Therefore, they have an excuse that they have to depend upon the lecture method most of the time. Most of the teachers dictate note to the students but in some of the schools,the students are so poor in English language that they neither understand the pronunciation nor they capable of writing the spelling of the worlds dictated by the teachers. Therefore, in majority of cases, the teachers are forced to use translation method in teaching learning activities, which the teacher say, cannot carry the concept at the fullest. Except for the field and labs, the students were rarely found to expose to group works and problem solving. Though some of the urban schools have interactive students, majority of the schools do not have interactive students in the

classroom of TVE schools. This seems to keep the classrooms from being interactive.

Since the lesson planning has not been introduced in the majority of TVE schools, planned teaching was hardly witnessed. When asked about planning, they said they have yet to develop lesson planning competencies. However, most of the courses were found to be manoeuvred based on the crux of the curriculum.

Another major component of instructional procedure is the classroom management, which is also the skill learned through formal academic teachers' courses or from a long term teaching experiences. Both of these aspects were found missing in the case of majority of TVE teachers. Therefore, there was mediocre classroom management. It could be perceived that the management was not the effort of the teachers but the willingness of the students themselves.

Student centred teaching was hard to find out. Nearly 90% of the teaching learning activities were found to revolve round the teacher him/herself. Depending upon the levels of students' capacity and gravity of content, differentiated instruction could have been a key to this problem. But the term itself is huge for majority of teachers. So, student centred learning is still a dream for many of the TVE schools.

Assessment of learning was rarely done. Nor was linkage with the previous day's learning found to be created. Majority of teachers, without warm up activities, directly entered into the lesson. Therefore, the learning process was sensed to fade way after 20 minutes of teaching. While the classes were being observed, the teachers were found so engrossed in the lecture and dictating that they hardly took out time for evaluation of the day's teaching. So, it can be concluded that, in majority of TVE schools during class assessment of learning hardly takes place.

Since learning assessment was found a rarest of the phenomena, feedback mechanism in the classroom teaching could not be witnessed. So most of the learning is taking place without immediate feedback.

Homework was found to be given to the students in majority of the schools. But instant homework checking and providing feedback was rarely done. However, the students said that sooner or later, at least given homework was checked.

Practical Activities

Details of Practical Activities

How	Two forms of practical activities were found to be conducted in most of the schools: in lab and in the field. Since the OJT prevails in confusion, uniformity of its implementation is yet to be determined.
When/ How Long	More focused practical works are aspired to be done in the form of OJT at the end of Grade 10 and Grade 12 but it is in too confusing sate. While most of the schools were found to conduct this activity twice a week, either in field or in the lab but once again, there is no uniformity among schools in the process of implementing it.
Learning Opportunities	Most of the students of sampled schools complained there they had little or no learning opportunity practically. They did not have learning by doing opportunity.
Lab Works	Most of the sampled schools were found to assign certain hours of a week for lab works. However, the labs lack in relevancy and adequacy for all students' need. Therefore, the lab works are irregular, customary and lacking in opportunity in learning by doing.
Field Works	Except the Computer Science, all other four streams have created opportunity for field works. The pathetic part of these field works is they are hardly supervised, recorded and supported with immediate feedback. Despite the fact that many schools have abundant of resources for animal science and plant science. But these resources remain unused thereby decreasing the potential of effective field works.

Stakeholders' Perception about TVE Stream in Public Schools

Parents and SMC's Perception

- The SMC members in majority of sampled schools are well informed about the TVE stream but the SMC members of some schools do not know about TVE stream at all. In some of the areas, the guardians were found so motivated that they want further program annexed with the existing one so that the children of varied interest could opt for variety.

Teachers' Perception

- All the teachers have positively perceived the TVE steam and all of them think that it is the need of the nation. They think that this program should have come earlier.
- Majority of teachers expressed satisfaction with their professional work.
- In the perception of the teachers, the curriculum of Grade 9 and 10 is somehow relevant while the curriculum of Grade 11 and 12 is higher to the ability and age factor of the students.
- Similarly, regarding their permanency in the job, they have negative perception as they are not sure about the continuity of their job for a long term.
- They think that text-book should compulsorily be introduced and developed so that there could be similarity in content delivery and uniformity in study outcome.
- The teachers' perception towards OJT is confusing. They are not quite sure about the OJT process.

Students' Perception

- The students in the TVE stream were found to have very high acceptance of TVE stream and are highly motivated to pursue the study. This shows that their perception to the stream is very positive.
- They have deep concern about the OJT. They feel that the OJT was imposed to them in the middle or towards the end of the program without giving them prior information during the time of enrollment.
- Majority of students, like their parents, have taken this stream as the base for good job or a good ladder for the higher studies.
- The students have perceived that giving a separate mark sheet on completion of each grade of secondary level is not a good practice. They expect to have a mark sheet like that of Bachelor in Engineering, Computer Science or any other fields that integrates the subjects and marks of all semesters (years).

Head Teachers' Perception

- Majority of the head teachers in the sampled school are proud of having the opportunity to handle the responsibility of TVE stream. They have perceived that they have accepted such a great challenge as to take the stream to a success.
- Regarding the remuneration they are getting, the head teachers were not found to have major complain about it. Their perception is guided by the fact that they are contributing to nation building rather than monitory gain at present. However, some of the head teachers are expecting additional allowance for the responsibility.

Strengths of TVE Streams

Despite different confusions and lack of proper information to targeted population, the TVE schools were found gain popularity in their localities. Some of the strengths witnessed about TVE streams in general schools of the country have been highlighted as following:

- Active student participation
- Students self confidence in self-employment
- Conceptual development of sustainable enterprises
- Each and every surveyed schools have their own enough land property
- Green environment in the school compound.
- Formation of eco-clubs in the plant science schools.
- Practice to use the fertile land area of the schools.
- Active roles of the head teachers.
- Strong support of the SMC.
- Plantation of seasonal fruits within school boundary
- Gardening by the students of civil engineering into the school compound in Dang district.
- Beekeeping, fishpond in students' houses and in the school area.
- Maximum use of land of the school as the agronomy in schools.
- Seeds management and protection in the schools.
- Benefit to the local people by the help of plant science, animal science, electronic students
- TVE has addressed the daily need of local people and students.
- Developed attitude to work to the students.
- Addressed the need of health, agriculture, construction, technology and computing at the local level
- It is somehow started to contribute in poverty alleviation
- Positive impact in sustainable livelihood of Nepalese societies.
- Students have been profited from computer skills, agronomy skills and construction skills.

The aforementioned points address the everyday needs of students and local community as sign to the broader development of the nation. Indirectly the curriculum of technical

and vocational education is fostering the agricultural entrepreneurship, technological entrepreneurship and water resource and electricity development in Nepal. This Technical and vocational stream of school education may be milestone of human development index of this decade in Nepal. With the implementation of this practice by the Ministry of Education of Nepal, local people have started to visualize a different picture of New Nepal.

Weaknesses of TVE Stream

The schools which have launched computer science, plant science and civil engineering have their own problem in the physical, financial and academic area. The weaknesses are mentioned below:

Physical Problems:

- **School Compounding Problem**

  Though the schools have good area of land, they were found to face proper fencing and compounding problems. For this reason, the domestic animals destroy the seasonal fruits and plants cultivated by the students in the schools. Local people were found not to develop the attitude towards the school property as their own. Therefore, the school property is not secure. This problem was found severe in the case of the schools located in Kalikot, Surkhet, Dang, Darchula and a few schools in the Terai region.

- **Irrigation Problem**

  The schools having plant science are found the face the problem of water resources, water reservoir tanks and water pumping machines. Water is essential for plants and other farming such as fish-pond.

- **Drinking Water and Sanitation Problems**

  Some of the technical and vocational schools have no toilet and water in the school area. The students walk to the jungle for addressing their natural calls. Though the number of such schools is nominal, these are some of the most important facilities to be addressed at the earliest.

- **Inappropriate Size of Rooms**

  The size of the rooms of the computer lab, chemistry lab, and physics lab was found very small. Classroom management remains mediocre.

- **Problems of Experimental Lab Classroom**

  Students are not getting opportunity to accomplish their practical class together due size of the rooms.

- **Absence of Play Stall And Rest Benches**

  Play stall and rest benches were not found to have set up within the school premises. They are forced to take shelter in the shades of the trees or somewhere near the grounded balcony.

Academic Weaknesses:

- **Problems of Teachers Quota**

  Majority of schools have demanded teachers' quota and their professional guarantee in teaching. One of the SMC members told that the teachers were not permanent and experienced change every year. The private source is not enough to provide high salary for engineers and agronomy specialists.

- **Weaknesses in the Library**

  Libraries were found not managed well. There is the lack of reference books and text books related to the course of study. The teaching learning activities were found on the basis of teachers' notes. Students totally depended on teacher note.

- **Curricular Problems**

  The concerned teachers and administrators and students commented on the integration and relevancy of the curriculum. The horizontal and vertical relation is not established in from grade (9-12) and in basic level to tertiary level curriculum.

- **Unavailability of Curricular Materials**

  The teachers guide, teachers manual, specification grid and other related materials to the course were not found in the school library.

- **Pedagogical Problems**

  All the teachers who are teaching in Civil Engineering, Plant Science and Computer Science in the sampled area have non-education background. They are untrained teacher and have no license. Therefore, remarkable gap in methodological knowledge in teaching learning activities was witnessed. Classroom delivery was not found inclusive and effective during the classroom observation. The classroom management lacked equity based management. It means there was the lack of equity pedagogy.

- **Professional Uncertainty**

  Majority of TVE teachers expressed insecurity in their present job status. There is no provision for the permanency of TVE teachers. Therefore, the teachers think that they will lose many years of teacher youth in the job without secure future. This is one of the de-motivating factors for the effective pedagogical practice in the TVE schools.

- **Dual role of Head Teachers:**

  The head teachers are administrating both streams: general and vocational in the same school but they have no incentives from the site of TVE steam. This dual type of administrative role was found to create confusion in the effective management and supervision of schools. Some of the technical and vocational teachers demanded separate head teacher for the technical and vocational stream.

- **OJT Problems in Catchment Area**

  The schools located in the rural areas where there is lack of well developed market and urban facilities, the students studying Civil Engineering and Computer Science have found it hard to gain placement for the OJT. However, the students of Plant and Animal Science and Electrical Engineering have some exposure on their own initiation and making livelihood out of it.

- **Problem in Students Quota**

  The MOE has determined 48 seats for the students in each TVE schools beginning from grade 9. This quota is insufficient where the student's pressure is very high. Most of the schools feel the absence of the MoE and DEO's to solve these problems. The head teacher cannot address their need on the basis of students' needs. The student's quota needs to be increased in the high pressure schools in urban and rural areas.

- **Teachers Competency Problems**

  Majority of teachers in the TVE streams are naïve to teaching and know very little about pedagogical process. They have not got any comprehensive pedagogical training and content delivery methods. As a result, the continent delivery varies based on the competency of the teachers. All these teachers were found to stand in the favor of teacher training. NCED and other concerned institutions need to extend their focus to the pedagogical training in the TVE schools to enhance the students' achievement.

- **Supervision And Monitoring Related Problems**

  The schools administration and SMC members pointed out that the upper level authority of the education system has failed to carryout proper monitoring and supervision of the TVE schools on the regular basis. In some of the schools, the higher level authority has not even given a glance since its establishment. The managerial difficulties, advisory problems, directional problems were found in the field.

Opportunities of TVE Steam:

TVE stream is generally expensive compared to the general stream of education in schools but the perception of the society about this stream is very positive and they were found

to term it productive program at the local, regional and national federal level. This type of education will address the need of local people in their all walks of life. The students enrolled in the Plant Science were found engaged in vegetable production, beekeeping in school and their home, fish ponds, floriculture and seasonal fruits cultivation. Except the aforementioned benefits, TVE program has the following opportunities:

- Maximizes utilization of school land area.
- Utilizes the useless land of the students at their homes.
- Creates opportunity for abroad employment.
- Increases self-employment opportunity
- Develops technical skills and attitude
- Transforms vocational skills to the local people.
- Develops competent manpower for agriculture, animal husbandry, plant science and computer science
- Helps increase quality life and sustainable life
- Controls the youths' engagement in social evils.
- Creates early opportunity for generating income and developing the entrepreneurship in the students.
- Reduces the basic need problems of students' family members.
- Develops income generation business on students' own initiation
- Utilizes natural diversity.
- Avoids dependency
- Helps in sustainable development and conservation of bio diversity in different region of Nepal.
- Acts as the weapon to conserve climate change and mitigation by the help of plant science education in different federal state schools.
- Increases awareness and skill to become more supportive in the issues like climate change, transportation, hydro-power and water conservation
- Addresses the demand of 21st century.
- Supports in eco- conservation, land shape management and better development of pasteurization.
- Helps supply the manpower in the international market and nation states.
- Supports small cottage industries

- Promotes indigenous skills of Nepalese villagers.

This education was found more export oriented than import in Nepalese education business market. This education founded more practical than general stream. The general education produced lazy useless manpower in Nepal and it is being impractical education therefore all concern Nepalese people demanding technical and vocational education. Everywhere the appreciation and supportive voices found from the study of different schools students, teachers, guardians and school sector concern members.

We found the response from focus group discussion, interview and class observation to launch general stream from grade (1-8) and technical and vocational stream from grade (9-12) seems more effective and the general education should be limited in grade 1-8 only. The input of the government and the guardians is being misuse in the general stream up to nursery level to tertiary level education of Nepal therefore from the policy level it is more considerable to furnish the technical and vocational education.

Threats to TVE Stream

TVE is inevitable to enhance the quality life education and in economical access development of the disadvantaged and marginalized people of the nation. There would be the equality development where the basic needs are to be addressed and that education would be the equality based education. By the better practice of TVE we can ensure educational and social justice to the local people.

The public complain found in policy level personnel, educational leadership, senior directors of education and political leaders who did not compared the education system with the life of marginal and disadvantaged people. Why the education system invited malnutrition?

Poverty and famine faced in the remote village of Nepal since long period in Nepal. The developed and underdeveloped cases are not linked directly in school education. Some institutions and elite class people do not want see success TVE to accomplish their individual interest. The foreigners and INGOs did not think about day to day problems of Nepalese people. Therefore there are many more threats found from the study which are below mentioned:

- Careless of bureaucracy to TVE
- Misconception towards TVE
- Lack of community awareness
- Interference of CTEVT
- Misinterpretations of private sector institutions
- Lack of supervision and monitoring.
- Expensive materials

- Extra Burden subjects in curriculum
- Lack of physical infrastructure
- Variation in fee structure.
- Lack of competent and trained manpower
- Lack of teachers quota
- Problems in profession
- Private sector teachers.
- Financial hazards in private sector teachers
- Pedagogical and methodological problems in classroom delivery
- Problems in practical classes.
- Problems in leadership, monitoring and supervision and guidance.
- Problems in manpower supply and employment.
- No identification of market for produced manpower.
- Curricular gap of school level and higher education.

Except the aforementioned threats the international market for produced manpower is not identified. SAARC level technical and vocational curriculum is not compared. Content are not properly organized in the formulation of curriculum. The curriculum disseminations are not provided in local level and the local community people response is not addressed in curriculum and textbook. Lack of enough budget in technical education is another threat of TVE in Nepalese education system.

GAP

Major Gaps between Policy and Practice

The review of polices and observation of the practices in the field (in the sampled schools) pointed out to the fact that there exist several gaps which have been shown in the following table:

Major Gaps between policies and practices

Policy	Practice	Problem	Solution
Equity: Marginalized, Vulnerable cohort which is at the verge of dropping out from school education	No provision for marginalized rather have entrance system	Students from private boarding schools are being attracted and major portion of the pie belongs to them.	Quota and reservation system till equity is achieved in the stream.

Policy	Practice	Problem	Solution
Target: Production of skilled lower-level workforce or mid-level workers	Most of the students and parents were found to perceive it as the foundation course for the easy access to higher study in engineering, vet. Doctor, etc.)	Different perception of the public and MoE, GoN, purpose of the introduction of TVE stream diverted.	Proper dissemination, Counselling to the students and their parents, Aptitude test for identification of students' purpose
Curriculum was planned for skill base	Most of the practical subjects/part of subjects are theoretically taught (no/less opportunity for learning by doing)	The targeted objective may not be achieved as the teaching learning activities are mostly based on theories than in practice	Setting up proper laboratories, maximizing the use of available physical resources of the school and availing adequate materials for practice, orientation to the teachers to make them realize the crux of TVE stream
Teacher adequacy needed for skill transfer	Consistency/adequacy, continuity of teacher lacking	Lack of teachers, tedious and expensive recruitment process, low status of TVE teachers	Pooling the potential candidates, simplification of recruitment procedure, empowerment of the teachers, TITI should be made more effective
Skill based performance evaluation system	Practical exam is taken once in a year and most of it depends on viva - Objective structured Procedural examination lacking	Students' work efficiency remains untested, more theoretical aspects and knowledge gets prioritized rather than skills of the students, no difference between general and TVE stream	Continuous assessment system should be introduced, practical assignments should be given and supervised while they perform it, level of work efficiency needs to be recorded and displayed every term, if possible monthly or weekly Recovery record of efficiency test gap should be maintained

Policy	Practice	Problem	Solution
Monitoring of all TVE should be done by CTEVT	No monitoring bodies, school inspectors do not bother much on TVE stream	Confusion prevails, level of comfort increases, feeling of neglect develops, solution delays, problem changes into issue, accountability decreases	CTEVT should handle the responsibility of monitoring and regulation,
Financing by GoN and generation of fund through local resources	Dependant on the central budget	Untimely release of the budget, inadequate, no efforts concentrated to generating fund from	Timely release of the budget, optimum use of available local and school resources concentrating them toward income generation for the program

(Source: Policy Documents and Field Data, 2017)

Lesson Learnt from the Success Story

The success stories teach some lessons:

- TVE stream itself can inspire a school for betterment.
- The unused school resources can be used as resource for the TVE stream and students' practical works thereby generating income from them.
- Even an individual effort concentrated on change can bring out positive result.
- Participation of local people and positive response of the community is a must for the success of TVE stream in public school.
- It is an opportunity for below average and weaker students to prove their worth on the work based education.
- It can be a life changing stream.

Conclusion

The study was conducted to recommend the step ahead to carry out the TVE (9-12) stream in a secondary education of our nation. The research team sampled 28 schools out of 101 piloted schools with TVE stream representing ecological, development region wise and speciality of the subjects. With the tools like a. general information questionnaire sheet, b. interview guidelines with students, teachers, head teacher and other stakeholders in community and FGD guidelines. Data were collected from those schools by the team of experts and quantitative data was entered in EXCEL sheet whereas the qualitative data were transcribed- reduced- thematized and presented in the form of report.

The team observed that most of the sampled schools were doing well. Community is

realizing the need and importance of the program slowly. Several infrastructure and materials have to be improved to get maximum output. Most of them have satisfactory infrastructure and basic needs. Most of them are running class 9 and 10 smoothly but has confusion and problem with class 11 and 12. There is strong need of modification of curriculum of class 11 and 12. Strong attention of stakeholders is most towards OJT. There is lots of confusion regarding OJT. Proper dissemination of the importance of TVE and its need in the society has to be worked out. Even government bodies and personnel from education department and government stakeholders should be active to popularize the TVE stream, its procedure, process, etc. The students and parents were found confused and showed frustration about the program. Some wrong information has been circulated even by the SMC and head teachers, which may be due to their own confusion, lack of information or intention to fill the student quota. Teachers' retention problem is one of the major drawbacks of the program. Several solutions to solve these issues are addressed in this report.

The research team strongly recommends the continuation of the program with positive attitude which needs lot of support from the stakeholders which includes MOE, NGO, INGOs, Private organization providing Jobs and OJT, development partners etc.

Recommendations

Based on the findings of the report, the following recommendations are made:

1. **Enrollment**: The national policy clearly needs to address whether the enrollment should be based on equal opportunity or equity. Adopting the equal opportunity procedure, it is found that the target groups (such as girls, marginalized students, average and below average students) are left out. In other words, they are out of the access to TVE. Since the enrollment of girls in the schools of Terai belt in TVE stream was found very low, introducing reservation seats for girls in the schools of this area can improve the situation. Furthermore, to encourage equity, the following points needs to be adhered to:
    - **A.** On the basis of social justice, TVE education should be completely free to low income generating family, poverty stricken family, minority people, and marginalized groups while certain fee can be charged to those who can afford it. The students, teachers and parents are found willing to pay certain amount of fee in the name of practical charge.
    - **B.** It is appropriate for the MoE to determine upper and lower ceiling for the TVE stream so as to generate fund to invest on the poor.
2. **Basic Infrastructure**: Basic infrastructure should be set up within four years from the beginning of TVE stream in schools. For this, the government should release the grant in time. If any school fails to set up the basic infrastructure within the time frame, another short term opportunity (may be six month) should be availed. In case

of failure to do so even in the extended period by any school, the TVE stream should be disapproved from the school. The DoE or MoE should prepare an indicator for the measurement of basic infrastructure to assess the capacity of schools. Schools having no infrastructure for boarding facilities should not run hostel.

3. **Objective**: The policy should clearly state the objectives for running the TVE programs in schools. Majority of the students were found to have enrolled in the TVE program as the preparation for the access to higher studies. It needs to be clear whether the TVE program has been introduced to develop intermediate level technical manpower or the manpower like +2 science and B. Sc. The main objective of this program should focus on developing intermediate level technical manpower.

4. **Reorganization/Approval**: Recognization/Approval procedure also seems inappropriate and haphazard. Therefore, the following points can help systematize the procedure:

   A. While approving TVE stream in schools, first priority should be given to those areas where there are no any schools with TVE stream.

   B. For a few years, until it gets systematized well and reaches to the target group with revised goals, private sector should not be approved to run TVE stream.

   C. TVE schools should be approved in the remote areas, areas with dalit majority in Terai and the guardians of such students should be oriented on the importance of TVE.

5. **Teacher Management**: Teacher management procedure was found one of the weakest aspects in most of the TVE schools. Therefore, the following points should be implemented to make the procedure robust and sustainable:

   A. Teachers in TVE streams should be provided with teaching license in the same way as is done with I. Sc. and B. Sc. teachers.

   B. The MoE and NCED should coordinate with the universities and encourage them to introduce TVE teacher development programs.

   C. Since the present teacher appointment procedure seems expensive and tedious, it needs to be simplified.

   D. If any retired experts, teachers, professor or other personnel in the related field are available, the provision should not restrict them from being part-time instructor in schools having the field of their expertise.

   E. It is appropriate for the NCED to develop and implement the short-term curriculum for TVE teacher development.

   F. Before the commencement of every academic session, it is necessary to conduct an orientation program for the TVE teachers on curriculum, resource management, evaluation system, instructional procedure, instructional planning, etc.

G. Since conflict between the teachers of TVE stream and general stream was witnessed (i.e. taking more and less periods, technical-nontechnical, temporary-permanent), the headmaster should orient the teachers effectively to mitigate the scenario.

H. If the teachers could be appointed on the permanent service basis, the teacher turnover rate would be minimized.

I. If the temporary/contract teacher is provided with some certain grades on completion of one cycle of teaching, their motivation level could be raised.

J. Since the TVE teachers comparatively spend more resource and effort on being qualified, it will be justifiable if they are given some certain additional allowance beside salary.

K. The TVE teachers feel inferior in the society in taking up teaching as profession as the society has different expectations from them. Therefore, if TVE stream is well disseminated and established as distinguished field of study which needs to be instructed by professionals like Computer Engineers, Vet doctors, Electronic and Computer engineers, the morale of TVE teachers can be boosted up.

L. TITI should be made more effective.

6. Revision of Curriculum: Based on the findings of the report, the following recommendations are made with regard to curriculum:

A. Special efforts should be made in organizing curriculum horizontally and vertically.

B. Though the curriculum of grade 9 and 10 appeared satisfactory after its modification, the curriculum for grade 11 and 12 appears more advance in term of their age and ability.

C. The course of grade 11 and 12 resembles pure science as it appears to be more academic. So, immediate action should be initiated to make it more practical and performance based.

D. In grade 11 and 12, subjects of applied nature should get more focus and subject related with pure science less focus. Organizing the conference of the experienced TVE teachers at central/regional/provincial level, the curriculum should be revised keeping their input into account.

E. It is justifiable to associate experts with pedagogical knowledge and skill in the curriculum development body.

F. Contents related with software and practical activities should be added up in the curriculum.

G. In the field of technical studies, additional mathematics can replace compulsory mathematics. In addition, if the contents of additional mathematics and compulsory mathematics could be synthesized with systematic blend.

H. The responsibility of designing Teachers' Guide should be given to those who design the curriculum and the Teacher's Guide should be in the hands of every teacher before they begin the course.

I. Each TVE stream should have practical manual for students. Some of the schools were found to practice this, which can be replicated in other schools as well.

J. The contents that repeat in different subjects at the same grade i.e. engineering drawing and mechanical design should be synthesized into one.

Therefore, curriculum relevancy needs to be appraised. A proposed model guideline is presented in the following table:

Re-looking into curriculum in terms of number of subjects (100 each): Grade 9 & 10

	Present TVE subjects in grade 9 and 10	**Suggested subjects in grade 9 & 10 in TVE stream**	
1	Nepali	Nepali (in 9 & 10)	1
2	English	English (in 9 & 10)	2
3	Math	Math (in 9 & 10)	3
4	Science	Science (in 9 & 10)	4
5	Social studies	Social studies (in 9 & 10)	5
6	EPH	(redesigned with relevant portion of EPH, as per need of stream)	
7	TVE -1	TVE -1 [in 9 only]	6
8	TVE -2	TVE -2 [in 9 only]	7
9	TVE-3	TVE-3 [in 9 only]	8
10	TVE -4	TVE -4 [in 10 only]	6
11	TVE -5	TVE -5 [in 10 only]	7
12	TVE-6	TVE-6 [in 10 only]	8

- At present the total Number of TVE subjects in grade 9 to 12 consists 6 +6 +2 +2 = 16 subjects which can be redistributed as [3+3+4+4=14 subjects, plus 1200 hours of OJT]. For this, curriculum and subject experts should be deployed to look into it in detail.

- By modifying the subjects in the curriculum, the total number of subjects will be eight in both grades 9 and 10, which equates with the subjects in general stream.

Similarly, in grade and 11 and 12 subjects distribution in each stream should be as following:

Re-looking into curriculum in terms of number of subjects (100 each): Grade 11 & 12

SN	Present subjects in Grade 11 & 12 TVE stream	Proposed subjects in Grade 11 & 12 TVE stream	SN
1	Nepali	Nepali	1
2	English	English	2
3	Physics	Applied Science for Civil –I & II Applied Science for Computer –I & II Applied Science for Plant science –I & II Applied Science for Animal Science –I & II Applied Science for Electrical–I & II	3
4	Chemistry		
5	Biology/Math		
6	TVE -1	TVE -1	4
7	TVE -2	TVE -2	5
8	[Extra math-choice]	TVE -3	6
		TVE -4	7
		Math for civil/electrical/computer	8

These numbers of subjects will justify TVE stream students and will decrease overload of past curriculum. Apart from this, 1200 hours of OJT is most for TVE stream which can be of 400 hours each from grade 9 to12. This will overcome the issue raised by students, parents, teachers and other stakeholders regarding OJT as well as overload of subjects in TVE. There should be a provision for students to go into higher study by appearing Biology and Chemistry exam [as extra subjects] to go for Vet nary science or agriculture or any biology subjects and by appearing Physics and Chemistry to go to any other engineering or physics in bachelor level.

The above mentioned suggestions will also justify the policy document like SSRP/SSDP/ CTEVT guidelines/ TVE guidelines and so on which say that TVE is to prepare the students for job market as a mid-level worker. In other hand, this way of modification can create a ladder for entering the higher education field like engineering.

7. **Textbooks:** Since the teaching learning activities are mainly based on textbook from the beginning classes of school education, the opinion about the requirement of textbook was found mixed. Some teachers strongly demanded the availability of textbooks while some others opined that curriculum based teaching without textbooks is appropriate and more effective. Therefore, each TVE teacher should be provided with high-speed internet band facility along with a laptop. Teaching

through curriculum was found to be more effective as the students develop searching habits and giving their own input based on the experience. Despite this fact, variation in content delivery was genuinely conspicuous. To tackle this problem, textbooks written by the experts who have long TVE teaching experience can be a way out.

8. **OJT**: The existing concept about OJT was found too problematic and confusing. Therefore, it requires immediate attention if the stream to go ahead. The following model is suggested:

OJT Model

Suppose we allotted Total OJT for (grade 9-12) i.e for 4 years=1200 hours. We may divide it into 4 years so that each year one can have OJT for 300 hours, which should be monitored by maintaining log book, duely signed by OJT-mentor. Students can have their OJT during their vacation or at the end of each year.

Policy Recommended

A. TVE (9-12) should go as a separate stream after few years but still need to do a lot before we go for that. As a first step we have to work for enhancing the lab and parallely we have to work for departmentalization in all TEV (9-12) centre with proper human resources. Then as a second step we should go for separate building within a same compound of the school with all the facilities. At that time we should have good human resources and Lab facilities within the premises. We also should have OJT centres with facilitators and trainers (in collaboration with other NGO, INGO and Private sectors) which can provide proper apprenticeship during OJT. As a final step we can take TVE (9-12) as a separate independent stream. This whole process can take 5-10 years depending upon finance and motivation of all stakeholders.

B. TVE (9-12) should not be privatized till we reach to the final step of above goals, which is basically for achievement of equity and quality of TVE education (9-12).

C. All the schools having TVE (9-12) should have to work seriously for the apprenticeship or OJT centres or have to create one or more inside school premises.

D. This concept of TVE as a separate stream can be a strong doorway step for making a public school attractive for children's/students and parents for public school education.

E. There is a big query regarding the need of TVE schools as a parallel structure CTEVT diploma courses. One has forgotten that CTVET diploma course was regarded as a training rather than an academic course which was later on laddered for students wanting to continue their education (as a concept of learning throughout life) by creating a doorway to have bachelor education.

F. CTEVT is a regulatory body which can regulate, formulate, monitor the TVE

education of short term and long term but it is not an affiliating body like Universities. It should not be giving affiliation but rather be a regulatory body. The previous decision or provision of giving affiliation of diploma level and TSLC can be corrected by handing over the responsibilities to secondary school TVE stream.

G. There are five different committees and subcommittees to coordinate the policy with the practice namely Central Directors' Committee, Central Management Committee, Central Technical Committee, Regional Coordination Committee and District Executive Committee. The so formed committees are highly theoretical and clumsy. All the committees so formed at top three levels include the governmental personnel of high ranks. So they are too busy to handle TVE properly as they have so many activities of various departments that they cannot think seriously and practically on TVE stream. It hampers the fast decision making and implementation process which needs to be very fast and prompt during the starting of newer projects/programmes like this. At least a task force (for at least 5 years) with authority for taking prompt decision at action level needs to be designed in such a way that includes experts of all 5 streams, experts of curriculum and experts of vocational and technical training.

H. The success of the program depends on teacher's motivation so provision of a complete career path as other teachers has to be defined.

I. There is strong need to disseminate the information about TVE by saying that this will prepare a strong skillful mid-class worker for job market and proper technical students who can enter the higher study by appearing 2 extra subjects. This should be made clear to parents and students before the students apply to enter for secondary TVE courses of 9-12.

नेपाली सारांश

नेपालको हालको विकास योजनाले आर्थिक सम्वृद्धि, गरिबी नियन्त्रण र जनताको उन्नति जस्ता विषयलाई केन्द्रमा राखेको छ । देशको उत्पादनशीलता, वैयक्तिक आय र उन्नति प्रत्यक्ष रूपमा साधारणतया शिक्षाको गुणस्तर र विशेष रूपमा प्राविधिक शिक्षा र सीप विकासमा सम्बन्धित हुन्छन् । न्यून उत्पादनशिलता, न्यून आर्थिक वृद्धिदर, गरिबी र नाजुक जीवनस्तर नेपाल सरकारका मुख्य सरोकारका विषय हुन् ।

सीप विकास आर्थिक विकासको मुख्य आधार हो भन्ने कुरालाई महसुस गरी नेपाल सरकारले नयाँ प्राविधिक तथा व्यवसायिक शिक्षा नीतिको व्यवस्था गरेको छ । जस मार्फत मानव क्षमता र आय सम्भाव्यतालाई सुदृढ गर्ने तथा उत्पादनशीलता बढाई राष्ट्रको आर्थिक विकासमा योगदान पुऱ्याउन प्राविधिक तथा व्यवसायिक शिक्षा र तालिमलाई वृहत रूपमा समावेशी बनाउने र विस्तार गर्ने प्रतिवद्धता जाहेर गरेको छ । एउटा असल तालिम प्राप्त प्राविधिक वा सीपयुक्त कामदार केवल असल नागरिक मात्र नभएर उत्पादनको प्रतिनिधि पात्र, आर्थिक वृद्धिको स्रोत र वैयक्तिक संवृद्धिको वाहक पनि हो ।

सीपयुक्त जनशक्ति र प्राविधिकहरूको भूमिका अर्थव्यवस्थाका सबै क्षेत्रमा उक्तिकै महत्त्वपूर्ण रहन्छ । उनीहरूले आफ्नो जीवनका विभिन्न समयमा विभिन्न किसिमका सीपहरू विभिन्न तरिकाले सिकिरहेका हुन्छन् । जागिरे अवस्थामा यल तजभ वयद तचभबलष्लनमार्फत, स्वअध्ययन मार्फत, औपचारिक वा अनौपचारिक शिक्षा मार्फत, रोजगारदाताले उपलब्ध गराएका औपचारिक तालिम मार्फत र रोजगार प्राप्त गर्नु भन्दा अघि प्राविधिक तथा व्यवसायिक प्रतिष्ठनाहरूमा रोजगारीभन्दा पहिले सीप सिक्न माध्यामिक विद्यालयमा प्राविधिक तथा व्यवसायिक शिक्षा एउटा छुट्टै धारका रूपमा सञ्चालन गर्ने प्रचलन संसारभरि अभ्यास गरिएको विधि हो । रोजगारीको प्रशस्त अवसरहरूसँग सम्बन्ध गाँसिएको प्राविधिक तथा व्यवसायिक शिक्षाले विद्यार्थीको सीप अभिवृद्धि गर्न सहायता पुऱ्याउन सक्छ, उनीहरूको उत्पादनशीलतालाई बढाउन सक्छ र उनीहरूको व्यक्तिगत आय बढाइ सम्पूर्ण जीवनस्तर उकास्दै दरिलो र प्रतिस्पर्धी आर्थिक व्यवस्था सृजना गर्न सक्छ ।

केही वर्ष अघिदेखि वैदेशिक रोजगारीमा प्रोत्साहित भइ धेरै युवाहरू विदेश पलायन भइरहेका छन् । तर ती युवाहरूमा पर्याप्त रूपमा प्राविधिक सीप नभएका कारण उनीहरूले काममा निकै दुःख पाउनुका साथै आयस्तरमा पनि सम्वृद्धि ल्याउन सकेका छैनन् । वर्तमान अवस्थाले स्थानीय र राष्ट्रिय आर्थिक प्रवर्द्धनका लागि युवा रोजगार र उत्पादनशिलताको सुधारका लागि शिक्षाको सिधा सम्बन्ध रोजगारसँग हुनु पर्ने तथ्यलाई जोड दिन्छ । माध्यमिक विद्यालयमा उपलब्ध प्राविधिक तथा व्यवसायिक शिक्षाले सीप विकास गर्न चाहने सबैका लागि अवसरको पहुँचलाई फराकिलो पार्छ र युवाहरूको आय सम्भाव्यता र रोजगारीको प्रवर्द्धनमा योगदान पुऱ्याउँछ ।

देशमा बढ्दो वेरोजगारीले गर्दा शिक्षा, रोजगार वा तालिमभन्दा बाहिर रहेका युवाहरू सुरक्षाका दृष्टिले समस्याका रूपमा हेरिन्छन् । राष्ट्रले यस्ता कुरालाई अतितमा अनुभव गरिसकेको छ । उच्च शिक्षा, तालिम वा रोजगारको अवसरबाट वञ्चित वहुसंख्यक युवाहरू देशमा भएको द्वन्द्व, सामाजिक अशान्ति र अपराधमा प्रवृत्त हुन सक्छन् । यद्यपि, नेपालमा बढिरहेको युवा जनसंख्या देशका सम्पत्ति हुन र उनीहरूलाई उचित ज्ञानको आधार र आवश्यक सीप उपलब्ध गराउन सकिएमा राष्ट्रिय उत्पादनमा टेवा पुऱ्याउन महत्त्वपूर्ण भूमिका खेल्न सक्छन् । तसर्थ माध्यमिक विद्यालयमा प्राविधिक तथा व्यवसायिक शिक्षा रोजगार, शिक्षा र तालिममा सन्तुलित पहुँच बढाउन आवश्यक कदमका रूपमा महसुस गरिएको छ जसले उनीहरूलाई रोजगारी र आय आर्जनमा रूपान्तरण गर्नसक्छ ।

व्यवसायिक सीपलाई विद्यालय शिक्षामा समाहित गर्ने परिकल्पना राष्ट्रिय पाठ्यक्रम (२००६) को अवधारणामा विद्यालय क्षेत्र सुधार योजनाको मुख्य दस्तावेजमा उल्लेख भएको थियो । जसले माध्यमिक तहमा प्राविधिक तथा व्यवसायिक शिक्षा एउटा छुट्टै धारका रूपमा संलग्न गराउन जोड दिएको थियो । एस.एस.आर.पी.को कार्यान्वयनको

समयमा पेशागत सुनिश्चितता र सीप विकासमा अनावृत्तिलाई आधारभूत तहमा (१ - ८) समावेश गरेको थियो । कक्षा ६ देखि ८ सम्म पेशा, व्यवसाय र प्रविधि जस्ता विषयहरूको थालनी पेशागत सुनिश्चितताका उदाहरण हुन् । एस.एस.आर.पी.ले पेशागत तयारीलाई पनि विशेष जोड दिन माध्यमिक तह (कक्षा ९-१२) सम्म प्राविधिक तथा व्यवसायिक शिक्षाको थालनी गरेको थियो । शिक्षा मन्त्रालयले कक्षा ९ र १० मा परीक्षणका रूपमा प्राविधिक तथा व्यवसायिक शिक्षाको थालनी १०० वटा सामुदायिक माध्यमिक विद्यालयमा शुरु गरेको थियो । सन् २०१५ मा शिक्षा मन्त्रालयले उच्च माध्यमिक शिक्षा परिषद् मार्फत कक्षा ११ र १२ मा पनि प्राविधिक तथा व्यवसायिक शिक्षालाई छुट्टै धारका रूपमा सञ्चालनमा ल्यायो । जम्मा ९२ वटा विद्यालयले प्राविधिक तथा व्यवसायिक शिक्षा माध्यमिक तहमा (९-१२) दिइरहेका छन् ।

अध्ययनको आवश्यकता

राष्ट्रिय शिक्षा पद्धतिको योजना २०२८ अन्तर्गत विद्यालय तहमा व्यवसायिक शिक्षाको अनुभव गरिएको भए तापनि त्यसको सार्थक विकास हुन नसक्दा विद्यालय तहबाट व्यवसायिक शिक्षा हटेको थियो । मध्यम स्तरिय जनशक्ति उत्पादन गर्ने हेतुले व्यवसायिक शिक्षालाई व्यवस्थित गर्न ऋयगलअर्ष ायच त्भअजलष्अर्बा भ्मगअबतष्यल बलम ख्यअबतष्यलर्बा त्चबष्लष्लन ९ऋत्भ्ख्त० को स्थापना भयो । तर ऋत्भ्ख्त को प्राविधिक तथा व्यवसायिक शिक्षामा लक्षित समुदायको यथेष्ट पहुँच नभएको परिवेशमा सामाजिक न्यायका दृष्टिले लक्षित समुदायको पहुँच वृद्धि गर्नुपर्ने तथ्यलाई हृदयङ्गम गरिएको छ । प्रस्तुत सन्दर्भलाई शिक्षा विभागले २०७० सालदेखि १०० वटा विद्यालयमा परीक्षणको रूपमा ५ वटा प्राविधिक तथा व्यवसायिक विषयको पठनपाठन शुरु गरिएको छ । हाल प्राविधिक तथा व्यवसायिक विषयमा पठन पाठन गर्ने विद्यालयको संख्या २४० पुगेको छ । विद्यालय तहमा परीक्षणको रूपमा लागू गरिएको प्राविधिक तथा व्यवसायिक शिक्षा कसरी सञ्चालन भइरहेको छ ? नीति तथा कार्यक्रमहरूको कार्यान्वयनको अवस्था कस्तो छ ? सिकाई प्रकृया कसरी सञ्चालन भइरहेको छ ? कार्यक्रमका सबल पक्षहरू के के हुन् ? कार्यक्रममा के कस्ता समस्या तथा चुनौतिहरू छन् ? कार्यक्रमलाई अझ गुणस्तरीय बनाउदै लक्षित वर्गको पहुँच विस्तार गर्न के कस्ता मार्गदर्शन अवलम्बन गर्न सकिएला ? आदि जस्ता प्रश्नहरूको उत्तर खोजी गरी कार्यक्रमको सुधार र विस्तारका लागि आधार तयार गर्नुपर्ने आवश्यकतालाई महसुस गरी शिक्षा विभाग मार्फत प्रस्तुत अनुसन्धान सम्पन्न गरिएको हो ।

उद्देश्य

यस अध्ययनको मुख्य उद्देश्य विद्यालय तहको वर्तमान संरचना भित्र छुट्टै धारको रूपमा प्राविधिक तथा व्यवसायिक शिक्षा कत्तिको सान्दर्भिक छ भन्ने प्रश्नको उत्तर खोज्नु हो । यस अध्ययनका मुख्य उद्देश्य :

१. विद्यालयको संरचना भित्र छुट्टै धारको रूपमा संचालित प्राविधिक तथा व्यवसायिक शिक्षासँग सम्बन्धित नीतिगत प्रावधानको विश्लेषण गर्नु,

२. विद्यालयको संरचना भित्र माध्यमिक तह (९-१२) मा संचालित प्राविधिक तथा व्यवसायिक शिक्षामा लागू गरिएको पाठ्यक्रमले विद्यार्थीलाई रोजगार बजारका लागि तयारी पार्न र उच्च शिक्षामा जानका लागि अवसर प्रदान गर्न उपयुक्त भए नभएको विश्लेषण गर्नु,

३. नीति र कार्यान्वयनबीचको रिक्तताको विश्लेषण गर्नु,

४. कार्यक्रमको गुणस्तरको लेखाजोखा गर्नु,

५. कार्यक्रमको भौतिक र शैक्षिक पक्षको यथार्थ अवस्था चित्रण गर्नु,

६. वर्तमान अवस्थामा कार्यक्रममा देखिएका समस्या तथा चुनौति उजागर गर्नु,

७. कार्यक्रमको भावी दिशाका लागि रणनैतिक मार्गहरू खोजी गर्नु ।

अध्ययन विधि

प्रस्तुत अध्ययनका उद्देश्यहरूले माग गरेअनुसार मिश्रित अध्ययन विधिको अवलम्बन गरी सूचना सङ्कलन र विश्लेषण गरिएको थियो । नीति निर्माता, नीतिगत दस्तावेज, कार्यान्वयन निकाय र कार्यान्वयन तहका सरोकारवालाहरू सूचनाका स्रोत थिए । संरचित तथा अर्धसंरचित सर्वेक्षण फारम कक्षा अवलोकन फारम, अर्धसंरचित अन्तरवार्ता, निर्देशिका, लक्षित समूहको छलफल निर्देशिकाको प्रयोगद्वारा प्राथमिक सूचनाहरू सङ्कलन गरिएको थियो । सर्वेक्षण, अन्तरवार्ता र लक्षित समूह छलफलका क्रममा भएको प्रत्यावर्तनलाई फिल्ड नोटको रूपमा टिपोट गरिएको थियो । प्राप्त भएका परिमाणात्मक तथ्याङ्कहरूलाई एक्सल सिटमा इन्ट्रि गरियो भने गुणात्मक सूचनाहरूलाई लिपिबद्ध गरी विभिन्न शीर्षक उपशीर्षक पहिचान गरी ती शीर्षक उपशीर्षकमा सूचनाहरूलाई व्यवस्थित गरीयो । गुणात्मक तथा परिमाणात्मक अध्ययन विधिको परम्परामा निर्धारित उद्देश्यहरू र सूचनाको स्वरूपमा आधारित भई तथ्याङ्क/सूचनाबाट अर्थ निर्माण गर्ने, व्याख्या विश्लेषण गर्ने र प्रस्तुतीकरण गर्ने जस्ता कामहरू गरियो ।

प्राप्तिहरू

१. **विद्यार्थी भर्ना:** शैक्षिक पद्धतिका पक्षहरू (लगानी, प्रक्रिया र प्रतिफल) मा आधारित भई हेर्दा धेरै जसो विद्यालयमा ४८ जनाको विद्यार्थी कोटा पूरा भएको देखिन्छ भने तराइका धेरै जसो विद्यालयमा कोटा पूरा भएका छैनन् । यस तथ्यले प्राविधिक शिक्षामा लक्षित वर्गको पहुंच नभएको देखाउँछ । प्राय: सबै विद्यालयमा प्रवेश परीक्षा लिई विद्यार्थी भर्ना गरिएकाले पनि पहुँचमा प्रश्नचिन्ह खडा हुन गएको देखिन्छ ।

२. **व्यवस्थापन**

२.१ **शिक्षक व्यवस्थापन** : विद्यालयले यत्नपूर्वक शिक्षकको व्यवस्थापन गरेका छन् । शिक्षकहरू आउनेजाने क्रममा निरन्तरता छ । शिक्षक छनौट प्रक्रिया झन्झटिलो, लामो र खर्चिलो देखियो जसले शैक्षणिक क्रियाकलापमा जटिलता ल्याइदिएको छ । शिक्षकले छोटा अवधिका (बढीमा १० दिन सम्मको) तालिम पाएको देखिन्छ तर यति छोटो अवधिमा शिक्षण सम्बन्धी ज्ञान सीप आर्जन गर्न सकिदैन । विधिशास्त्रीय ज्ञान सीपको अभावमा कसरी शिक्षण प्रभावकारी होला ? पेशागत स्थायित्व नभएकाले उत्प्रेरणामा असर परेको देखिन्छ ।

२.२ **व्यवस्थापकीय स्थिति** : धरैजसो विद्यालयको सुशासनको अवस्था राम्रो देखियो भने केही विद्यालयको शासकीय स्वरूप अपारदर्शी र शंकास्पद देखियो । जहाँ प्र.अ.हरू बढी सक्रीय र पारदर्शी छन् त्यहाँ सामुदायिक सहयोग राम्रो भएको देखियो । केही विद्यालयका प्र.अ. हरूको गतिविधि प्रति समुदाय शिक्षक र विद्यार्थी असन्तुष्ट देखिए । त्यस्ता प्र.अ हरूले व्यवस्थापन समितिलाई वैधताको छापको रूपमा मात्र प्रयोग गरेको पाइयो ।

३. **भौतिक पूर्वाधार:** नमूनामा परेका धेरैजसो विद्यालयसँग विद्यालय हाता, खेलमैदान, भवन, फर्निचर, उर्जा जस्ता भौतिक पूर्वाधार पर्याप्त छन् । केही विद्यालयका भवन निर्माणाधिन छन् र प्राय: सबै विद्यालयमा ल्याव छन् । कक्षा ९ र १० का लागि ल्याव पर्याप्त देखिए पनि ११ र १२ कक्षाका लागि पर्याप्त देखिदैन । केही विद्यालयमा प्रयोगशालामा विद्यार्थीले सिक्ने मौका नपाएको पाइयो । कृषि तथा वन तथा पशु विज्ञानका लागि आवश्यक पूर्वाधार भएको देखियो । प्राय: सबै विद्यालयमा पुस्तकालय छन् तर पुस्तकालयको व्यवस्थापकीय पक्ष कमजोर भएकाले विद्यार्थीहरूले त्यसबाट यथेष्ट लाभ लिन पाएका छैनन् ।

४. **लगानी** : प्राविधिक धारतर्फ हालसम्म राज्यको लगानी प्रमुख छ । धेरैजसो विद्यालय राज्यको लगानीमै निर्भर छन् । केही विद्यालयमा गैरसरकारी संस्थाहरूले सहयोग गरेका छन् । तराइका केही विद्यालयले वैकल्पिक आम्दानीका स्रोतहरू विकास गरेका छन् ।

५. **पठनपाठन गतिविधि** : अध्यनका क्रममा गरिएको कक्षा अवलोकनबाट सैद्वान्तिक शिक्षणमा शिक्षकहरूको कार्य क्षमता माध्ययम देखियो । तर प्रयोगात्मक कक्षामा भने धेरैजसो शिक्षकहरूले गरेर सिक्ने अवसर प्रदान गर्न नसकेको देखियो । शिक्षकहरूको फेरबदलले कतिपय विद्यालयका विद्यार्थीले प्रयोगात्मक कक्षाहरू गर्न नपाएको गुनासो गरे । तर पनि इलेक्ट्रिकल इन्जिनियरिङ गर्नेहरू, कृषि र भेटेनरी गर्ने कतिपय विद्यार्थीले रोजगारी पाइसकेका छन् । कतिपयले स्वरोजगारी को अवसर स्वयं सृजना गरी आयआर्जन गर्न थालेका छन् ।

६. **मूल्यात्कन प्रक्रिया** : साधारण धारकै ग्रीड अनुसार प्राबिधिक धारमा प्रश्नपत्रहरू निर्माण गर्नु असान्दर्भिक देखियो । प्रयोगात्मक परीक्षाहरू पनि भाइभामा आधारित भएर लिइने परिपाटी देखिएकाले सैद्धान्तिक नै पाइए । यस प्रकारका परीक्षाहरूले विद्यार्थीको कार्यदक्षता मापन गर्न नसकेको देखिन्छ ।

७. **पाठ्यक्रम:** कक्षा ९ र १० सम्मको प्राविधिक तथा व्यवसायिक शिक्षा हासिल गरेका विद्यार्थीले पनि दिगो जीविकोपार्जनका लागि रोजगार बजारमा ठाउँ पाउनु पर्ने हो । तसर्थ कक्षा ९ र १० को पाठ्यक्रम सीप केन्द्रित हुन खोजेको देखिन्छ । छ वटा साधारण धारतर्फका विषयसहित त्यति नै संख्यामा प्राविधिक तथा व्यवसायिक धारका विषयहरू माध्यामिक तहमा पठनपाठनको लागि राखिएको छ । ११ र १२ कक्षा सञ्चालनमा आएपछिको पाठ्यक्रमको बनौट र छनौट पढाइ निरन्तरतालाई बढावा दिने वा रोजगारमूलक शिक्षामा केन्द्रित हुने भन्ने अन्योलका बीच तयार भएकोजस्तो देखिन्छ । जसले कक्षा ११ र १२ मा +२ विज्ञान संकाय अर्न्तगतका सम्पूर्ण विषयहरूसहित केवल २/२ सय पूर्णाङ्क मात्र व्यवसायिक विषय पढाइ हुने व्यवस्था गरेको पाइएकाले ११ र १२ को पाठ्यक्रम सान्दर्भिक देखिदैंन ।

८. **पाठ्यपुस्तक:** नेपालको विद्यालय शिक्षा प्रणालीमा विद्यालयमा भर्ना भएको पहिलो वर्षदेखि नै विद्यार्थीले पाठ्यपुस्तकलाई सिकाइ प्रक्रियाको मुख्य अङ्गको रूपमा लिएका र सोही विद्यार्थीमध्येबाट नै आजको प्राविधिक तथा व्यवसायिक शिक्षाको शिक्षणमा पुगेको अवस्था रहेकोले विद्यालयमा पाठ्यपुस्तकसम्बन्धी बढ्दो माग पाइयो । शिक्षकहरूले विषयवस्तु प्रस्तुतिको गहिराइको तह फरक रहेको अवस्था उजागर गरे ।

सुझावहरू

१. **विद्यार्थी भर्ना** : यस धारको शिक्षाले कमजोर आर्थिक तथा नाजुक शैक्षिक पृष्ठभूमि बोकेका विद्यार्थीको विद्यालय छोड्ने र कक्षा दोहोऱ्याउने दर घटाउने र उनीहरूलाई रोजगार बजारका लागि तयार पार्ने उद्देश्य बोकेको देखिन्छ । तर लक्षित समूहका धेरै विद्यार्थीले यस शिक्षामा प्रवेश पाउन सकिरहेको देखिएन । समतामूलक भर्ना र यस धारले बोकेको लक्ष प्राप्तिका लागि आरक्षण प्रणालीको थालनी गर्नु उपयुक्त देखिन्छ । जसले गर्दा बालिकाहरू, सिमान्तकृत समुदाय, कमजोर र औषतभन्दा कम पढाइ उपलब्धि भएका विद्यार्थीको यस शिक्षामा प्रतिनिधित्व सुनिश्चित गर्न सकिने छ ।

२. **व्यवस्थापन**

२.१ **शिक्षक व्यवस्थापन:** शिक्षक व्यवस्थानका क्रममा निम्न कुराहरूलाई ध्यान दिनु पर्छ ।

क. आइ.एस.सी. र बि.एस.सी शिक्षकहरूलाई विज्ञान विषयको पढाइलाई सहजीकरण गर्न शिक्षण अनुमति पत्र उपलब्ध गराइए जस्तै शुरुका केही वर्षहरूमा प्राविधिक तथा व्यववसायिक शिक्षकहरूलाई कम्तीमा २ वर्ष अध्यापन गरिसके पछि शिक्षण अनुमति पत्रका लागि योग्य ठानिनु पर्छ ।

ख. हाल प्रचलनमा रहेको प्राविधिक तथा व्यवसायिक शिक्षक नियुक्ति प्रक्रिया झन्झटिलो र खर्चिलो देखिएको हुँदा यसलाई सरल बनाइनु पर्ने आवश्यक देखिन्छ ।

ग. शिक्षा मन्त्रालय तथा शैक्षिक जनशक्ति विकास केन्द्रले विश्वविद्यालयहरूसँग समन्वय गरी प्राविधिक तथा

व्यवसायिक विषय शिक्षणका लागि शिक्षक विकास गर्ने कार्यक्रम सञ्चालनमा ल्याउनु पर्छ ।

घ. स्थानीय स्तरमा उपलब्ध सम्बन्धित विषयका निवृत्त विज्ञ, शिक्षक, प्राध्यापक वा अन्य कर्मचारीहरूलाई आंशिक शिक्षकका रूपमा काम गर्न पाउने वातावरणको सृजना गरिनु पर्छ ।

ङ. शैक्षिक सत्रको शुरुमा प्राविधिक तथा व्यवसायिक शिक्षकहरूका लागि अभिमुखीकरणको कार्यक्रम सञ्चालन गरेर पाठ्यक्रम, स्रोत व्यवस्थापन, मूल्याङ्कन प्रक्रिया, शिक्षण योजना, आदि विषयमा उनीहरूलाई विस्तृत जानकारी उपलब्ध गराइनु पर्छ ।

च. प्राविधिक तथा व्यवसायिक विषय शिक्षण गर्ने शिक्षक र साधारण धारका शिक्षकहरू बीच विद्यालयमा द्वन्द्वात्मक परिस्थितिहरू (कम-बेसी घण्टी, प्राविधिक-अप्राविधिक, स्थायी-अस्थायी) सृजित हुँदै गरेको अवस्था उजागर भएको हुँदा प्र.अ.ले उक्त अवस्थालाई सहजतामा बदल्न र दुबै धारबीच समन्वयात्मक सम्बन्ध स्थापित गर्न प्रभावकारी सहजकर्ताको भूमिका निभाउन विशेष पहल गर्नु पर्छ ।

छ. प्राविधिक तथा व्यवसायिक विषय शिक्षण गर्ने शिक्षकहरूलाई पनि स्थायी शिक्षकका रूपमा नियुक्ति दिन सकिएमा यी शिक्षकहरूको स्थायित्व बढाउन सकिने छ ।

ज. हालको अवस्थामा प्राविधिक तथा व्यवसायिक शिक्षक विकास गर्न छोटो अवधिका पाठ्यक्रमहरू बनाएर लागू गर्न सकिन्छ ।

झ. अस्थायी तथा करारमा राखिएका प्राविधिक तथा व्यवसायिक विषय शिक्षण गर्ने शिक्षकहरूले पठनपाठनको निश्चित चक्र पार गरेपछि उनीहरूका लागि ग्रेड दिने परिपाटी विकास गर्न सकिएमा उनीहरूको पेशाप्रतिको लगनशिलता बढाउन सकिने छ ।

ञ. आफूलाई योग्य बनाउनका लागि तुलनात्मक रूपमा प्राविधिक तथा व्यवसायिक विषय शिक्षण गर्ने शिक्षकहरूले बढी लगानी र परिश्रम गर्नुपर्ने हुनाले उनीहरूलाई वेतनका अतिरिक्त विशेष भत्ताको पनि व्यवस्था गर्न सकिएमा यसलाई न्यायोचित मान्न सकिन्छ ।

ट. प्राविधिक तथा व्यवसायिक विषय अध्ययन गरेका व्यक्तिहरूबाट समाजले फरक अपेक्षा राखेको हुनाले उनीहरूले शिक्षण पेशा अपनाउँदा हीनताबोधको शिकार हुनु परेको अवस्था देखिन्छ । यस अवस्थामा प्राविधिक तथा व्यवसायिक धारलाई इन्जिनियर, पशु चिकित्सक, कम्प्युटर इन्जिनयरजस्ता व्यक्तिहरूले नै पढाउनु पर्ने शिक्षा हो भन्ने आसयको प्रचार प्रसार गरी एउटा छुट्टै कार्यक्रमका रूपमा स्थापित गराउन सकिएमा शिक्षक व्यवस्थापन सहज हुन जान्छ ।

ठ. टि.आइ.टि.आइ.लाई यस क्षेत्रमा अझ बढी प्रभावकारी बनाइनु पर्छ ।

२.२ **व्यवस्थापकीय सुधारः** अवलोकन गरिएका विद्यालयमध्ये केही विद्यालयको व्यवस्थापन पक्ष कमजोर देखियो । यसका पछाडिका कारण प्र.अ.हरूमा इमान्दारिता र प्रतिवद्धताको अभाव, अपारदर्शी तथा एकल निर्णय प्रवृत्ति, दलिय राजनीतिक हस्तक्षेप, लोभिपापी मन थिए । पेशागत इमान्दारिता, प्रतिवद्धता र जवाफदेहिताको स्वबोध बाहेक यो समस्याको समाधानका अरु उपाय के हुन सक्लान र ?

३. **भौतिक पूर्वाधारः** कुनै पनि विद्यालयलाई प्राविधिक तथा व्यवसायिक शिक्षा सञ्चालनको स्वीकृति दिँदा स्वीकृति पाएको चारवर्ष भित्र यस धारको सञ्चालनका लागि आवश्यक सम्पूर्ण भौतिक पूर्वाधार सम्पन्न भइसक्नु पर्ने वाध्यात्मक सर्त राख्नै पर्ने देखिन्छ । यसका लागि सरकारी स्तरबाट उपलब्ध गराइने सम्पूर्ण आर्थिक स्रोत समयमा नै विद्यालयलाई उपलब्ध गराइनु पर्दछ । दिइएको अवधि भित्र भौतिक पूर्वाधार पूरा गर्न नसक्ने

विद्यालयलाई भौतिक पूर्वाधार सम्पन्नताको आधारमा थप छ महिनाको समय दिन सकिने छ र सो अवधिमा पनि कार्य सम्पादन गर्न नसके यस्ता विद्यालयको प्राविधिक तथा व्यवसायिक शिक्षा सञ्चालनको स्वीकृति खारेज गरिनु पर्दछ । विद्यालयको पूर्वाधार क्षमता मापनको लागि आवश्यक इन्डीकेटरहरू बनाइनु पर्दछ र चार वर्ष भित्र पनि पूर्वाधार पूरा हुन वा गराउन नसक्ने क्षमता बोकेका विद्यालयलाई प्राविधिक तथा व्यवसायिक शिक्षा सञ्चालनको स्वीकृति दिइनु हुँदैन । पूर्वाधार बनाउने प्रक्रियामा रहेका र पर्याप्त आवास सुविधा उपलब्ध गराउन नसक्ने विद्यालयलाई आवास सुविधा सञ्चालनको अनुमति दिइनु हुँदैन ।

४. **लगानी:** सम्पूर्ण विद्यालय केन्द्रबाट दिइने वजेटमा आधारित भएको पाइएकाले निर्धारण गरिएको वजेट समयमा विद्यालयमा पुग्न सकेमा धेरै समस्या समाधान हुने अवस्था देखिन्छ । यसका अतिरिक्त निम्न कुरालाई मध्यनजर गर्नु आवश्यक छ :

क. आयआर्जन कम भएकाहरू, गरीब, अल्पसंख्यक, सिमान्तकृत समूहहरूका लागि सामाजिक न्यायका दृष्टिले यो शिक्षा पूर्ण रूपले निशुल्क हुनु पर्दछ । यदि राष्ट्रले सक्ने हो भने यस्ता विद्यार्थीका लागि छात्रवृत्तिको व्यवस्था पनि गर्नु पर्दछ ।

ख. लगानी गर्न सक्नेहरूको हकमा अभिभावकहरूको सहमतिमा र औचित्यका आधारमा विद्यालयले निश्चित शुल्क उठाउन पाउनु पर्छ ।

ग. शुल्कका आधारहरू र शुल्क रकमको अधिकतम र न्यूनतम सीमा निर्धारण शिक्षा विभागले गरीदिनु उपयुक्त हुन्छ ।

५. पठनपाठन गतिविधि:

५. १ सिकाइ विधिहरू:

पाठ्यक्रम बनाउने क्रममा नै प्रत्येक संकायका प्राविधिक तथा व्यवसायिक शिक्षा सञ्चालनको क्रममा आवश्यक पर्ने प्रयोगात्मक सामग्री र शिक्षण सामग्रीको सूची तयार पारी विद्यालयलाई उपलब्ध गराउनु पर्छ । सैद्धान्तिक पठनपाठन प्रक्रिया भन्दा पनि प्रयोगात्मक पठनपाठन प्रक्रियालाई बढी जोड दिइनुपर्ने हुन्छ । यसका लागि निम्न प्रकारका पाठन पाठन गतिविधि नियमित सञ्चालन गर्नुपर्ने आवश्यक देखिन्छ ।

क. अन्वेषण पद्धति

ख. कल्पना र सोच

ग. प्रशंसनीय खोज

घ. विद्यार्थी केन्द्रित शिक्षण

ङ. विविधतामा आधारित शिक्षण, आदि ।

५.२ **सिकाइ प्रक्रियाको न्यूनतम मापदण्ड निर्धारण:** प्राविधिक विषयको शिक्षण र त्यससँग सम्बन्धित विषयमा शिक्षा विभागले न्यूनतम मापदण्ड निर्धारण गर्नुपर्छ । जस्तै एउटा प्राविधिक तथा व्यवसायिक विषय शिक्षकले दैनिक कति घण्टा काम गर्ने ? वार्षिक कति घण्टा शिक्षण सिकाइ हुने ? विद्यालय दैनिक कति घण्टा सञ्चालन हुने ? कक्षा कोठामा के के सिकाइ सामग्री हुनुपर्ने ? शिक्षकले के कस्त विधिद्वारा सिकाइलाई व्यवस्थित गर्ने, सैद्धान्तिक र प्रयोगात्मक कक्षाका न्यूनतम आवश्यकता के के हुनु पर्ने आदि जस्ता न्यूनतम मापदण्ड तयार पारी लागू गर्नुपर्ने देखिन्छ । यसका लागि निम्न प्रक्रिया अपनाउन सकिन्छ ।

क. प्राविधिक शिक्षाको अनुगमन गर्न प्रान्तीय तहमा अनुगमन र सुपरिवेक्षण प्रविधि तयार गर्ने,

ख. सिकाइमा विद्यार्थीको सकृय सहभागिताको सुनिश्चितताको लागि शिक्षकहरूलाई शैक्षिक सत्रको शुरुमा नै अभिमुखीकरण तालिम उपलब्ध गराउने,

ग. प्राविधिक तथा व्यवसायिक शिक्षाको शैक्षिक व्यवस्थापनका लागि सम्बन्धित विषयशिक्षण गर्ने अनुभवी सिनियर शिक्षकको नेतृत्वमा प्राविधिक तथा व्यवसायिक विभाग खडा गरी शैक्षिक व्यवस्थापनको जिम्मेवारी दिने,

घ. प्राविधिक तथा व्यवसायिक धारका शिक्षकहरू र विभाग प्रमुखको कार्यविवरण बनाइ कार्यान्वयन गर्ने,

६. **मूल्याङ्कन प्रक्रिया:** मूल्याङ्कन गर्दा ६० प्रतिशत प्रयोगात्मक र ४० प्रतिशत सैद्धान्तिक गरी प्रत्येक विषयमा १०० प्रतिशतको कायम गरिनु पर्छ । यस प्रक्रियामा निम्न तरिकाले मूल्याङ्कन गरिनु पर्दछ ।

क. कार्य सम्पादनमा आधारित मूल्याङ्कन प्रणालीको थालनी गरिनु पर्दछ । जसका लागि निम्न प्रकारका वर्गीकरण यथोचित हुनेछ:

अ. प्रयोगशाला कार्य: १० प्रतिशत

आ. क्षेत्रगत कार्य: १० प्रतिशत

इ. पोर्टफोलियो: १० प्रतिशत (वर्षभरि गरिएका अतिरिक्त कार्यहरूको सङ्कलन)

ई. समस्या समाधान प्रतिवेदन: १० प्रतिशत

उ. अन्वेषण, सिम्युलेसन वा क्रिएसन: २० प्रतिशत

ख. आन्तरिक मूल्याङ्कनका मापदण्डहरू तयार पारिनुपर्दछ । (जस्तै नियमितता, कक्षामा भाग लिने, अनुशासन, प्रयोगात्मक परीक्षा, लिखित परीक्षा, भाइभा, इत्यादि)।

ग. प्रत्येक महिना सुधारात्मक परीक्षा सञ्चालन गरी विद्यार्थीलाई उचित पृष्ठपोषण दिनु पर्दछ ।

घ. बाह्य परीक्षामा साधारण धार तर्फको जस्तो अति छोटा प्रश्न सान्दर्भिक देखिएनन् । तसर्थ छोटो उत्तर आउने प्रश्नहरू र लामो उत्तर आउने प्रश्नहरूको अङ्कभार परिमार्जन गर्नु पर्छ ।

ङ. यस वर्षको कक्षा ११ को (सिभिलत तर्फ) वाह्य परीक्षाको अङ्कनमा कमजोरी भएको धेरै गुनासाहरू प्राप्त भएकाले अङ्कन गर्ने (स्कोरिङ) पद्धतिलाई दोहोऱ्याएर हेर्न आवश्यक देखिन्छ ।

७. **पाठ्यक्रम :** कक्षा ११ र १२ मा +२ विज्ञान संकाय अर्न्तगतका सम्पूर्ण विषयहरूसहित केवल २/२ सय पूर्णाङ्क मात्र व्यवसायिक विषय पढाइ हुने व्यवस्था गरेको पाइएकाले ११ र १२ को पाठ्यक्रम सान्दर्भिक देखिदैन । यी कक्षाहरूका लागि शुद्ध विज्ञान (Pure Science) का विषयहरू हटाएर प्रायोगिक विज्ञान (Applied Science) को पाठ्यक्रम निर्माण गरेर कार्यान्वयन गर्नु सान्दर्भिक देखिन्छ । तसर्थ निम्न प्रकारको परिमार्जन अघि सारिएको छ ।

परिवर्तित पाठ्यक्रममा संलग्न गराउन सकिने परिमार्जित विषयहरू (कक्षा ९ र १०)

क्र.सं.	कक्षा ९ र १० का हालका विषयहरू	सुझाव गरिएका विषयहरू	क्र.सं.
१.	नेपाली	नेपाली (कक्षा ९ र १० मा)	१
२.	गणित	गणित (कक्षा ९ र १० मा)	२
३.	अङ्ग्रेजी	अङ्ग्रेजी (कक्षा ९ र १० मा)	३
४.	विज्ञान	विज्ञान (कक्षा ९ र १० मा)	४
५.	सामाजिक	सामाजिक (कक्षा ९ र १० मा)	५
६.	जनसंख्या, स्वास्थ्य र वातावरण	आवश्यकता अनुसार परिमार्जन गर्ने	
७.	प्राविधिक तथा व्यवसायिक १	प्राविधिक तथा व्यवसायिक १ (कक्षा ९ मात्र)	६
८.	प्राविधिक तथा व्यवसायिक २	प्राविधिक तथा व्यवसायिक २ (कक्षा ९ मात्र)	७
९.	प्राविधिक तथा व्यवसायिक ३	प्राविधिक तथा व्यवसायिक ३ (कक्षा ९ मात्र)	८
१०.	प्राविधिक तथा व्यवसायिक ४	प्राविधिक तथा व्यवसायिक ४ (कक्षा १० मात्र)	६
११.	प्राविधिक तथा व्यवसायिक ५	प्राविधिक तथा व्यवसायिक ५ (कक्षा १० मात्र)	७
१२.	प्राविधिक तथा व्यवसायिक ६	प्राविधिक तथा व्यवसायिक ६ (कक्षा १० मात्र)	८

परिवर्तित पाठ्यक्रममा संलग्न गराउन सकिने परिमार्जित विषयहरू (कक्षा ११ र १२)

क्र.सं.	कक्षा ९ र १० का हालका विषयहरू	सुझाव गरिएका विषयहरू	क्र.सं.
१.	नेपाली	नेपाली	१
२.	अङ्ग्रेजी	अङ्ग्रेजी	२
३.	फिजिक्स	सिभिलका लागि व्यवहारिक विज्ञान I & II	३
४.	केमेस्ट्रि	कम्प्युटरका लागि व्यवहारिक विज्ञान I & II	
५.	बायोलोजी / गणित	प्लान्ट साइन्सका लागि व्यवहारिक विज्ञान I & II	
		एनिमल साइन्सका लागि व्यवहारिक विज्ञान I & II	
		इलेक्ट्रिकलका लागि व्यवहारिक विज्ञान I & II	
६.	प्राविधिक तथा व्यवसायिक १	प्राविधिक तथा व्यवसायिक १	४
७.	प्राविधिक तथा व्यवसायिक २	प्राविधिक तथा व्यवसायिक २	५
८.	अतिरिक्त गणित (ऐ.)	प्राविधिक तथा व्यवसायिक ३	६
		प्राविधिक तथा व्यवसायिक ४	७
		सिभिल, इलेट्रिकल, कम्प्युटर का लागि गणित	८

माथि उल्लेखित संख्याका विषयहरूले प्राविधिक तथा व्यवसायिक धारलाई बढी सान्दर्भिक बनाउनका साथै विद्यार्थीमा परेको पाठ्यक्रमको भारलाई पनि घटाउने छ । यसका अतिरिक्त जम्मा १२०० घण्टाको कार्यथलोमा तालिम (OJT) राखिनु आवश्यक देखिन्छ जसलाई माध्यमिक तहका प्रत्येक कक्षामा ३०० घण्टा अनिवार्य गर्नं पर्ने हुन्छ । यसले

विद्यार्थी, अभिभावक, शिक्षक तथा सरोकारवालाहरूले उठाएको समस्याको समाधान दिने छ। उच्च शिक्षा हासिल गर्न चाहने विद्यार्थीले वायोलोजी र केमेस्ट्री (अतिरिक्त विषयका रूपमा) परीक्षा दिएर भेटनरी साइन्स वा प्लान्ट साइन्स सम्बन्धित साइन्सहरू वा वायोलोजी सम्बन्धित साइन्समा प्रवेश गर्न सक्ने छन् भने फिजिक्स र केमेस्ट्रीको परीक्षा अतिरिक्त विषयमा दिएर इन्जिनियरिङ वा फिजिक्ससँग सम्बन्धित विषयको उच्च शिक्षामा जान सक्ने छन्।

माथि उल्लिखित सुझावले एसएसडिपि, एसएसआरपी, सिटिइभिटि, टिभिइ गाइडलाइन्स आदि जस्ता दस्तावेजहरूले कल्पना गरेको बजारका लागि मध्यम तहका जनशक्ति तयार पार्ने भावनालाई पनि जीवन्त राख्नेछ। अर्कोतर्फ यस प्रकारको परिमाजर्नले उच्च शिक्षामा पहुँचका लागि भन्याङको काम गर्नेछ।

यस सन्दर्भमा निम्न कुराहरूलाई ध्यान दिनु पर्ने देखिन्छ :

क. पाठ्यक्रमलाई होरिजेन्टल्ली र भर्टिकल्ली व्यवस्थापन गर्न विशेष प्रयास गरिनु पर्छ।

ख. कक्षा ९ र १० को पाठ्यक्रम परिमार्जन पश्चात तुलनात्मक रूपमा सन्तोषजनक देखिए तापनि कक्षा ११ र १२ को पाठ्यक्रम विद्यार्थीको उमेर र क्षमताको दृष्टिले बढी नै स्तरीय देखिन्छ। तसर्थ, यसको परिमार्जन आवश्यक छ।

ग. केन्द्रिय, क्षेत्रीय र प्रान्तीय स्तरमा अनुभवी शिक्षकहरूको गोष्ठी आयोजना गरी उनीहरूले दिएको इनपुटको आधारमा पाठ्यक्रम परिमार्जन गरिनु पर्दछ।

घ. शिक्षाशास्त्रमा जानकार र सिपालु व्यक्तित्वहरूलाई पाठ्यक्रम विकास प्रक्रियामा समावेश गराउनु आवश्यक छ।

ङ. पाठ्यक्रममा सफ्टवेर र प्रयोगात्मक गतिविधिहरूसँग सम्बन्धित विषयवस्तुहरू समावेश गराइनु पर्छ।

च. कक्षा ११ र १२ मा शुद्ध विज्ञानसँग भन्दा पनि व्यवहारिक विज्ञानसँग सम्बन्धित विषयहरूलाई बढी जोड दिनु पर्छ।

छ. प्राविधिक विषयका विभिन्न क्षेत्रमा ऐच्छिक गणितले अनिवार्य गणितलाई प्रतिस्थापन गर्न सक्दछ। यसका अतिरिक्त, ऐच्छिक गणित र अनिवार्य गणितका विषयवस्तुलाई एकीकृत गरी प्राविधिक तथा व्यवसायिक विषय सुहाउँदो गणितको विकास गर्न सकिन्छ।

ज. एउटै कक्षाका विभिन्न विषयमा दोहोरिने विषयवस्तुहरू जस्तै इन्जिनियरिङ ड्रइङ र मेकानिकल डिजाइनलाई एकीकृत गरी एक विषयका रूपमा शिक्षण गर्न सकिन्छ।

झ. शिक्षक निर्देशिका बनाउने जिम्मा पनि पाठ्यक्रम बनाउने विशेषज्ञलाई दिनु पर्छ र यस्तो निर्देशिका पढाइ शुरुहुनु अगावै शिक्षकहरूको हातहातमा पुगेको हुनुपर्छ।

ञ. प्राविधिक तथा व्यवसायिक धारका प्रत्येक सङ्कायका विद्यार्थीले प्रयोगात्मक निर्देशिका प्राप्त गरेका हुनु पर्छ। केही विद्यालयमा यस्तो प्रयासको थालनी गरिएको पाइएको हुँदा सोही कुरालाई अन्य विद्यालयले पनि अनुशरण गर्न गराउन सकिन्छ।

८. पाठ्यपुस्तक

विद्यायलमा पाठ्यपुस्तहरू जे जसरी लागू गरिएको भए तापनि प्राविधिक तथा व्यवसायिक धारतर्फको माध्यमिक तहको पठनपाठन पाठ्यक्रममा आधारित छ। शिक्षक तथा विद्यार्थीमा पाठ्यपुस्तकका बारेमा मिश्रित धारणा पाइएकाले पाठ्यपुस्तक भन्दा पाठ्यक्रमबाट नै पठनपाठन गराउनु उचित देखिन्छ। यसरी पठनपाठन गरिँदा तल उल्लेखित

सकारात्मक पक्षहरू पाइएका छन् :

क. विद्यार्थीले खोजेर पढ्ने वातावरण पाएका छन् ।

ख. शिक्षकहरूलाई अध्ययनशील बनाएको छ ।

ग. शिक्षण तथा सिकाइमा प्रविधिको प्रयोगलाई प्रोत्साहन गरेको छ ।

घ. घोकन्ते विद्यालाई निरुत्साहित गर्दैछ ।

ङ. विद्यार्थीहरूको पढाइलाई पाठ्यपुस्तक भन्दा पनि आत्मनिर्भर हुने अवसर सृजना गर्दैछ ।

९. कार्यस्थलमा तालिम (ओजेटि)

प्राविधिक धारको अन्त्यमा गर्नुपर्ने OJT प्रतिको नीति स्पष्ट नहुँदा सरोकारवालाहरू प्रताडित छन् । OJT लाई व्यवस्थित गरी कक्षा ९–१२ सम्मै जम्मा आवर (जस्तै १२०० घण्टा) को OJT गर्ने र प्रत्येक कक्षामा ३०० घण्टाको दरले वितरण गर्दा सान्दर्भिक हुने देखिन्छ । तसर्थ, तलको मोडेल प्रस्तुत गरिएको छ :

ओजेटि मोडेल	
ओजेटिलाई १२०० घण्टाको बनाइनु पर्दछ कक्षा ९ = ३०० घण्टा कक्षा १० = ३०० घण्टा कक्षा ११ =३०० घण्टा कक्षा १२ = ३०० घण्टा क. ओजेटि गरिने ठाउँमा लगबुक को व्यवस्था गरिनु पर्छ ।	ख. सो लगबुक प्रत्येक दिन इन्टर्नले गरेको मुख्य उपलब्धिको विवरण सहित मेन्टरले हस्ताक्षर गर्नुपर्छ । ग. विद्यार्थीले लामो विदाको समयमा वा अन्तिम परीक्षा पछि ओजेटि गर्ने अवसर सृजना गर्नु पर्छ । घ. ओजेटि लगबुकले अन्त्यमा विद्यार्थीले हासिल गरेका मुख्य उपलब्धिहरू, हासिल गर्न नसकेकेका कुराहरू र हासिल गर्नै पर्ने उपलब्धिहरूको विस्तृत जाकारी उपलब्ध गराउनु पर्छ ।

१०. अन्य

क. उद्देश्य: विद्यालयमा सञ्चालित प्राविधिक तथा व्यवसायिक धारको शिक्षाको उद्देश्य स्पष्ट पारिनु आवश्यक देखिन्छ । धेरैजसो विद्यार्थी रोजगारी भन्दा पनि उच्च शिक्षामा सहज पहुँचलाई आधार बनाएर यस धारको अध्ययनमा आएको देखिन्छ । यस धारको थालनी मध्यम स्तरका प्राविधिक जनशक्ति उत्पादन गर्नु हो कि प्राविधिक तथा व्यवसायिक शिक्षाको उच्च अध्ययनमा पहुँचलाई सरलिकृत गर्नु हो ? भन्ने कुरामा विद्यार्थी, अभिभावक र विद्यालय स्पष्ट हुन सकेका छैनन् । यस धारले मध्यम स्तरका देशलाई चाहिने प्राविधिक जनशक्ति उत्पादन गर्ने उद्देश्य राख्नु पर्दछ ।

ख. सञ्चालन स्वीकृति : विद्यालयलाई प्राविधिक तथा व्यवसायिक धारको सञ्चालन स्वीकृति दिने क्रममा आवश्यक ध्यान नपुऱ्याइएको देखिन्छ । तसर्थ निम्न कुराहरूलाई ध्यानमा राखेर मात्र स्वीकृति प्रक्रिया अघि बढाउनु उपयुक्त हुन्छ ।

अ. पहिलो प्राथमिकता प्राविधिक तथा व्यवसायिक शिक्षा सञ्चालन नभएका जिल्लाहरूका विद्यालयलाई दिइनु पर्दछ ।

आ. केही वर्षका लागि जबसम्म परिमार्जित उद्देश्यहरूसहित लक्षित समूहको पहुँचमा प्राविधिक तथा व्यवसायिक

धारलाई पुऱ्याउन सकिदैन र पूर्णरूपले व्यवस्थित गर्न सकिदैन तबसम्म यो धारको शिक्षा निजी क्षेत्रलाई सञ्चालनको अनुमति दिनु हुँदैन ।

इ. यो शिक्षा ग्रामिण क्षेत्रमा जहाँ लक्षित समूहहरूको बाहुल्यता छ त्यहाँसम्म पुग्नु पर्छ र सो समुदायलाई यस विषयका वारेमा अभिमुखीकरण गरिनु पर्दछ ।

घ. प्राविधिक तथा व्यवसायिक शिक्षालाई छुट्टै धारका रूपमा केही वर्ष पछि लान सकिने छ तर त्यसभन्दा अघि विद्यालका प्रयोगशालालाई व्यवस्थित र स्तरीय बनाइनु पर्दछ साथसाथै यो धार सञ्चालनमा रहेका विद्यालयमा विभागीय जिम्मेवारीको व्यवस्था गरिनु पर्दछ । दोश्रो चरणमा विद्यालय परिसर भित्र वा वरिपरि छुट्टै भवन निर्माण गर्नु पर्छ । यी कार्यसँगै प्राविधिक तथा व्यवसायिक शिक्षाका लागि आवश्यक जनशक्ति पनि विकास गर्दै लगिनु पर्दछ । निजी क्षेत्रसँग सहकार्य गरेर विषय सुहाउँदो सहजकर्ता र तालिम प्रदायक उपलब्ध हुन सक्ने ओजेटि सेन्टरहरू पनि निर्क्यौल गर्दै जानु पर्दछ । जब यस धारका लागि आवश्यक सम्पूर्ण तयारी समापन हुन्छन अनि मात्र यसलाई छुट्टै र आत्मनिर्भर धारको रूपमा सञ्चालन गरिनु पर्दछ जसका लागि ८ देखि १० वर्षको समय र योजना आवश्यक पर्दछ ।

ङ. माथि उल्लेखित उद्देश्यहरूको अन्त्यमा नपुग्दासम्म प्राविधिक तथा व्यवसायिक शिक्षालाई निजी क्षेत्रमा जान नदिनु उचित हुन्छ ।

च. नीति तथा अभ्यासका बीचमा अन्तर देखिएको हुँदा प्राविधिक शिक्षा तथा व्यवसायिक तालिम परिषद (सिटिइभिटि)ले सञ्चालन गरेका डिप्लोमा सङ्कायको समानान्तर सामुदायिक विद्यालयमा सञ्चालित प्राविधिक तथा व्यवसायिक विषयहरूको औचित्यमा प्रश्न उठेको पनि पाइएको छ । CTEVT ले सञ्चालन गरेका कोर्सहरू शैक्षिक नभएर व्यवसायिक तालिम मात्र रहेको र पछि समन्वय गरी उच्च शिक्षामा जाने बाटो बनाइएको भन्ने कुरा बिर्सिएजस्तो प्रतीत हुन्छ । तसर्थ विद्यालयमा सञ्चालित प्राविधिक तथा व्यवसायिक विषयहरूलाई व्यापक प्रचार प्रसारमा लैजानु पर्छ ।

छ. नीति तथा अभ्यासबीच समन्वयका लागि ५ वटा फरक समिति र उपसमितिहरू जस्तै केन्द्रिय निर्देशक समिति, केन्द्रिय व्यवस्थापन समिति, केन्द्रिय प्राविधिक समिति, क्षेत्रिय समन्वय समिति र जिल्ला कार्यकारी समितिहरू बनाइएको पाइयो । यसरी बनाइएका यस्ता समितिहरू अति सैद्धान्तिक र अव्यवस्थित किसिमका पनि देखिन्छन् । माथिका तीनवटा समितिमा विभिन्न विभागका उच्चपदस्थ र व्यस्त सरकारी कर्मचारीहरू रहेका हुनाले उनीहरूले समय दिन नसकेको बुझिन्छ । जसले गर्दा नवीनतम अवस्थामा रहेको प्राविधिक तथा व्यवसायिक शिक्षाका सन्दर्भमा समयमा निर्णयहरू लिन नसकिएको र भएका निर्णयहरूको कार्यन्वयनलाई उचित अनुगमन गर्न सकिने अवस्था छैन । तसर्थ, कम्तीमा ५ वर्षका लागि एउटा टास्क फोर्स जसमा ५ वटै संकायका विज्ञहरू, पाठ्क्रम विज्ञहरू र प्राविधिक तथा व्यवसायिक शिक्षाका विज्ञहरूको संलग्न रहेको टास्क फोर्स बनाएर तत्काल निर्णय लिन सक्ने र आवश्यक कदम चाल्न सक्ने अधिकार प्रत्यायोजन गरिनु बढी सान्दर्भिक देखिन्छ ।

ज. शिक्षकहरूको उत्प्रेरणा बढाउन उनीहरूले प्राप्त गर्ने तलब भत्तामा वृद्धि गर्नुपर्ने देखिन्छ । शिक्षकको पेशालाई समेत स्थायित्व प्रदान गर्न लाइसेन्स दिने, सेवा आयोग दिन पाउने व्यवस्थाको सिर्जना गर्नु पर्ने देखिन्छ ।

निष्कर्ष

स्थलगत अध्ययनका आधारमा व्यवसायिक तथा प्राविधिक शिक्षालाई छुट्टै धारको रूपमा विकास गर्न सकिने प्रशस्त सम्भावनाहरू देखिन्छन् । जसका लागि राज्य नीतिगत रूपले स्पष्ट हुनुपर्छ । व्यवसायिक धारलाई छुट्टै विभागको रूपमा

लैजानु उपयुक्त देखिन्छ तर यसो गरिनु अगाडि यस धारका लागि छुट्टै भवन हुनु आवश्यक देखिन्छ । सामाजिक न्याय र समताको दृष्टिले प्राविधिक धारले समताको अवस्थालाई विश्वस्त नगराइसक्दासम्म निजीकरण गरिहाल्नु उपयुक्त देखिदैन । तर समता हासिल गर्नका लागि विद्यार्थी भर्नाको नीतिलाई पुनर्विचार गरिनु पर्छ । विभिन्न नीतिहरूमा स्पष्ट उल्लेख भएका CTEVT को भूमिका बारेमा गहिरो अध्ययनको आवश्यकता देखिन्छ । नीतिगत दृष्टिले CTEVT लाई जुनसुकै निकायले सञ्चालन गर्ने वा गरेका TVE को अनुगमन गर्ने र गुणस्तर नियन्त्रण गर्ने अधिकार भएको देखिन्छ । तर दुई छुट्टै (सि.टि.ई.भि.टी. र प्राविधिक धारको माध्यमिक शिक्षा) निकायले एकै उद्देश्यका काम फरक फरक रूपमा गरिनुभन्दा दायरा निर्धारण गरी सि.टि.ई.भि.टि.का सम्पूर्ण पूर्वाधारहरु प्राविधिक धारको माध्यमिक शिक्षामा समायोजन गर्न सकिएमा लागत प्रभावकारी (cost effective) हुनेछ ।

यसरी व्यवसायिक तथा प्राविधिक शिक्षाले बोकेका प्रशस्त अवसरहरू समाज, विद्यालय, विद्यार्थी, अभिभावक र सम्पूर्ण सरोकारवालहरूमा झल्किन थालेको अवस्था छ र यसको आवश्यक नीति परिवर्तनसहित अझ अघि जानु पर्ने अवस्था देशभरि नै सृजना भईसकेको छ ।

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A Study on Educational Needs of the Freed Haliya Children in 12 Districts

2072-73

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List of Abbreviations

CAS	Continuous Assessment System
CDO	Chief District Officer
CERID	Research Centre for Educational Innovation and Development
DDC	District Development Committee
DEO	District Education Officer
DoE	Department of Education
EFA	Education for All
FFE	Food for Education
FGD	Focus Group Discussion
GoN	Government of Nepal
HH	Household
IIEP	International Institution for Educational Planning
ILO	International Labour Organization
IMF	International Monetary Fund
INGO	Internatinal Non Government Organization
LWF	Lutharan World Federation
MOLRM	Ministry of Land Reform and Management
NER	Net Enrollment Rate
NNDSWO	Nepal National Dalit Social Welfare Organization
NGO`	Non Government Organization
NPC	National Planning Commission
PILDAT	Pakistan Institute of Legislative Development and Transparency
PTA	Parent Teacher Association
RDN	`Rastriya Dalit Network
RHMSF	Rastriya Mukta *Haliya* Samaj Federation
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SSDP	School Sector Development Plan
SSRP	School Sector Reform Programme
ToR	Terms of Reference
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children Fund
VDC	Village Development Committee

Background

The term *Freed Haliya* in the Nepalese society refers to the landless people who work in the field of the rich for their survival as the bonded labourers. In the *Freed Haliya Pratha,* the rich landlord provides the landless poor with some loan to meet their needs of daily survival. The poor on the other hand work in the field of their landlords (the rich from whom they receive loan) until they pay back the loan. The poor are thus bound to pay their time and labor to their landlords because their landlords provides them loan for their survival. When they finish their term of work as a ploughman in the field of their landlords as a part of repaying their loan, they happen to get loan again to meet their further living costs and, thus, they have to be ploughman for their landlords again. In this way, they fall in the vicious circle of being bonded labor for their landlords for their life time. The quality of living of the bonded labourers is quite miserable particularly in terms of their food, clothes, shelter, health and education.

With the purpose of bringing change in their quality living and to get rid of the viciousness of being bonded labor, *Freed Haliya pratha* was abolished by the Government of Nepal in 2008. Although they are no more bonded labour by law, they are still leading their life miserably with little means of survival. To help them, Ministry of Land Reform and Management (MoLRM) is acting as a focal ministry to verify the registration of *Freed Haliya*. As per the source of MoLRM, the *Freed Haliya* people are more than 19000 in number mostly located in 12 districts of Nepal (Darchula, Baitadi, Dadeldhura, Kanchanpur, Bajhang, Bajura, Doti, Achham, Kailali, Humla, Jajarkot, Surkhet). The ministry provides identity cards to them to entitle them to some defined facilities.

Although *Freed Haliya* system was abolished, many consequences of it are still in effect. Particularly, many children of *Freed Haliya* family are far from the reach of school and those who are enrolled in school are facing challenges of dropout, class repetition, and absenteeism.

The government of Nepal has made concerted efforts to promote equitable access to educational facility for all children which obviously include children from *Freed Haliya* family also. Free education up to higher education, scholarship and free textbooks are such efforts made by the government. In this context, it is necessary to examine the extent of need of *Freed Haliya* children to education. This study isall more important at a time when the government is in the process of implementing School Sector Development Plan (SSDP) to meet the goals of Education 2030.

The constitution of Nepal (2015) has clearly spelt out education as one of the fundamental rights of the citizens and consequently, Basic Primary Education has been declared free and compulsory by the government. This is quite an important achievement in terms of ensuring equitable access to primary education for all. How far is this initiative successful in case of the children from *Freed Haliya* family? It is necessary to examine the context with *Freed Haliya* children in this respect in order to identify their educational needs.

Considering all these aspects, this study aims to examine educational needs of children from *Freed Haliya* family by also identifying critical interventions for promoting their enrolment, retention and success.

Objectives

a) To explore the current status of educational enrolment, retention, promotion, achievement, absenteeism, dropout, out of school situation of *Freed Haliya* children

b) To identify the hindering and promoting factors in terms of their enrolment and retention in schools

c) To recommend strategic measures and action steps to ensure equitable access, enrolment, success, and to reduce absenteeism and dropout of *Freed Haliya* children

Methodology

Sampling of the Study

As indicated in ToR, the two districts Dadeldhura from hill area and Kanchanpur from Tarai area were chosen as the sample districts. The estimated sample size of respondents was 140. Following table shows the estimated sample size of the respondents in given area:

S.N	Types of Respondents	No. of Sample districts (a)	No. of schools in each district (b)	No. of respondents in each school (c)	Total No. of respondents in each district d=b*c	Total No. of respondents in the whole study e=a*d
1	Teachers	2	2	5	10	20
2	Students	2	2	10	20	40
3	Out of school children	2			4	8
3	Headteacher	2	2	1	2	4
4	SMC members	2	2	2	4	8
5	Parents	2	2	10	20	40
6	DEO Officials	2			4	8
7	Other stakeholders (NGO/INGO representatives)	2			6	12
Total respondents						140

Process adopted for the study

The team led by Team leader, senior researcher and researchers worked together during the whole study. The following steps were adopted for the study. The team prepared the questionnaire for interview, check list for FGD, checklist for observation as specified by the objectives of the study. The team also formatted, translated and printed the study instruments in adequate numbers as specified by ToR. Similarly, the study team also conducted the pre-test in Panchkhal VDC of Kavrepalanchowk district in coordination and consultation with the Department of Education (DoE).

A detailed interview was administered to the students, out of school children, their parents, teachers, headteachers, members of SMC, DEO officials and other stakeholders such as local leader and representatives of local NGOs. The Focus group Discussion was conducted with the students and parents. The Interview and FGD was more focused on the exploration of the current status of educational enrolment, retention, promotion, achievement, absenteeism, dropout, out of school situation of *Freed Haliya* children. Observation checklist was prepared for recording the educational environment of the sample schools.

Findings

Educational enrolment, retention, promotion, achievement, absenteeism, dropout, out of school *Freed Haliya* children

1. Most of the *Freed Haliya* children went to school. Only few children who lived very far from the school were not enrolled. Disability and poor physical development was another cause of non enrolment. Lack of awareness and lack of information were the other causes which kept the children away from school.
2. Disability, household chores, rearing practice of children, Parental ignorance stood as the other hindering factors to school education.
3. In school "A", 100 % students were from *Freed Haliya* community followed by 28 % students in school "B", 87 % students in School "C" and 62 % students in School "D", from *Freed Haliya* community. The average age of enrollment was 5.83 years.
4. In school "A" there was no one to repeat the class. In school"B", the repetition rate is 1.5 % within class (1-5) against 2.24 % within class (6-9). In school "C", the retention rate was 2.17%. In school "D", the retention rate was 1.65 % within class (1-5) against 4.1 % within class (6-9). Because of liberal promotion policy of the government, the number of students repeating the class was negligible. Some students repeated the class due to request of teachers, parents. In class (6-9), many students did not pass the grade but retention was only 3.16 % in total.
5. Because of liberal promotion policy of the government, the number of students repeating the class was negligible as most of them passed the grades. Due to request

of teachers and parents some had repeated the class. The promotion rate of class (1-5) was 97.8 percent among the *Freed Haliya* students. The total promotion rate of class (6-9) was 68.94 percent. Because of the government's liberal promotion policy, they were upgraded to the next grade. It was found that very few students had managed to pass the exams to be upgraded to another class on their own.

6. The achievement of students in schools from the core area can not be said to be satisfactory as the achievement of students from schools of non core area was also at critical level. Just only one student stood in top five position in School "B" in first position and this too was made possible as she came to this school at class 4 from a boarding school of Pokhara. In school "D", 2 students stood in top five ranking indicating that the achievement was not satisfactory.

7. The average attendance rate was 70.03 % based on the attendance of Baishakh and Jestha. It is seen that school "C" situated in Core area of *Freed Haliya* community had significantly low attendance rate compared to the other three schools. One of the headteachers said that the attendance was low as most of *Freed Haliya* students left the school for their home after the first period. The reason behind was their empty stomach and they had more household works in their home-the main being rearing of their siblings.

8. School "A" has recorded no dropout students. But in school "B", 31.03 percent students dropped out in class (6-10). In school " C", only one student had dropped out from the school. In school "D", 23.48 percent students had dropped out from class (6-10). The case of drop out was severe in higher grades.

9. *Freed Haliya* students did not study at home. Some students even did not bring books to home. They did not study even in exam times. It was found that they were not serious about their education. In school, But this situation was slightly different in one of the schools located at the periphery of *Freed Haliya* community.

Hindering factors to enrolment and retention in schools

10. Economically, *Freed Haliya* are very weak. They had no regular and reliable source of income. Very few of them had owned their land. But due to scarcity of land, most of the men had to go for outside labour work. Likewise, women earned some income from collecting wood from the near jungle and selling them to market. But, now-a-days, things have changed. It is not as easy to collect the wood from community forest as it used to be in the past. So, some females were engaged outside for labour works. However, *Freed Haliya* had huge families and whatever they earn was hardly ever enough to buy sufficient foods for the whole family. So, the *Freed Haliya* children are mostly malnourished.

11. *Freed Haliya* children had to work a lot at their home thus household work was one of the factors affecting the retention and dropout of the students. Especially, boys

had to help their parents in farming and heavy outside works. Likewise, girls had to work inside the house such as helping their mother in their household works, bringing water, cooking foods, washing utensils, cloths. They also had to look after their younger siblings.

12. The *Freed Haliya* parents had to pay some amount in the name of examination fees in the school which was also another hindering factor to school education.
13. The *Freed Haliya* students did not get the facilities such as books, copy pencil, school bags, dresses and other educational materials at time. The parents had to bear the indirect cost for items such as educational materials, dresses, shoes, bags etc.
14. Child labour was predominant among the *Freed Haliya*s but, it was their compulsion and not a choice. The main factor fueling child labor was their poor economic status. When children reach 14-15 years old, most of them go out to work as labor, coolie, and servants in nearby city and India. In most of the family, at least one or more members had gone to India for labour. So it is not new thing for them to go to India. These factors had contributed to child labour in the village.
15. There was no any provision for day meals in all the sample schools. The school's environment was not so conducive for the students either. The classrooms were spacious in the schools but they could not attact and retain the students due to absence of activities and infrastructure.
16. Most of the parents were illiterate but were aware about the scope of education. Almost all the parents want to send their children to the school but they were not able to support and motivate their children to study at home for their study.

Promotional factorsto enrolment and retention in schools

17. Most of the *Freed Haliya* students got some financial support in the form of scholarships from the government as they belonged to Dalit community. But non Dalit *Freed Haliya* students did not get any such scholarships despite their poverty. There was no any provision of scholarship in the name of *Freed Haliya*. In three of the schools, scholarship was distributed in the form of school dresses not money, while in another one school of Kanchanpur, cash was distributed directly to the parents.
18. Language is not a problem for getting education to *Freed Haliya* students. The accent of their language is little different from Nepali. It was not so difficult to understand their language as others such as Tamang, Maithali, Awadhi. It was found that the teachers from other parts of Nepal can easily adopt this language as they felt little difficulty in teaching-learning process. So, medium of instruction was not seen as a challenge as most of the teachers were from far western area and they were well familier with the *Haliya*'s culture and language.

19. The case of ethnic discrimination was not seen in all the four schools where *Freed Haliya* children were studying. But it was noticeable in the community to some extent.
20. Early marriage culture was not practiced in the communities of the sample schools. It did not influence the dropout cases of boys and girls.
21. Geographical barriers were not seen as huge challenge for the student except for some students with disabilities.

Conclusions

After analyzing and interpreting the field data and information, the study has drawn the following conclusions:

- The *Freed Haliyas* were aware about schooling of their children in terms of its future benefit. Consequently, most of them sent their children to school. The enrollment was not so much a problem as compared to absenteeism, achievement, and dropout. But they could not support and motivate their children for study at home.
- Poverty was the main culprit for having such situation as the parents can not care and follow up their children at home because of their engagement in livelihood earning.
- Managing meals for two times a day for most of them due to no land of their own for cultivation weighed heavily over the priority of education for their children.
- The parents had to pay exam fees to some extent causing them financial difficulty
- The schools' comfortably bitter choice to allow the students to go home early due to students' empty stomach or for their obligation for rearing the siblings has challenged the education system.
- Poor economic condition of parents, schools fees, opportunity cost, schools environment were some factors that hinderened enrolment and retention of *Freed Haliya* children.
- Scholarships and supports from NGOs, INGOs were some promoting factors for educating the *Freed Haliya* children.
- Geographical barriers, language barrier, ethnic discrimination, lack of teacher from the same community were not seen as the challenges.

The research site was relatively developed as compared to *Freed Haliya* of other places. The situation may be more vulnerable for the *Freed Haliya* of other rural places. Without addressing such challenges, the dream of accessing all *Freed Haliya* children to school, remains a far fetched goal. These challenges are not only complex but also demand concerted efforts from the side of the government and other service providers.

Recommendations

Although Nepal has a target of 100 percent NER for primary level students, it has reached around 96.1 percent now. The residual 3.9 percent children who have not seen school yet, are mostly from very hardcore disadvantaged groups; *Freed Haliya* community is one of them. Identifying the disadvantaged children is one of the most difficult tasks for the government and for that matter, educating all of such children seems to be more challenging. Without data, good planning and coordination, it is very difficult to achieve the target of reaching and realising the potentials of these children including the *Freed Haliya* children.

Being one of most disadvantaged and marginalized groups of people, *Freed Haliyas* have hard time managing their basic needs. Education for them is a luxury and a low priority. In such a circumstance, educating all the *Freed Haliya* children is one of the vital but challenging tasks for the government. However, following recommendations are suggested for the government and other stakeholders to alleviate the *Freed Haliya* children from the poverty of no education.

Strategic measures and action steps to ensure equitable access

- First of all, the overall data of the *Freed Haliya* need to be collected in 12 districts. Still there are many non verified *Freed Haliya* families due to some circumstances. Some of them are in the process of verification. By capturing all such data, the holistic data management process should be put in place. These data will give an overall picture about various conditions of the *Freed Haliya* and their problems. Such disaggregated data can help make appropriate policy, plans and programs for the cause of *Freed Haliya* communities.
- Integrated holistic data management process should be initiated to map out an overall picture of the *Freed Haliya* for the true identification of their problems. Basically, the District Education Office (DEO) had not recorded such data about *Freed Haliya* students. They only had the data of the Dalit students. Most of the *Freed Haliya* students belong to Dalit communities but all Dalit are not *Freed Haliya*. So, no priviledges exist for *Haliya* children unless they are identified as *Dalit* students. The economic condition of *Freed Haliya* is more vulnerable than other *Dalits* as most of them did not have any kind of arable land. So, DEO needs to identify them and record their data (whole students). As there is also categorization of *Freed Haliya* family such as *Ka, Kha, Ga, Gha* groups, the DEO should manage the database considering these groups for providing the needed facilities and services.
- The database will provide an evidence based formulation of policy, plans and programs for ensuring equitable access to educational opportunity to the *Freed Haliya* communities.
- *Freed Haliya* people are in more vulnerable situation than other disadvantaged

people. So they are in need of targeted support (intervention) for some period of time in order to help uplift their status.

- Strengthening of the economic condition and enhancing the livelihood pattern of *Freed Haliya* people should be under high priority as a part of developmental intervention by the government.
- The *Freed Haliya* people should be provided with necessary skills through skill-based training by also helping them to create marketable opportunity in order to sell their skills.
- The training and skills they develop should be linked with the job market such as government's construction works and other private works using various channels, sometimes making their recruitment obligatory.

Strategic measures and action steps to ensure enrolment

- School along with local government needs to initiate awareness campaign about importance of education in their life for the *Haliya* communities. Focused programs in the pocket areas of *Freed Haliya* communities should be launched with household campaigns to raise the awareness level of the *Freed Haliya* people economically and socially. The campaign should also provide information about the provisions of free schools fees, scholarships, occasionally distributed free materials like dresses, stationeries etc. In addition, it should also share the information on the beneficial future of their children after completing higher education.
- The school should focus more on 'Welcome to school program' by speeding up the process of visiting all the households.
- In the same way, the school should conduct needs assessment of both the parents and their children for preparing the children to go to the schools.
- The government should manage hostel facilities targeting the non enrolled children so as to attract them toward the school; this is especially true for the students from the far-off areas.
- The school management should make the school environment as child friendly as possible by inviting their participation in all school activities, preferably more in co-curricular to extra-curricular activities.

Strategic measures and action steps to reduce absenteeism

- Regular supply of day meals for the students under the FFE program should be ensured by the Ministry of Education
- Motivational supports for regular attendance such as provision of prize, recognition, grade etc should be arranged by the schools to bring and retain them to school.

- Equip the schools environment with playground, attractive sports materials and interesting support materials such as TV, cassette players, picture books and large print books.
- Support for the extremely poor households through the provision of materials such as edible oil, sugar, rice etc. should be extended by the government.
- Motivate and mobilize the NGOs/CBOs to arrange supports to these children in terms of dress, books, bags and other forms of stationery support

Strategic measures and action steps to reduce dropout

- As continuity of education is directly related with the scale of poverty, empowering and equipping the *Freed Haliya* with saleable skills, seed money to start small enterprises is deemed necessary.
- The school should regularly run parental awareness program in order to motivate and convince both students and their parents to foresee the scope of education after class 10 for a promising future.
- As opportunity cost was a catalytic agent for causing dropout in upper classes, government should manage scaled up scholarships and other parental supports to retain their children in upper grades.
- Pre-technical and vocational education should start from grade 8 to provide them an orientation to the futuristic skills that they can use even if they are forced to leave the school early.

Finally, Freed *Haliya*'s were in very backward situation in compare to other people of Nepal. This research has paced one step of efforts to find out the situation, problems and necessity on access to the education for *Freed Haliya* people. This research is done with few limited time and resources. So, the research cannot be embraced all the factors related with *Freed Haliya*. So, other intensive research needed to find out the subject and problems related with *Freed Haliya* in near future.

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A Study on the Use of Information Communication Technology (ICT) and Its Sustainability in School Education

2072-73

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ABBREVIATIONS

CBS	Central Bureau of Statistics
CSOs	Civil Society Organizations
DG	Director General
DOE	Department of Education
DEOs	District Education Offices
ED	Executive Director
TVN	Transcend Vision Nepal
FGDs	Focused Group Discussions
GON	Government of Nepal
ICT	Information Communication Technology
KIIs	Key Informant Interviews Survey
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NPC	National Planning Commission
NGOs	Non Governmental Organizations
ODL	Online Distance Learning
ToR	Terms of Reference
VDC	Village Development Committee
UNDP	United Nations Development Program
UNESCO	United Nation Educational Scientific and Cultural Organization

Background

The term ICT refers to forms of technology that are used for communication and to transmit, store, create, share or exchange information. The broad definition of ICT includes technologies such as; radio, television, video, telephone (fixed and mobile), computer and network hardware and software as well as the equipment and services associated with these technologies. ICT in education is understood as technology-assisted instruction like Radio Assisted Instruction (RAI), Television Assisted Instruction (TAI), Computer Assisted Instruction (CAI) and Internet Assisted Instruction (IAI). This instruction refers to teaching methods or models of instruction delivery that employ ICT in supporting, enhancing and enabling course content delivery (UNESCO,2014) and it includes any, all or combination of aforementioned technology assistance. The use of ICT in education can be traced out as early as in 80s with implementation of Radio Teacher Training Project (RTTP, 1980-1985) for qualifying and upgrading for working primary teachers. However, use of emerging ICT in school education is recent endeavor that started from teaching as a computer science as subject to- use of computer for administrative works to- pedagogical interventions. Presently, MOE is promoting it in education sector by paying high focus to empower learners, teachers, educators, managers and leaders to use ICT effectively for expanding learning opportunities and ensuring educational quality and relevance.

As noted from the study ToR followed by the study proposal, the use of ICT in Nepal, is fairly recent. More particularly, the policy intervention for the integration of ICT in education sector is even more recent. Presently, MOE is promoting it in education sector by paying high focus to its key target groups for expanding learning opportunities and ensuring educational quality and relevance. Following two paragraphs present the policy and programs in a sequential order.

Back in the 1950's Radio Nepal introduced ICT type program; then Radio Education Program, TV program, IRI, etc under the provision of 10th plan (2002-2007), the Interim Plan (2007-2010) considered "the use of ICT in education" (NPC, 2007) to be an opportunity in the field of education and adopted working policy of emphasizing the use of ICT in education in an organized way. School Sector Reform Plan 2009 -2015 has ensured to apply various modes of delivery to meet the specific learning needs of target groups (eg. Radio, TV, printed materials, or an oral approach as appropriate). The 13th Plan 2014 maintained the legacy by making provision of using ICT in literacy (Education for All), increasing the access to quality education in rural areas and expanding the use of ICT in school education, making educational service effective, timely and result oriented(NPC, 2014). ICT in Education Ministry Plan 2013 to 2017 has envisioned the extensive use of ICT in education sector and thereby access to and quality of education for all. Similarly, Nepal information and Technology Policy 2015 is a promissory note as it vows, "Appropriate measures will be taken to facilitate and promote the integration of

ICT's within the entire Nepali educational system to support administration, pedagogy, learning and research, with a view to improving the quality of education and training at all levels and enhancing access to education.

Nationwide E-Schools and other related initiatives will be formulated and launched to promote E-learning and E-Education as well as life-long learning. ICT capacities of tertiary level educational institutions will also be enhanced in a way that helps improve broad learning outcomes." The policy has aimed that by 2020, entire population of Nepal will have access to internet. And more properly, to translate the policies and plans into action, there are a numbers of activities on going for the installation of ICT devices in community schools to support learning. As per ToR, ICT is being used in the various schools such as - i) communicating and transmitting information related to schools administration, ii) as a tool to teaching other subjects, and iii) offering ICT as a separate subject (CDC-2007). Therefore in the light of these activities, presently, DOE wants to assess an existing status of these activities by using third party consultancy firm. (ToR for the study- DOE, 2016)

Against above backdrops, study team of TVN is carrying out the study entitled "the Use of ICT and Its Sustainability in School Education".

Objectives

1. To explore the status of the use of ICT in school education
2. To explore the changes brought about by the use of ICT in education and challenges encountered in its use.
3. To examine the sustainability of the use of ICT in education.

Scope

1. Relevant reports, books, other policy documents were reviewed while finalizing checklists/questionnaires and report writing,
2. Carried out field visits in all selected study districts for collecting relevant information,
3. Finalized study methodology focusing on qualitative and quantitative data, determining sampling size for undertaking opinion survey in all 7 districts on equal footing: Total 200 + individual respondents are proposed from schools teachers, students, parents, member of school management committee. While collecting individual sample, caste, ethnicity, and gender perspective will be fully considered,
4. About 23 FGDs were done covering all 7 study districts. About 35 KIIs were done with respective DEOs, RPs, CSOs working on education field, Parent association, PABSON, local community leaders, journalists and other relevant stakeholders in study location, district, regional based line agencies, Kathmandu based policy makers and experts, and some key peoples in DOE, Sanothimi, Bhaktapur.

5. Rapid observation of school's infrastructure and computer lab was done before holding interactions with respective target groups and stakeholders,
6. About 6 enumerators were mobilized for data collection from local level who had coordinated the study team members in the field,
7. Data entry program software was developed in SPSS by the data expert; and relevant data analysis table was produced accordingly,

Methodology

There were 7 districts (Dhankuta, Dhanusha, Kavre, Kathmandu valley, Mustang, and Dadeldhura) selected by purposive sampling representing five regions under different 6 provinces, where more than 202 individual survey, 23 Focused Group Discussion (FGD) involving 153 key people from the study target groups (Students, Teachers, and Parents), and 45 respondents as Key Informant Survey (KIS) from the key stakeholders of the study, totaling 400 respondents. The sample in individual survey and FGD has well covered three ecological belts (Mountain, Hill and Terai/Madhes) with representation of students, parents, teachers having good look of inclusiveness through perspectives of ethnicity and gender.

The field survey was done with field validated questioners on 202 individual respondents to obtain quantitative information and guided questions (check list) were employed on FGD and KIIS, together with case/situation studies for obtaining qualitative information concentrating five schools with ICT observations. Further, the related literatures on ICT in school education were reviewed on four broader areas: ICT in school education, Policy and programs for ICT school education in Nepal, early developments, and Asian experiences in terms policy and program provisions Infrastructure (electricity, telephone communication, and connectivity) computer labs to run CAI and IAI, and teacher preparation.

The system of data management and data processing was established with provision of software development (SPSS software) for quantitative data together with MS excel sheet for processing qualitative data. The information derived from quantitative and qualitative data generated from primary and secondary sources were analyzed, tabulated and prioritized in relation to the objectives of the study.

Proposed Study Locations

S.N.	Name of Districts	Name of Development Regions under 7 provinces	Ecological Zone
1	Dhankuta	Eastern Development Region	Eastern Hill
2	Dhanusa	Central Development Region-	Terai/Madhesh
3	Kavrepalanchowk	Central Development Region	Central hill and earthquake affected areas

4	Kathmandu, Lalitpur, Bhaktapur	Central Region (Capital)	Valley on Central Hill
5	Mustang	Western Development Region	Mountain
6	Dang	Mid-west Development Region	Inner Terai and Hill
7	Dadeldhura	Far-west Development Region	Western- Hill

Source: Study Inception Report- May 2016, Transcend Nepal

Collected Sample from Sample Survey, FGDs, and KIIs

S.N.	Sample Districts	Individual Sample	FGDs/Person	KIIs	Total
1	Dhankuta	24	0/0	5	29
2	Dhanusa	27	3/17	5	49
3	Kavrepalanchowk	27	3/24	5	56
4	Kathmandu Valley	54	9/65	15	134
5	Mustang	17	3/17	5	39
6	Dang	25	3/18	5	48
7	Dadeldhura	28	2/12	5	45
Total Sample Size		202	23/153	45	400

Source: ICT study - May-June 2016, Transcend Nepal

Findings

Study has provided the prudent information towards reforming the policy and programs on ICT in school education which are as follows; The majority of respondents (65.8%) expressed operation of **Overall** ICT class room in school as good against to not good (34.16%) from total population. Disaggregating this information in to district levels also seems almost same outlook (100% Mustang and Dang, 65% Dhanusha, and 63% Katmandu valley) However, Kavre reported negatively 100% (earthquake effect given reason) and respondents of Dhankuta also were not much favorable in this regard being 40% .

- When asking **Specific** ICT class room in school, above perceptions were not encouraging against good that varied from 0% (Kavre) to 34% (kathmandu valley), being below average, with Dang (25%), Dhadeldhura (24%), Dhanusha (23%), and Mustang (17%).
- With regard to use of computer, students perceived it close to average (44. 55%), and teachers (29.70%) and guardians (25.74%) considered it below average.
- With regard to the purpose of using computer in school, respondents, 49.01% of them saw for learning with audio/video programs against 29.21% for administrative

works and 20.30 % for both. A very low percentage (0.99%) of respondents told as unnecessary used.

- In response of provision of capable ICT teacher in school, the perceptions of participants were not encouraging, being below average (45%, YES) against NO (43.1%) and do not know (11.9%).
- The participants identified the need of having computer repairing and maintaining system to be established in the school with responses of having now only 44% (students), 29% (teachers), and 25.7% (guardians). Moreover, there were no technicians available in view of 79.7% and others (20.3%) believe that technicians are available for repairing and maintaining computer system of school.
- The repairing and maintaining the computer system in districts level were reported to be more alarming with response of NO system there 100% (Mustang), 96% (Kavre), 93% (Dhanusha) 92% (Dhanakuta), 89%(Dadheldhura), 63% (Kathmandu valley), and 48% (Dang).
- The provision of both internet and e-library in school has indicated to have focused programs in this direction, as responded reported good (16.8%), not good (75.7%), do not know (5%) and no answered (2.5%). This status with regard to e-library only is also reported negatively by different stake holder's group like guardians (83%), teachers (78%) and students (70%).
- At district level, the situation of internet and e-library was challenging with requirements of further reformation, as all most districts respondents rated with NO GOOD in 100% (Kavre, and Dhanusha), 92. 5% (Dadheldhura), 88% (Dhanakuta), 53% (Dhanusha), and 52% (Dang), against Katmandu valley having GOOD (56%) just above average.
- The satisfaction level of ICT on school program was reported to be excellent with 31.2%, very good with 21.3%, average with 55.4%, and no effective with 16.8% in their over all rating.
- With regard to access of ICT programs delivered in school was reported to be moderate with 37.6% (Yes), 47% (No), and 15.3% (Do not know). However, the majority of respondents (80.7%) reported that ICT in school education was a provision for learning as a subject rather than pedagogical approach.
- The majority of participants (75. 2) viewed that ICT in school education has enhanced knowledge and capacity and the Majority of participants (81.7%) pointed out there are problems in ICT class management.
- The over all monitoring status was reported with good (49.5) and not good (49.5%), and do not know (1%) and the sustainability of ICT on school education was viewed with YES (93.7%) against NO (1.8%) and DO NOT KNOW (4.5%).

Conclusion

As per survey data, study team has concluded that the relevance of ICT program in schools is highly significant and much demanded from core target groups. However to produce its better performance, almost schools don't have better infra-structure and good human and financial resources. More particularly, study team came to know the poor quality of computer teacher in almost schools. While conducting computer education, available computers in the schools are not sufficient to deliver the demand of many students. Study team noted that internet facilities in the schools were found to be very nominal, not effective, and very slow speed leading to indicating to have better co-ordination of MOE/DOE with Nepal Tele Communication (NTC) and other internet providers available in the country before hand of setting and implementing ICT programs

Study team found that ICT programs' prospect is very good in Mustang, Dang, central part of Kathmandu, Bhaktapur, and other urban center of study districts if there is good power backup arrangement followed by Dadeldhura, Dhanus, Dhankuta, and Kavre. Due to poor governmental monitoring system, ICT program in school education is running in an average rating- it is an observation of study team. For promoting ICT program in schools, students, teachers and parents are optimistic, and they are very aware about ICT program in the schools which is very positive indication for making success of ICT program in the future.

Last but not the least, having mentioned some above information; study team has concluded that ICT in School education program is very good scheme and very high chances of its success in urban and semi urban location as per its target. However, this issue has alarmed MOE/DOE how ICT on school education can be linked to student's living world at present and contributing the use of ICT for peoples' daily living as Mahavir Pun did in remote area of Dhaulagiri Zone, specifically in Myagdi and Mustang districts. Moreover, there are numerous ICT initiatives initiated in Nepal during last decade, some examples include OLPC, Himalayan Light Foundation's solar panel installation, Himanchal Education Wireless Mess Relay Network Initiative (Ivins, 2012).

Finally, study team has noticed that almost respondents of the survey have suggested increasing the government investment in ICT program in the schools along with regular and proper monitoring system. Besides this, there is a greater need of pursuing school organization and local community in exploring all avenues of ICT programs including older ICT form like RAI and TAI in a way that ICT is an urgent need that has to be guided by the intention of you can do yourself with or without support of distance like MOE/DOE

In an Overall, based on the sample survey, FGD discussion, KIIs survey and direct observations following conclusions are derived;

1. There is a high appreciation of ICT programs even though the existing status does not support favorably in terms of infrastructure(student computer ratio, computer

lab with IT facilities, internet connectivity, CAI/IAI Instruction , maintenance and power backup), professional support, teacher preparation, digital teaching/ learning materials, and monitoring.

2. The DOE ICT support provisions for schools deemed as compared to locally available IT support, as more computers were observed in a computer lab of sampled schools than DOE's supporting scheme of four computers and one printer that varied two to eight times of DOE supporting provision. However, only about 50 percent of them were in use because of having maintenance and repairing problems.
3. Computer labs created an opportunity for those who choose computer science as a subject and school selected computer subject within local content curriculum provisions, in secondary/ higher secondary and lower secondary levels, respectively, in most of cases in sampled schools leading to virtually no or low opportunity for rest of high school population for using computer lab.
4. ICT in school education had brought no of changes in the respondents behaviors in terms of level of awareness, information sharing, and presser for learning for verification, and for having newer and better model of teaching and learning.
5. Respondents had strong beliefs that ICT in school education can be and should be sustained in one or other way because of having global trends, international pressure, and high local and national demands for having it in people's reach. Moreover, they believe that local community should be capable of exploring local resources in case of unavailability of other funding as well but they cannot even imagine that support for ICT in school education be stopped from reliable sources.
6. The performance on ICT in school education was reported to be moderate in present context. There was a greater need in reforming programs in terms of support scheme, delivery process, teacher preparation, infrastructure, connectivity, and technical support leading to have effective ICT system in school.
7. The monitoring of ICT on school programs was perceived taking its root gradually that demanded changes in the nature of monitoring type, making it more technical backup type in nature exploring all possible partnership and collaboration models that is appropriate, suitable and reliable to the context specific.

Recommendations

Comprehensive Review of ICT programs;

1. To carry out impact evaluation/mid-term review of existing ICT program in school education, while undertaking it, study team suggest to cover a wide range of geographical location and a large number of target audiences in the light of present survey findings. Based on this MOE/DOE is suggested to have review on their master ICT plan(2013-2017) to have revised/updated master plan for next 5 year from 2017,

from analysis of gaps between committed programs to achieved ones.

2. To suggest prudent recommendation whether to revise the nature of ongoing ICT program or change its nature in the light of this study findings, specifically focusing on integration of ICT across curricular provisions and institutionalizing digital learning materials from CDC's works and exploring the new ways of mobile learning

3. Develop and implement ICT capacity development plan based on ICT Master Pan on education that receives resources from direct funding rather than regular annual program budget, as ministry of finance's priority lies on other areas of education, like teacher salaries and textbooks. In addition, make provision of earmarked cost for ICT operation in schools.

Improving the Quality of ICT program:

1. Systematic Governmental Monitoring System: Before commencing the ICT program in respective schools, respective DEOs should carry out correct monitoring before and after commencing ICT program so that the respective schools should have sufficient infra-structure, furniture, computer lab and no of computers. In addition, there should be technical backup system in place for teacher supporting, connectivity, and maintenance, may be utilized service procurement system

2. An agreement of Separate ICT unit: To improve the ICT program as per need of study target groups, respective DEOs should have separate ICT unit for co-ordination, facilitation, documentation, dissemination and support for ICT related works.

3. Developing Trained Human Resources for computer operation and its maintenance from among the interested parents, teachers, SMC/PTA members, and students

4. Defining ICT teacher standards and establishing specifications for computer lab, internet connectivity, CAI, IAI, RAI and TAI.

5. Ensuring ICT provisions in teacher preparation and teacher professional development programs

Exploring all avenues of ICT

1. The use of Radio and Television in school education needs to strengthened and explored in a ways that are already learned and they need to be further explored in the newer technology context through having own education channels or dedicated education channels in collaboration with public/private broadcasting/telecasting companies.

2. The piloting integrated experience gained from DA-IRI, Cassette technology, and OLPC need to be further discussed, debated, and shared to have consolidated IT policy on education. Further, these technologies need to be reflected in open school programs, as well.

3. The process of digitalizing learning materials on school education needs to have

clear policy options for development; dissemination and use, as previous works in this direction have not been materialized.

Improving Collaboration Approach to:

1. MOE/DOE requires the implementation of its PPP model policy for promoting ICT program in school education : Some of the partnership model utilized in India could be taken into consideration for further exploration of PPP modality, which are as follows:

a) Components like technical training for students during school hour, and equipping and maintaining school labs to be done by private company and in exchange schools facilities to be used by company for its training programs during school off hours for five years in Karnataka state.

b) Private companies were given responsibility of installing hardware/software and provide approved e-learning material and teacher training for a mutually agreed time period under BOOT(Build on Operative and Transfer) scheme

2. Improve co-ordination and collaboration efforts between different line ministries for promoting ICT program, Specifically CDC for digital learning materials and NCED for ICT teacher training should be recognized through program support.

3. Encouraging I/NGOs and, donors to support ICT in school education especially in rural areas under governmental procedure,

4. Coordination between local bodies should be strengthen : DDC, VDC, Municipality, MP's fund for their constituency should have provision to support in ICT program by removing program duplication,

5. sharing the visuals of best doing ICT users among the schools for their encouragement and training

In an Overall

1. DOE ICT support scheme to schools is unreached to many schools and perceived too low as compared to local resource allocation on it. This program needs to be revised in a way that counts and it has to be widening to have access for majority schools who claim they have basic infrastructure. For example, second round of same ICT support package for those schools who already received and same support package for new ones can be one support option. For this, DOE needs to have clear action plan with targets and strategies meeting to ICT learning needs of school education.

2. DOE in coordination with CDC and NCED needs to work further for digitalizing and ICT teacher preparation through adequate program support.

3. MOE/DOE needs to have recognized the efforts made by private sector and NGOs in relation to ICT related works on school education, at least streamlining them, through exploring possibilities of collaboration in this regard. For example, Open

Learning Education (OLE) for e-library, Midas media house for digital learning materials and E-networking Research and Development (ENRD) for Tele-teaching and use of wireless technology, to name few. There may be more others as well, which needs to be figure out and explored further in relation to ICT related works through regulatory frameworks for having co-ordinate efforts in this direction.

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Study on Identification of Scientific Basis of Fee Structure in the Institutional Schools

2072-73

A Study on Identification of Scientific Basis of Fee Structure in the Institutional Schools

2072-73

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Abbreviations

CBSE	Central Board of Secondary Education
CERID	Research Center for Educational Innovation and Development
CTEVT	Centre for Technical Education and Vocational Training
DDC	District Development Committee
DEO	District Education Office/r
DOE	Department of Education
ECD	Early Childhood Development
EFA	Education for All
FGD	Focus Group Discussion
GAN	Guardians Association of Nepal
I/NGO	International /Non- Government Organization
KII	Key Informant Interview
MDGs	Millennium Development Goals
MoE	Ministry of Education
N	Number
N/PABSON	National/ Private and Boarding Schools Organization Nepal
NET	Net Enrollment Rate
NIDR	National Institute for Development and Research
NPC	National Planning Commission
OECD	Organization for Economic Co-operation and Development
PTA	Parent- Teacher Association
SMC	School Management Committee
SSRP	School Sector Reform Program/Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDC	Village Development Committee

Background

The history of private school is not long in Nepal. The concept of profit oriented (private) school emerged only in the early 1980s and very limited number of such schools were opened in the country then. The number of private schools, however, increased massively after the restoration of democracy in 1990s. Currently, there are about 1.5 million students studying in 5673 (16%, out of 34,806 schools altogether) private/institutional schools across the country (Department of Education [DoE], 2014). Most of these institutional schools are running in urban areas and are registered under either company act or Guthi.

There are a number of ongoing debates lying over the institutional school sector in the country like: Rote-learning activities, low-paid teachers, annual increment in school fee. Out of these, the procedure of determining fee structures in institutional schools has become one of the most contested issues throughout the nation. In many cases, the institutional schools charge exorbitant amount of fees. The institutional schools have been facing the blame that they increase fees irrationally in the name of so- called quality education. There is a prolonged argument that tuition fee in institutional schools increases without caring affordability of the target parents. On the other hand, the institutional school owners claim that they provide the students with quality education that naturally demand high cost. The institutional school owners often claim that they increase tuition fee to meet the teachers' expectation for better salary and also to adjust their school expenditures with the continuous rise in market price.

The Government of Nepal has formulated policies and directives in which the institutional schools are allowed to review their fee structure as per their grade (A, B, C). They receive their based on the facilities and the quality education they offer to their students. The government has categorized institutional schools in four categories: A, B, C and D. However, many institutional schools are less sensitive on adopting the policies set by the government particularly in relation to determining tuition fee. In this context, this study aimed at studying the existing practices of determining tuition fee in institutional schools in Nepal. It also aimed at revealing the gap between the policy and practice and suggesting some relevant outlines for improving the procedure for fixing tuition fee in institutional schools.

Objectives

The major objectives of the study were to identify the existing procedures of determining fee structures and to recommend some possible ways of improving the procedure for fixing tuition fees in institutional schools. The specific objectives of the study were as follows:

- to review the policies of the government on determination of fees for institutional schools and suggest the ways for revising or developing new policies;
- to assess the present practices of determining fees in institutional schools in different parts of the country and;

- to suggest the options for developing some appropriate ways of determining fees in institutional schools.

Significance of the study

This research is an attempt to find out a better way for determining fee structures of institutional schools in Nepal. The research based recommendations therefore will assist the policy makers to formulate new policies or reform the existing policies to make fee structure of institutional schools more feasible, affordable and less arguable.

Methodology

Mixed method approach was used to carry out this research. The research team followed an integrated research process in which both quantitative and qualitative methods were used for collecting numeric data and narrative text data respectively. Numeric data were collected through structured questionnaire while the qualitative data were collected through interview (See annex). The research team used survey method as it could capture the information from wider areas that helps to generalize the findings. Moreover, survey method was more appropriate to cover the entire components in relation to the procedure of collecting tuition fees. It also helped us to identify the possible bases and processes for standardizing fee structure in institutional schools.

Study area, population and sampling

Taking diversities of the districts into account and consulting with representatives of N/PABSON and Department of Education (DoE), 9 districts namely Illam, Morang, Parsa, Kathmandu, Chitwan, Kaski, Rupandehi, Surkhet and Kailali were selected as population areas for this study. The study team purposely selected 2216 (out of 5673) institutional schools (Department of Education [DoE], 2014) across the country. Therefore, the population size of this study was 2216 institutional schools. From this population size, the research team selected the sample size proportionately using statistical formula as presented in table.

Population of schools and sample size

Districts	**Ilam**	**Morang**	**Parsa**	**Kathmandu**	**Chitwan**	**Kaski**	**Rupanddehi**	**Surkhet**	**Kailali**	**Total**
Number of Institutional schools	71	172	82	1071	180	208	188	49	180	2216
Sample size	11	27	12	165	27	32	29	7	29	339

Field Survey, 2016

The sample size of the institutional schools for this study was 339 (by Yamane formula (n) = N/ (1+Ne^2), where n is sample size, N is population and e is marginal error at 95% level of confidence).

Findings

1. An inconsistency was found between two documents: 'Guideline for Fee Declaration Standard 2072' and Education Act (Seventh Amendment), 1971 particularly in terms of determining fee and modes of expenditure in institutional schools. Moreover, the policy provisions were also found to be highly structured and rigid in determining fee structures and their expenditure patterns. Imposition of maximum cap to the institutional schools for determining fees may not be implementable as various kind of locally existed factors influences fee structure procedure in institutional schools.
2. It was found that while making provision for structuring fee in institutional schoolsthe policy documents have overlooked location of the schools, market inflation, and cost increment on services and commodities that directly influence the teachers' and staff's salary patterns.
3. It was also found that there is a need of a decentralized government mechanism to facilitate in the process of determining fee structure scientifically.
4. The study team also came across some contradictory views between the school owners and parents in relation to deciding fee structure in institutional schools. Since fee structure of institutional schools is highly influenced by salary scale of teachers, services and facilities which are to be provided to the students and continuously increased price of the daily use materials in the market, the school owner found to be in support of making institutional schools autonomous organizations to decide fee structure of their own. On the contrary, parents were found to be in support of making the procedure of determining fees more inclusive and participatory to control the monopoly (if any) in collecting fees from students.
5. Some schools were found to increase tuition fee annually but they did not increase the salary scale for teachers. In many schools teachers' salary was found to be far below the salary scale fixed by the government. However, the salary of the Principal and the Founder members were found to be considerably drawing more than the standard of salary fixed by the government. The salary is still far below the government standards. Moreover, the salary of the founders and the principals is substantially more than government salaries.
6. The institutional schools were found to be profit-making organization since the profit percentage of institutional schools was approximately ten percent of the annual income.
7. The institutional schools were found to have been providing substantial number of physical and other extra-curricular facilities to students. The schools were in line

with the policy provisions of ensuring that 60% of the expenditure was to be spent on teacher salary and ten percent of the expenditure should be allocated for scholarship provisions. The parents and students union were not found to believe the justifiable distribution of scholarship in institutional schools.

8. Most institutional schools had not been categorized under the stipulated category set by the government. The institutional schools determined their fee structure based on the decisions made by the founders or the SMC. This was based on facilities, teaching staff quality etc. The lower the categories of schools, the more they seemed to consult with the parents while determining fee for students. A majority of schools (under category B and C) compared their fee structure with that of the neighboring schools before they increase fees for their students. But such comparison was not found in the case of determining fee in the schools under 'A' category.

9. Some schools were found to have been facing financial difficulties. Due to the limited numbers of students, the income of the schools was reported to be very low and they therefore were unable to provide due salary to their teachers and appropriate facilities to their students. In this context, merging of such schools with the neighboring ones was reported to be one of the options for maintaining quality education in those institutional schools.

Conclusion

Continuous increase of fee in institutional schools has been observed as one of the arguable issues which need to be addressed as soon as possible. The Government of Nepal has formulated policy, Act and Guidelines to systematize the fee structure of institutional schools. But the owners of the institutional schools are often claimed to have overlooked these policy documents while increasing students' fee. Parents on the other hand occasionally complain that the institutional schools annually increase students' fee irrationally and government turns to be uninterested in controlling the schools' monopoly on it.

Educational policy of institutional school sector has made some provisions to address the issue of fee rise which are said to be unreasonable and arguable by the owner of the schools. First, the owners claim that their schools run under company Act (Education Act 2028, seventh amendment and Education Regulation, 2059) and thus they are profit-making organizations. They therefore say that increment of fee in institutional schools need not to be questioned. Second, they have to rely entirely on students' fees for paying teachers' salary, school building rent and other daily operating cost of the schools. In this sense, they claim that fee increment is not their choice but compulsion. Third, they also explain that quality education for students demands qualified and dedicated teachers, sound infrastructure, relevant learning materials, significant extracurricular activities and quality management of the schools which cannot be maintained without handsome amount. In this context, as they say, the quality education for students through lower rate

of fee is controversial and rather unattainable. Fourth, the available policy for structuring students' fee in institutional schools has largely overlooked some key components like continuous price increase on daily use materials, location of the schools (urban and rural), number of students in the schools, market inflation, etc. that directly influence the sustainability of the schools. Any mechanism developed for systematizing fee collection procedure needs to address these challenges.

Nonetheless, alarmingly high increment of students' fee in institutional schools cannot be taken as natural. Although they increase fee in the name of paying sound salary to their teachers and providing better learning materials to their students, a large number of such schools do not seem to keep their promise as they make. Their claim for providing quality education is still arguable and that they often do not care parents' affordability while determining fee for students. The schools with a few numbers of students often intend to consult parents before they increase fee but those which belong to 'A' and 'B' categories bypass parents on this matter. More ridiculous issues is that some schools do not consider the parents' affordability and the other factors, but compare their fee structure with that of the other schools in neighborhood and increase fee for their students accordingly. The practices as such seem to have created unhealthy competition in terms of collecting fee among institutional schools and students, as a primary stakeholder of the schools, seem to be victim of it.

It seems that it requires democratic attempts from all the stakeholders including the government to settle the fee issue in institutional schools that may fit to the expectations and aspirations of school owners, students, parents and the government as well. Any policy mechanism for determining fee structure in institutional schools need to be participatory, inclusive and decentralized aiming at ensuring the larger good of the schools and the students as a whole.

Recommendations

- There is a gap that exists on policy provisions. Particularly, Education Act 2028 (7th amendment) has envisaged that the institutional schools are not allowed to collect fees on infrastructure development, but the 'Fee Determination Guideline, 2072' stipulates that the schools can make expenditure on such facilities. This has to be revisited.
- For determining fees in institutional schools scientifically, the government should focus on four particular aspects: inflation of market prices, teachers' quality, learning environment and location of schools. It is essential to develop detailed measurable and contextual indicators that play key role to make fee structure feasible to the students and the school themselves. For this, a broader community consensus should be developed.
- The schools without adequate students need to be merged which may be one of the options for strengthening schools in terms of their finance, facilities and quality of education.

- There were no consistent processes of fee determination among different categories of institutional schools. It shows that the centrally designed modalities of fee determining process might not fit at the local level as the fee determining processes are largely the contextual. The economic conditions of parents, fees of surrounding schools, parental education, infrastructure facilities, and teachers' availability and so on are contextual issues. It is difficult or sometimes impossible to measure these components. Therefore structured, specific, and centrally designed processes of determining fee structures may not function. Therefore, it is better to decentralize such process in each district or VDC/Municipality.
- As a lesson from international practices and the finding from this study, it requires effective monitoring of the government to avoid inconsistency in fee structure among institutional schools. This can be done by developing an effective and independent mechanism at district level to contribute to formulate and regulate fee structures in institutional schools. The mechanism should be inclusive and participatory where all concerned stakeholders such as representative of institutional schools, policy implementers (district education officer), and parent representative can be the part of it. The mechanism can be led by retired judge or educationist at local level.
- In many schools, the teachers are not paid as per the salary provision of the government, but the school founders/ principals are paid extremely higher than that. It is essential to address the differences in their salary. In addition, the salary provision stipulated by the 'Institutional School Fee Regulation Standard Guideline, 2072' is not followed in several schools. This needs to be addressed in consultation with the stakeholders of the schools under all categories.
- Many institutional schools were not under categories set by the government. Few schools under such categories concerned less on fee structuring procedures as directed in the policy. This requires that the policy provisions need immediate revision considering why some schools cannot follow it. After improvement in provisions, the government has to develop strong monitoring mechanisms with necessary punishment and reward system for implementing policy guidelines effectively.
- The guideline for stipulating the fee structure has to be revised with one of the considerations that the present fee structure is not applicable for certain schools based on inflation of market price or areas.
- The government has to focus its interventions on raising awareness on parents through parenting education. The parental education as such need to focus on empowering parents for selecting the better schools for their children. A parents' counseling mechanism can be developed within the system of government to raise school evaluation consciousness among parents so that they can feel that they are paying to the schools of their choice. The government needs to formulate a suitable policy for it.
- Fairness in collecting fee can also be maintained through provision of providing

vouchers to the parents in yearly basis. The amount in the vouchers needs to be equivalent to the amount of fee which they are to pay to the schools. The voucher system should be piloted in a particular area or district particularly targeting the marginalized and deprived communities.

- To attract foreign investment and develop Nepal as a hub of education, a provision can be developed to establish high standard international schools. The schools are to be established with the provision of ensuring 50 percent foreign students in each school.

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Longitudinal Study on System Indicators

2072-73

Longitudinal Study on System Indicators 2072-73

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Acronyms and Abbreviations

CERID	Research Centre for Educational Innovation and Development
DoE	Department of Education
EFA	Education for All
FRP	Formative Research Project
GoN	Government of Nepal
LongSIS	Longitudinal Study on System Indicators
MoE	Ministry of Education
MS	Micro Soft
PTA	Parent Teacher Association
SIP	School Improvement Plan
SSDP	School Sector Development Plan/Program
SSRP	School Sector Reform Plan/Program

Background

Government of Nepal, Ministry of Education have stated that "The experiences gained from the Formative Research conducted by CERID and other research institutions during EFA implementation have provided a basis for the continuation and expansion of these types of activities in the SSR program. Formative Research will be continued and used to support the GoN/MoE in making informed policy decisions"(pg.51). In the School Sector Reform Plan (SSRP) 2009-2015 document. The successful implementation of Formative Research Project (FRP) and the support it has provided in the successful implementation of EFA has further prompted the Government of Nepal to continue FRP in the implementation of SSRP.

In this context, Longitudinal Study on System Indicators (LongSIS) is one of the major components of FRP. The study started in 2002 with sixty two sample schools from sixteen districts as sixteen stratums of Nepal representing three geographical and five development regions. CERID has been conducting this study continuously since the year 2002.

LongSIS is the only research component of FRP for SSRP that has been continued by CERID jointly with DoE since 2011. In the year 2011-12, the study has been limited to nine schools from three districts representing three geographical regions. However, in the year 2012-13 DoE increased the number of sample districts to five, representing five development as well as three geographical regions of Nepal as suggested by CERID and recognizing the importance of the findings of the study. The same sample schools and districts have been continued since 2013.

The study has revealed quite interesting and very useful data and information on various aspects and indicators of the SSRP as being implemented in the country. Although the study was limited to 15 sample schools of five districts of Nepal, it provided statistical data and a sound basis for trend analysis.

Objectives

- To collect information on basic indicators of SSRP from sample schools included in 2015
- To find out internal efficiency of school system by using Cohort Analysis.
- To provide research-based updated information on basic indicators to MoE/DoE for monitoring of the attainment regarding the set targets of SSRP.
- To establish a model computerized database system for students' tracking.
- To establish a model computerized database system for teachers' information.

Methodology

The government has initiated the individual student tracking system in the data collection

of Flash Reports. However, LonSIS study is the first of its kind in Nepal to initiate to provide unique ID to each student entered in the sample schools. The study attempted to commence the cohort analysis by giving eleven digit unique students ID to each individual student of sample schools.

Sample

The sample districts and schools included in the previous years since 2013 were continued as the sources of the LongSIS data for this year too as they constitute important grids that strategically cover the geographical diversities in the country. The list of sample districts and number of schools by development and geographical regions is given below.

Number of Sample Schools by District and Stratum

SN	District	Development Region	Geographical Region	Number of sample schools
1	Dhankuta	Eastern	Hill	2
2	Rasuwa	Central	Mountain	3
3	Syangja	Western	Hill	4
4	Banke	Mid-Western	Tarai	3
5	Dadeldhura	Far-Western	Hill	3
Total				15

Tools

The laptop computers with database software developed for LongSIS were used in order to gather the information directly from the schools. The information was directly computerized in the software installed in laptops of the field researchers.

The information was collected in these four categories using the following tools:

1. **School Information Form**: This form captures the general information of thesample school. The location, address, type of school, number of students in all grades, classroom size, etc. are included in this form.
2. **Student Information Form**: The student information form includes the basicinformation of the students, their caste/ethnicity, information about their parents, monthly attendance, final achievement scores obtained and the status in the final school examination.
3. **Teacher Information Form**: This form contains basic information of the teacherof the sample school. The information on the work experience, level, training, attendance, etc. of the teachers was collected in this form.
4. **School Finance and other Information Form**: The information on library,income and expenditure, SIP, PTA, VEC, and school visits by different personnel was collected in this form.

Findings

- The student enrolment as new entrants in Grade I is in decreasing trend in comparison to the previous years.
- The flow of the students shows that the flow from Grade I to Grade II appears to be the most difficult for all the cohorts as it has the lowest flow.
- The percentage of students reaching Grade V without repeating any grades in five subsequent years was found around twenty percent irrespective of the school leaver students.
- Generally, the percentage of girl students reaching Grade V in five subsequent years was higher than boys.
- Among the students enrolled as new entrants, around eleven percent reached Grade VIII in eight subsequent years and in this percentage; girls' percentage is higher compared to boys.
- It was found that around eight percent of students enrolled in Grade I as new entrants reached to Grade X in ten successive years without repeating any grades. The school leaver students, who might have enrolled in other schools, were excluded in this analysis. The percentage of girl student is higher compared to boy students.
- The intake of students in primary grades shows a decreasing trend.
- The academic qualification of the teachers is found more towards the Bachelor and above degrees reducing the percentage of teachers with qualification of SLC and intermediate level.
- Per student classroom space was in par with the government norms in the beginning years of the study; however decreasing trend of student enrolments has increased per student classroom space in the sample schools.

Recommendations

The stakeholders should take ownership of the data generated in the schools and use it for planning of their schools. The school level data keeping and the data analysis need to be consistent in all the schools. The school level data keeping system needs to be strengthened at the school level for analysis, reporting and the use of their own data.

The characteristics of the schools and students such as physical facilities, qualification/training of teachers, sex, attendance, achievement scores, student family background, etc. need to be statistically analyzed in order to enhance the internal efficiency of schools education. This will provide research based information to the policy makers.

Future directions in the context of SSDP

- The study design was initiated in the 2002 and still the study is following the same

methodology except some modification on cluster data collection workshops in 2005, however the context has undergone changes in the present time. In the beginning of the study 40 indicators were developed based on EFA and other documents. In 2005 in the context of SSRP the previous 40 indicators of the study were revised and 43 indicators based on SSRP were adopted for the study. Now, in the context of SSDP these 43 indicators need to be reviewed and revised.

- The sample schools selected at the initial phase of the study included 62 schools from 16 districts of Nepal. Since the priority and focus at that time was primary grades, the sample schools were basically primary schools with at least one lower secondary attached primary school where possible. Now most of these schools have been upgraded to higher levels.
- In the context of SSDP, more representative sample schools and districts need to be added with the continuation of the existing 62 schools and 16 districts.
- The data has been collected from 14 cohorts by 2015 and each year data is collected for a new cohort. Hence, there should be a clear vision on the limitation of the number of cohorts. In the LongSIS database, there are data of ten cohorts up to Grade 5, seven cohorts up to Grade 8 and five cohorts up to Grade 10.
- Similarly, the students of the initial five cohorts have completed Grade X and the same data has been analyzed. There are sample schools where the students of these cohorts are doing their higher studies in higher secondary level; also some cohorts have passed out the school level and perusing their higher studies in colleges. The cohort study demands the tracer studies of those students; therefore there should be clarity on the limitation of the study design.
- As a part of this study, a set of computer, printer and UPS were provided to 62 sample schools of 16 sample districts in 2010 in order to make the schools capable in record keeping system and use the data for the school itself. No follow up has been done, and therefore, there should be a follow-up mechanism and further trainings in those schools.
- The modality of data collection also needs to be revised by using Information, Communication Technology, which will minimize the cost of data collection. The human resources in the schools need to be trained and make them responsible as well as accountable for the ownership of their school's data.

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Longitudinal Study on System Indicators

2071-72

Longitudinal Study on System Indicators 2071-72

Submitted By

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Acronyms and Abbreviations

CERID	Research Centre for Educational Innovation and Development
DoE	Department of Education
EFA	Education for All
FRP	Formative Research Project
GoN	Government of Nepal
LongSIS	Longitudinal Study on System Indicators
MoE	Ministry of Education
MS	Micro Soft
PTA	Parent Teacher Association
SIP	School Improvement Plan
SSRP	School Sector Reform Plan/Program

Background

School Sector Reform Plan (SSRP) 2009-2015 document of the Ministry of Education, Government of Nepal have stated that "The experiences gained from the Formative Research conducted by CERID and other research institutions during EFA implementation have provided a basis for the continuation and expansion of these types of activities in the SSR program. Formative Research will be continued and used to support the GoN/MoE in making informed policy decisions." (p.51). The successful implementation of Formative Research Project (FRP) and the support it has provided in the successful implementation of EFA has further prompted the Government of Nepal to continue FRP in the implementation of SSRP.

Longitudinal Study on System Indicators (LongSIS) is one of the major components of FRP. The study started in the year 2002 with sixty two sample schools from sixteen districts as sixteen stratums of Nepal representing three geographical and five development regions. CERID has been conducting this study continuously since the year 2002.

The study although is limited to five districts it has revealed interesting and useful data and information on various aspects and indicators of the SSRP as being implemented in the country. It provided statistical data and a basis for trend analysis. The indicators included are: brief student profile, listing name, sex, age, social group, enrolment, promotion, and dropout. FRP has been conducting cohort analysis of students enrolledat grade one in the year 2002 and the subsequent years using this data. LongSIS has also been providing cross variable analyses relating to different indicators. The study has provided quantitative database information to facilitate the smooth implementation of SSRP by generating research based information for progress monitoring and critical understanding of the issues for strategic policy revisions.

Objectives

- To collect information on basic indicators of SSRP from sample schools included in 2014
- To find out internal efficiency of school system by using Cohort Analysis of 2014.
- To provide research-based updated information on basic indicators to MoE/DoE for monitoring of the attainment regarding the set targets of SSRP.
- To establish a model computerized database system for student tracking.

Methodology

Individual student tracking study is the first of its kind in Nepal. The study attempted to do the cohort analysis by giving eleven digit unique students ID to each individual student of sample schools. The data have been collected from 15 schools of the five districts.

Sample

The sample districts and schools included in the previous years will continue to be the sources of the LongSIS data for this year as they constitute important grids that strategically cover the geographical diversities in the country. The list of sample districts and number of schools by development and geographical regions is given below.

Number of Sample Schools by District and Stratum

SN	District	Development Region	Geographical Region	Number of sample schools
1	Dhankuta	Eastern	Hill	2
2	Rasuwa	Central	Mountain	3
3	Syangja	Western	Hill	4
4	Banke	Mid-Western	Tarai	3
5	Dadeldhura	Far-Western	Hill	3
Total				15

Tools

School Information Form: This form captures the generalinformation of the sample school. The location, address, type of school, number of students in all grades, classroom size, etc. are included in this form.

Student Information Form: The student information formincludes the basic information of the students, their caste/ethnicity, information about their parents, monthlyattendance, final achievement scores obtained and the status in the final school examination.

Teacher Information Form: This form contains basic informationof the teacher of the sample school. The information on the work experience, level, training, attendance, etc. of the teachers was collected in this form.

School Finance and other Information Form: The information onlibrary, income and expenditure, SIP, PTA, VEC, and school visits by different personnel was collected in this form.

Findings

The student enrolment as new entrants in Grade I is in decreasing trend in comparison to the previous years.

The flow of the students shows that Grade I to Grade II appears to be the most difficult hurdle for all the cohorts, with the lowest flow.

The percentage of students reaching Grade V without repeating any grades in five subsequent years was found around twenty percent irrespective of the school leaver students.

Generally, the percentage of girl students reaching Grade V in five subsequent years was higher than boys.

Among the students enrolled as new entrants, around eleven percent reached Grade VIII in eight subsequent years and this percentage is higher of girls compared to boys.

It was found that around eight percent of students enrolled in Grade I as new entrants reached Grade X in ten successive years without repeating any grades. The school leaver students, who might have enrolled in other schools, were excluded in this analysis. The percentage of girl student is higher compared to boy students.

The intake of students in Grade I shows a decreasing trend.

The academic qualification of the teachers was found more towards the Bachelor and above.

Per student classroom space was in par with the government norms in the beginning years of the study; however decreasing trend of student enrolments has increased per student classroom space in the sample schools.

Recommendations

The stakeholders should take ownership of the data generated in the schools and use it for planning. The school level data keeping and the data analysis need to be consistent in all the schools. The school level data keeping system needs to be strengthened at the school level for analysis, reporting and their use.

The characteristics of the schools and students such as physical facilities, qualification/training of teachers, sex, attendance, achievement scores, student family background, etc. need to be statistically analyzed in order to enhance the internal efficiency of schools education. This will provide research based information to the policy makers.

Further Issues

The study design was initiated in the 2002 and still the study is following the same methodology, however the context has change in the present time. The indicators were revised during the initial phase of EFA, therefore the 43 indicators needs to be reviewed and revised.

The data has been collected from 13 cohorts by 2014 and each year data is collected for a new cohort. Hence, there should be a clear vision on the limitation of the number of cohorts.

Similarly, the students of the initial four cohorts have completed Grade X and data has been collected. There are sample schools where the students of these cohorts are doing their higher studies in higher secondary level; also some cohorts have passed out the school level and perusing their higher studies in colleges. The cohort study demands the tracer studies of those students; therefore there should be clarity on the limitation on the study design.

As a part of this study, a set co computer, printer and UPS were provided to 62 sample schools of 16 sample districts on Nepal in 2010 in order to make the schools capable in record keeping system and use of data for the school itself. Therefore, there should be a follow-up mechanism and further trainings.

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Longitudinal Study on System Indicators

2070-71

Longitudinal Study on System Indicators 2070-71

Conducted by

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Acronyms and Abbreviations

CERID	Research Centre for Educational Innovation and Development
DEO	District Education Office(r)
DOE	Department of Education
ECD	Early Childhood Development
ECED	Early Childhood Education and Development
EFA	Education for All
FRP	Formative Research Project
GPI	Gender Parity Index
ID	Identity
LongSIS	Longitudinal Study on System Indicators
MOE	Ministry of Education
MOES	Ministry of Education and Sports
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
RED	Regional Education Directorate
RP	Resource Person
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
SSRP	School Sector Reform Program
STR	Student Teacher Ratio
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDC	Village Development Committee
VEC	Village Education Committee

Background

As earlier years, FRP for SSRP conducted by CERID has aided the MOE/DOE for the enactment of SSR Programs effectively. In collaboration with CERID, DOE has jointly conducted the Longitudinal Study on System Indicators (LongSIS). In the year 2014 the study has continued the study in the 15 schools of five districts of Nepal.

The data collected from the 15 schools have revealed interesting and useful data and information on various aspects and indicators of the SSRP being implemented in the country. LongSIS being an important component of FRP provided statistical data on the basis for trend analysis.

The indicators included brief student profile: name, gender, age, social group, enrolment, promotion, and drop-out. LongSIS has been conducting cohort analysis of students enrolled at Grade I since 2002 and the subsequent years using this data. The study has provided quantitative database information to facilitate the smooth implementation of SSRP by generating research based information for progress monitoring and critical understanding of the issues for strategic policy revisions.

This study is featured with software designed for the study for keeping the record of students' enrolment, retention, promotion, attendance, achievement, and information on teachers' qualification, training and experiences, and background of the parents since the year 2002. The study has utilized these data and information for trend and cohort analysis. The students have been followed up through student tracking system for which each individual student is given a unique Student ID for all the students of 16 sample districts. The collected data are computerized in the software designed for the purpose of computing and analysis using MS Access program.

Objectives

The main objectives of this study are as follows:

- To provide research-based information on basic indicators to MOE/DOE for monitoring the attainment regarding the set targets of SSRP
- To find out internal efficiency of school system by using Cohort Analysis

Methodology

Especially individual student tracking study is the first of its kind in Nepal. The study attempted to do the cohort analysis by giving ten digit unique students ID to each individual student of sample schools. The data have been collected from 15 schools of the five districts of Nepal, only schools with Grade 1 – 10 will be included for the Cohort Analysis.

Sample

As in Nepal, there are three geographical regions (mountain, hill and tarai) and five

development regions. The sample districts have been selected in order to incorporate these geographical and development regions. From each sample district, 2 to 5 sample schools are included in the Study. The sample districts by number of sample schools are given below.

Number of Sample Schools by District and Stratum

SN	District	Development Region	Geographical Region	Number of sample schools
1	Dhankuta	Eastern	Hill	2
2	Rasuwa	Central	Mountain	3
3	Syangja	West	Hill	4
4	Banke	Mid-West	Terai	3
5	Dadeldhura	Far-West	Hill	3
Total				15

Tools

The laptop computers were used in order to gather the information directly from the schools. The information was directly computerized in the software installed in laptops of the field researchers.

The information was collected in these four categories:

1. School Information

   The general information of the sample school was collected. The location, address, type of school, number of students in all grades, classroom size, etc. are included in this form.

2. Student Information

   The student information includes the basic information of the students, their caste/ethnicity, and information about their parents, monthly attendance, final achievement scores, and the status in the final school examination.

3. Teacher Information

   Basic information of the teachers of the sample school was collected. The information on the work experience, level, training, attendance, etc. of the teachers was collected in this form.

4. School Finance and Other Information

   The information on library, income and expenditure, SIP, PTA, VEC, and school visits by different personnel was collected.

Findings

- One out of ten students reached Grade X in ten subsequent years without repeating any grades.
- The flow of the students shows that Grade I to Grade II appears to be the most difficult hurdle for all the cohorts, with the lowest flow.
- The ECD experience prior to enrolment to Grade I has found to be helpful to tackle this hurdle.
- There was no visible difference in the flow of students up to Grade X by sex of the students.
- The linear trend shows a decline in student enrolment in Grade I since the year 2007.
- Per student classroom space was in par with the government norms in the beginning years of the study; however decreasing trend of student enrolments has increased per student classroom space in the sample schools.
- The education attainment of teachers in the sample schools in in increasing trend.
- The composition of the teachers by their ethnicity has not change much more during the study period.

Recommendations

- The characteristics of the schools and students such as physical facilities, qualification/training of teachers, sex, attendance, achievement scores, student family background, etc. need to be statistically analyzed in order to enhance the internal efficiency of schools education. This will provide research based information to the policy makers.
- The stakeholders should take ownership of the data generated in the schools and use it for planning. The school level data keeping and the data analysis need to be consistent in all the schools. The school level data keeping system needs to be strengthened at the school level for analysis, reporting and their use.
- The students should be given ECED experience prior to their enrolment in Grade I so that the hurdle of Grade I can be minimized.
- There is a need to encourage the potential individuals from so called “lower castes” and Muslim community to join the teaching profession.

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Assessment of the Status of Mother Tongue based Multilingual Education (MLE) Implementation as Medium of Instruction in Schools of Nepal

2070-71

Assessment of the Status of Mother Tongue based Multilingual Education (MLE) Implementation as Medium of Instruction in Schools of Nepal

2070-71

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List of Acronyms

CAS	:	Contineous Assessment System
CBS	:	Central Bureau of Statistics
DEO	:	District Education Office/Officer
DOE	:	Department of Education
ETC	:	Educational Training Center
FGD	:	Focus Group Discussion
HT	:	Head Teacher
ICT	:	Information and Communication Technology
IM	:	Instructional Materials
KII	:	Key Informant interview
KTM	:	Kathmandu
MLE	::	Multilingual Education
MOE	:	Ministry of Education
MT	:	Mother tongue
NCED	:	National Center for Educational Development
NGO	:	Non Governmental Organization
RP	::	Resource Person
SLC	:	School Leaving Certificate.
SMC	::	School Management committee.
SS	:	School Supervisor
TOR	:	Terms of Reference
TOT	:	Trainers of Training
TPD	:	Teachers' Professional Development
UNESCO	:	United Nations Education, Scientific and Cultural Organization

Background

Language is one of the most contested issues in education especially in a multilingual country like Nepal where children from different indigenous/tribal/minority (ITM) groups representing more than 92 languages (CBS, 2001), It is hard to understand the legitimized Medium of Instruction (MoI), Nepali and English, in schools. Many studies have already revealed that teaching in mother tongue in the early grades enhances children's ability to learn better than in second or foreign languages (e.g. UNESCO, 2003; Skutnabb-Kangas, 2003). It has also been reported that if children are taught in languages which are different from their home language, they drop-out from school, have low achievement and repeat classes due to a high failure rate. This state of affairs is still persistent in Nepal (Yadava, 2007; Awasthi, 2004). To address this issue, Nepal has made some significant language policy efforts in terms of legal frameworks with the restoration of democracy in 1990. Grounded on the provision that "each community shall have the right to operate schools up to the primary level in its own mother tongues for imparting education to its children," as enshrined in the Constitution of Nepal-1990, the government has introduced a policy for teaching mother tongue as an 'optional' subject at the primary level.

The Constitution of Nepal – 1990 enshrined a more inclusive language policy by making the following provisions in its Part 1:

- The Nepali language in the script is the language of the nation of Nepal. The Nepali language shall be the official language. (Article 6.1).
- All the languages spoken as the 'mother tongue' [local languages] in the various parts of Nepal are the national languages of Nepal. (Article 6.2)

The Interim Constitution of Nepal (2007) is another important landmark for the language policy of Nepal. It has clearly stated that Nepal is a 'multiethnic, multilingual, multi religious, and multicultural nation' (Part I, Article 3) and enshrined the following provisions:

- All the languages spoken as the mother tongue [First language] in Nepal are the national languages of Nepal.
- The Nepali language in Devnagari script shall be the official language.

Regarding the MoI, the Curriculum Development Centre (CDC, 2008) has mentioned that 'the MoI for school education shall be Nepali, English or both languages' (p.4). At the same time, it states that MoI shall be as follows:

- Primary education can be provided in the mother tongue [First language].
- Languages [as a subject] shall be taught in the same language.

Objectives

i. To explore MLE understanding and perception of teachers, parents, local language community leaders and SMC members where MLE has been implemented.

ii. To explore the MLE understanding and perception of RPs, school supervisors, ETC trainers and concerned DEO personnel.

iii. To probe and record varied situation of MLE as medium of instruction implementation practices.

iv. To explore the MLE classroom processes and practice, including student participation.

v. To identify enabling and hindering factors in the implementation MLE in general and MLE strategy adoption by teachers in particular.

vi. To review the guidelines and present status of MLE teacher training.

vii. To suggest future modalities of teacher preparation, material support and technical inputs related to the MLE and medium of instruction.

Methodology

Desk review

The study team gathered all documents related to this study and reviewed extensively in order to capture data and information that had already been collected. Some of the results of the desk review were adopted as inputs in developing study tools/discussion guidelines/checklist.

Study tools development

Based on the outputs of the desk review and synthesis framework of methodology provided in the ToR, the study team designed study tools and collect the qualitative and quantitative data from the sample schools.

Data collection

It will applied mixed-methods for data collection and data were mainly be collected from questionnaire survey/interviews, focus group discussions (FGD) with the key stakeholders, key informant interview (KII), direct MLE classroom observation, and review of relevant documents.

Findings

- The assessment concluded that key stakeholders (parents, teachers, school supervisors, trainers, resource persons, School Management Committee members, DOE personnel) have clearly understood the meaning of MLE. They have also positive attitudes towards MLE and its importance. Only very few arguably expressed their ignorance about the MLE program.
- With regard to the class-room processes and practices, most of the MLE classes are still being run in a traditional way of teaching. However, students' mother tongues are considerably used at the lower grades, i.e., child development level and grade one.

- The physical facilities comprising the size of class-rooms, ventilation and provision of desk and bench are found adequate and satisfactory. However, the assessment concludes the lack of relevant instructional materials as a main drawback for MLE instruction.
- The MLE program is important for all stakeholders, particularly parents, more important for them is to have their children taught in English medium. Moreover, concerns were also raised that the MLE program has hampered the interest of the child to develop child ability to adjust with the context of 21st century, depriving to get opportunity in the international arena. Respondents also commented that the philosophy of MLE concept is appreciable but has weaknesses in the implementation phase.
- The MLE teacher training guidelines are clear and adequate. The training centers are trying their best in developing teaching model in different languages and have published newsletters covering the MLE program.
- All respondents, particularly parents, from all sample schools unanimously agreed for the continuation of the MLE program. However, they have also a strong willingness to have taught their children in English medium at the upper grades.

Conclusions

Almost all stakeholders have understood the meaning of MLE. The assessment revealed that they have positive attitudes towards MLE and its importance. Only very few arguably expressed their ignorance about the MLE program.

It was also found that the knowledge and understanding of MLE is much clearer to ETC Trainers, Resource Persons and DEO Personnel with a positive attitude towards MLE. They also seemed to be eager to play a significant role to improve the MLE program. Some have suggested MLE program should be implemented with clear cut policy and in a more systematic way.

Regarding the class-room processes and practices most of the MLE classes are being run in a traditional way of teaching. However, students' mother tongues are remarkably used at the lower grades, i.e., child development level and grade one. Teachers use Nepali language in grade three to five and explain the terms in students' respective mother tongue when needed.

The class-room size, ventilation and provision of desk and bench are found adequate and satisfactory. However, the assessment concludes the lack of relevant instructional materials as a main drawback for MLE instruction.

Although all stakeholders did not deny the importance of the MLE program, most of them seemed to be eager to have taught their children in English medium. Moreover, concerns were also raised that the MLE program has hampered the interest of the child to develop

child ability to adjust with the context of 21st century, depriving to get opportunity in the international arena. Respondents also commented that the philosophy of MLE concept is appreciable but has weaknesses in the implementation phase.

The guidelines developed for the teacher training program are clear and adequate. The training centers, particularly of Sunsari, Inerwa and Saptari, are trying their best in training and developing teaching model in different languages and have published newsletters covering the MLE program.

All respondents from all sample schools and districts unanimously agreed for the continuation of the MLE program. However, they have strong willingness to have taught their children in English medium at the upper grades – 3, 4, and 5.

Recommendations

Recommendation for future modalities of teacher preparation:

Although most of the ETC trainers, school supervisors, resource persons and DOE personnel are clear about the MLE program and its concept, some of them are still confused about at what grade level the MLE program is to be implemented. For this, a clear policy and guidelines are required as well as orientation programs for key stakeholders should be organized.

One of the conclusions of the assessment was that parents want their children to be taught in English medium. In order to fulfill their demand and satisfy their needs it is advisable to train teachers to develop basic communication skills in English.

Recommendation for material support and technical inputs:

Even if most of the stakeholders revealed the understanding of MLE instruction, they lack the comprehensive understanding so it can be recommended to conduct the instructional program at the local level where MLE supposed to start. Instructional materials should also be made available in Nepali and local tongue.

Learning basically promotes with the support of many factors. Students may forget when they just hear, when they see they remember and when they do they understand and the clear cut concept will be developed. Thus skills to develop the instruction materials based on multi-lingual-based training should be organized or conducted for the teachers. Qualitative education needs the teacher and students friendly environment for which class-room environment along with necessary physical facilities should be considered.

The modules for teachers training are being gradually developed for some respective mother tongues (Tharu, Maithali, Uraw, Urdu). This type of materials should also be developed in all the existing MT languages in Nepali. In addition to this, materials and guidelines for teachers for teaching subjects other than MT should also be developed.

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Teachers' time-on-tasks as well as allocations of their functions and the analysis of teachers' perceptions and practices towards teaching profession

2070-71

Teachers' time-on-tasks as well as allocations of their functions and the analysis of teachers' perceptions and practices towards teaching profession

2070-71

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List of Abbreviations

CERID	Research Center for Educational Innovation and Development
DEO	District Education Officer
DOE	Department of Education
EI	Education International
ERO	Educational Regional Office
ESAT	Education Sector Advisory Team
FOE	Faculty of Education
ILO	International Labor Organization
INGO	International Non-governmental Organization
IOE	Institute of Education
MOES	Ministry of Education and Sports
NCED	National Center for Educational Development
NESP	National Education System Plan
NGO	Non-governmental Organization
PCF	Per Child Funding
RC	Resource Center
RP	Resource Person
SDCC	Social Dialogue Co-ordination Committee
SMC	School Management Committee
SSRP	School Sector Reform Program
TPD	Teacher Professional Development
TU	Tribhuvan University
TUN	Teachers' Union Nepal
UNESCO	United Nations Educational Scientific and Cultural Organization

Background

Teachers' time-on-task refers to the amount of time that the teachers spend in getting ready for the presentation of the subject matter, involving students in learning as well as the extra-curricular activities and the organizational events in schools for providing effective learning experiences for all students. 'Time on task' is also known as engaged time. Teachers have to be engaged in varieties of activities like planning, execution and follow up of teaching learning activities. So, it is said that if anybody wants to work from ten to four, they are not advised to choose a teaching profession. They need some more time which the other professionals engaged in table work do not need.

In Arends' (2001) view, teachers, regardless of their grade levels are expected to perform three important functions to achieve the attributes of effective teachers. They are to provide leadership to a group of students; to provide direct, face-to-face instruction to students and to work with colleagues, parents and others to improve classrooms and schools and learning organizations not only for the students but also for the teachers themselves. Teachers provide leadership to their students through planning, motivation and the facilitation of learning. The most important aspect of teachers' work is providing face-to-face instruction to students in classroom through different kinds of teaching strategies and procedures. Richardson and Watt (2006) say, these strategies and procedures have resulted from the researches on teaching over the past forty years. In addition to providing leadership and working with student teachers today are expected to work with other adults in the school setting for the purpose of school wide planning and coordination as the organizational functions. All these three functions require from teachers much more time on task than the other professionals who work by the table from 10 to 4'o clock only.

The teachers in Nepal complain that they do not have enough infrastructure and support of the classroom management in the schools (Baral, 2067). They do not have physical facilities to manage the classroom appropriately. They complain that the school supervision and monitoring are also very weak. The overcrowded classes and overload of the teachers can also affect the classroom management and utilizing their time-on-tasks. In such a circumstance, teachers may have different perception towards their time on task, their allocation of functions as well as the practices of teaching.

Objectives

a) To identify the situation of time-on-tasks of the teachers of different categories in terms of their sex, topography, and subject that they teach;

b) To explore their perceptions and practices in terms of the categories mentioned above;

c) To identify the areas of support for each category of teachers;

d) To analyze the current efforts of the government and non-government agencies for keeping teachers on time-on-task, professional updating, and work monitoring; and

e) To come up with the non-traditional measures to ensure teachers on time-on-task, inculcate positive attitude to their assigned task, and regulate them at their workplace without taking them out of their classrooms.

Methodology

Methodological approach adopted in this study was qualitative inquiries. Seven sets of tools were used to generate the data for this study including FGD guidelines for teachers and students, interview guidelines for interviewing with SMC members, head teachers, teachers and DEOs along with the guidelines for taking detailed notes of classroom observation.

Selection of the Study Area

Jhapa (Eastern Region, Terai), Lalitpur (Central Region, Valley) and Kaski (Western Region, Hill) districts were selected as the study area of this project. The reason for selecting those districts purposively as the study area was to represent the samples from different regional as well as ecological belts so that the status of the teachers' time-on-tasks as well as allocations of their functions along with the teachers' perception and practices toward teaching profession could be analyzed comprehensively of each region. Likewise, due to the budget and time constraints, we were obliged to select these districts which could more or less represent the scenario of the aforementioned variables of other areas as well. These regions and districts were selected in consultation with the personnel of DOE and schools were selected with the help of DEOs or their representatives.

Research Design

This study is descriptive as well as exploratory since it endeavors to explore the ways of using teachers' time-on-task as well as the allocations of their functions along with the teachers' perception and practices toward teaching profession.

Sources of Data

The sources of data of this study were both primary and secondary. As primary sources teachers, head teachers, parents and SMC members, RCs, school supervisors, DEOs as well as the students were adopted. And in terms of secondary sources, records of office of the district education and concerned schools, other government records, published and unpublished books, articles, newspapers, websites, etc. were used as per requirement.

Sample Size

Three community high schools from each district were selected through purposive sampling method representing urban, fringe and rural areas. Then, the teachers of five core subjects-English, Nepali, Math, Science and Social Studies of these schools were purposively selected as the respondents for the in-depth study. The other stake holders like DEOs or the representatives of DEOs, students, their parents and the head teachers of those sampled schools were also the participants of this study. Thus, looking overall, the

sampling procedure of this study was mixed in its nature, i.e. area sampling and purposive sampling method. The sample area and the sample units can be seen in the following table:

Schools, Districts and Participants

District/ Region/ Area	Schools	Head teacher	SMC member	Teachers	Students	DEO/ RP/ Supervisor
Jhapa (Eastern, Terai)	Devi, H.S., Birtamod.	1	1	5	6	1
	Gadigaun, H.S.,	1	1	5	6	
	Adarsha H.S., Budhabare	1	1	5	6	
Lalitpur (Central, Valley)	Shringeshwori Samudayik, S.S.,	1	1	5	6	1
	Shanti, H.S.S., Mangalbazar	1	1	5	6	
	Saraswati, H.S.S., Lele	1	1	5	6	
Kaski (Western, Hill)	Bindabasini S.S., Barpatan	1	1	5	6	1
	Mahendra H.S.S.	1	1	5	6	
	Bishnupaduka, S.S., Hemja	1	1	5	6	
Total	9	9	9	45	54	3

Findings

With the analysis and interpretation of data through various sources, the following major findings have been drawn of this study:

The situation of time-on-task of the teachers and the allocations of their functions

1. The secondary level school teachers form their operational planning spending at least four to five hours in the beginning phases of their teaching career but later on, they can make them in shorter time. They can complete it within 30 to 60 minutes because they can use their long experience while forming these plans.
2. Most of the teachers do not make daily lesson plans in the written forms they can prepare them implicitely in about 1 hour 30 minutes to 2 hours daily in the earlier evening or in some cases at their leisure time.
3. Most of the teachers of various disciplines do not collect and make their own instructional materials. Those who make them of their own perform these tasks in 20-30 minutes everyday.

4. As the teachers have to teach their assigned subjects in the classroom five to six periods a day, they spend at least three and half hours involving their students in the activities like connecting the present lesson with the previous ones (two minutes), motivating the students (three minutes), presenting the new input (15 minutes), engaging the students in practice activities (15 minutes) and evaluating their performance and connecting them with their practical life (five minutes) in every class.
5. Those teachers who give home assignments for the students check students' work during the leisure time. Every day they have two to three periods leisure in schools. So they do this work within one and a half hour everday, but the home work is not all days of the week. A teacher's duties also include exam paper checking. Averagely, the teachers finish one student's exam paper within ten to fifteen minutes. The time spent in carrying out this work depends on the number of students in the classes in which the teachers teach.
6. Although the female teachers were also found in the same position as the males ones, they were found working in the single shift without going to any other institutions for extra income, being engaged in other business or taking tuition classes, they have to give their minors and aged people their time. So they get ready for the following days' lesson in advance.
7. In comparison to utilizing the teachers' time-on-tasks in the urban schools, the teachers of rural area go to classes a bit late and stay in the classroom less than the teachers of schools in the other areas.
8. Teachers of different subject disciplines get ready and utilize their subject specific strategies on time-on-tasks differently. However, the teachers of all core subjects were not found to utilize their time in making contact with the parents and collecting and using instructional materials and using different evaluation tools.

Perception and practices of teachers towards teaching

1. The assigned tasks of school supervisors for providing model teaching in the classrooms, support and advice to the teachers as well as the monitoring and follow up of the effect of TPD trainings have not been so effectively performed in the assigned schools.
2. The teachers have both positive as well as negative perceptions toward teaching profession. Those who have positive perception believe that they can bring change in young people's lives, set model through their expertise and behaviors, but those who have negative perception believe that they are over loaded, they have to work with insufficient materials, their performances are not evaluated fairly and they have to face less interactive culture in schools.
3. The female teachers take this profession as a challenge and are much more sincere than their male counter parts, but they believe that this profession is suitable for them

because they can enjoy long vacation, utilize their time for the family member as well as for household affairs.

4. The teachers of rural areas have felt that they have been neglected by the supervisors and RPs because they have not been getting support from them in need.
5. Teachers of different subjects have different perceptions in terms of their own subjective feeling toward their own subjects teaching for example. English teachers feel that English is the medium of international communication, whereas the mathematics teachers believe that math is inevitable for human life.

The areas of support for teachers

1. The teachers have not been supported in their initial years of teaching because of the lack of formal provision of teacher induction and mentoring by the subject specific mentors.
2. TPD program has been one of the supportive training programs but it has not become as effective as it was expected.
3. The supervisors and RPs have not been so effective supporters for the teachers' professional development in comparison to their administrative roles.
4. The head teachers' role deserves high significance to create the collaborative, collegial and purposive culture in schools and keeping the teachers on their time-on-task, but teachers have not felt so up to now.

Nontraditional measures to ensure teachers to keep on time-on-tasks and inculcating positive attitude to their assigned tasks

1. The current TPD approach to demand collection of trainees is still inadequate because the trainee teachers either cannot write all of them or the process of forming modules cannot capture them all.
2. The concept of teaching portfolio as well as its use has not been realized as a useful means and introduced in the teaching learning process and the teacher professional development yet.

Recommendations

On the basis of major findings of this study, the following recommendations have been suggested for the development of positive perception towards teachers' assigned tasks and better utilization of their time-on-tasks.

Policy level

1. Many teachers run different institutions for extra income in the morning as well as evening times. They cannot give enough time for making instructional planning, collecting, making and using instructional materials in the class, reflecting their own

actions and beliefs, etc. So the government should form the policy and implement them strictly for making sure that teachers are working in their own institutions only. For this, more facilities for the teachers should be increased.

2. The authority must be able to ensure that the teachers can use their leaves as the facilities given to them, not as the prerogatives to be used.
3. The assigned tasks for the school supervisors and resource persons also include providing model classroom teaching and supporting the teachers in their classroom teaching and professional development along with their monitoring and supervising tasks. So, they must be made accountable to perform these tasks specifying their clear roles and responsibilities and implementing them strictly.
4. As the female teachers perceive teaching profession as a challenge for them and become much more sincere than their male counterparts, their genuineness must be encouraged to come to the teaching field by bringing some inspiring program for the ladies.
5. The initial years of teaching profession are very crucial to get familiar with the school culture, use their received knowledge through teacher preparation courses and strengthen their knowledge, skills as well as their attitude. So, there must be the formal provision of teacher induction assigning subject specific mentors to advise and support the newly appointed teachers so that the seniors as well as the novice teachers can develop the collaborative culture in the schools and their professional development starts with collegial relations in their workplace.
6. The current TPD program has become one of the supportive and persuasive one but it has not come out of the exception of the traditional prescriptive, top-down and context free approach to teacher training because the training is arranged by the education authority forming the content and delivery process and managing the instructors for the training. The process of demand collection through getting the prospective trainees to fill up the forms is still inadequate. If the genuine needs, expectations as well as the demands of the trainees are to be collected, they must be talked to informally, their stories must be heard, their classes must be observed and their teaching portfolios must be analyzed. For this to happen, the local resources like the senior teachers of the same subject area should be utilized sincerely, honestly and respectfully.
7. The supervisors or the resource persons should be given only one role, either supervisory role or the administrative role if they are to be made supportive for the teaching learning process.

Immediate actions

1. Teachers must have positive attitude to the teaching profession so that they can give adequate time for collecting and forming instructional materials, making instructional

plans, students' counseling, interacting with their own colleagues, parents and the administrators along with taking part in professional development activities and self-reflection. So the government should emphasize on developing positive perception towards teaching profession in teachers.

2. Since the teachers of rural areas were seen going to the classrooms a bit late and stay less time there, it is because of the weak monitoring and the less awareness in other stakeholders. So, the supervision and monitoring should be effective on the one hand and the awareness raising program for the other stakeholder must be lunched on the part of DEOs.
3. Since the different subject disciplines have their own nature and difficulty level for both teachers as well as the students, teachers need to get ready differently. Their subject teaching will not be so effective unless they keep close contact with the students' parents and using appropriate instructional materials as well as the close monitoring of their students' learning process. The schools should create the conducive environment for them.
4. Since the head teachers are the academic leaders and deserve crucial roles to create the collaborative, collegial and purposive learning culture in the schools, they must be made more responsible, accountable and trained as per need of the twenty-first century. They must not be appointed on the basis of political sharing and the personal request and contact with the school supervisors, SMC chairs or the DEOs. They must be appointed on the basis of their competence, attitude toward the school development and academic orientation and give some power and support for this initiation.
5. In the present situation, the importance of teaching portfolio has not been realized yet in the teaching learning process as well as in the teacher professional learning. It is one of the means of recording various evidences of teachers' work performances and their future expectations. It can include the analysis of the syllabuses the teachers teach, the received or given feedbacks after the classroom observation of the colleagues, the reports of action research, cases analysis, daily diaries, lesson plans, reflection, etc. So, in the school system there must be the provision of keeping teaching portfolio so that the teachers can show their evidence of their progress in the work. It can also be one of the reliable means of self-reflection as well as need analysis of the teachers.
6. Guardians should be informed about the importance of their presence in the schools time and again so that their presence can bring change in the performance of their children and the teachers' regular attendance. So, the school should motivate parents for their regular school visits.
7. Government, political parties and all other stakeholders of education should be fully committed to make the schools as the peace zones.
8. The absenteeism of teachers can be avoided with

- The implementation of set code of conduct for all stakeholders strictly
- Activation of alternative provision of substitute teachers at the time of sending teachers for trainings
- Implementation of rules of taking leaves only with the advanced approval
- the provision of rewards for the less absent teachers
- no allow for teachers to go anywhere without any reasonable work taking leave on duty
- the development of the culture of continuous reflection

Long term Plan

This is one of the very interesting, essential and useful areas of the study. This area has covered a wide scope of the research including time-on-tasks and their allocation of the functions of the teachers of different categories in terms of their professional dedication, sex, topography and the subjects they teach and the analysis of the teachers' perceptions and practices towards teaching profession.

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A Study on Achievements and Effectiveness of Higher Secondary Schools Enhancement Program (HSSEP) Under the Second Higher Education Project [SHEP]

2070-71

A Study on Achievements and Effectiveness of Higher Secondary Schools Enhancement Program (HSSEP) Under the Second Higher Education Project [SHEP]

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Acronyms/Abbreviations

BS	-	Bikram Sambat (Nepali Year)
CTF	-	Career Training Foundation
DDC	-	District Development Committee
DEO	-	District Education Officer
DOE	-	Department of Education
EFA	-	Education For All
EMIS	-	Education Management and Information System
EOP	-	End of Project
FGD	-	Focused Group Discussion
FY	-	Fiscal Year
GER	-	Gross Enrollment Rate
GoN	-	Government of Nepal
HEP	-	Higher Education Project
HEP-I	-	First Higher Education Project
HSE	-	Higher Secondary Education
HSEB	-	Higher Secondary Education Board
HSSs	-	Higher Secondary Schools
MOES	-	Ministry of Education and Sport
NCED	-	National Center for Education Development
NER	-	Net Enrollment Rate
NLSS	-	Nepal Living Standard Survey
NPC	-	National Planning Commission
NRs.	-	Nepali Rupees (local currency)
OMR	-	Optical Mark Reader
PAD	-	Project Appraisal Document
PCL	-	Proficiency Certificate Level
PCL	-	Proficiency Certificate Level
PTA	-	Parent-Teacher Association
SHEP	-	Second Higher Education Project
SLC	-	School Leaving Certificate
SMC	-	School Management Committee
SSRP	-	School Sector Reform Plan
ToR	-	Term of Reference
TU	-	Tribhuvan University
TYIP	-	Three Years Interim Plan
US $	-	United States Dollar (US currency)
VDC	-	Village Development Committee

Background

In Nepal, the education system comprises primary education (grades 1-5), lower secondary education (grades 6-8), secondary education (grades 9-10), higher secondary education (grades 11-12) and higher education. The Department of Education (DOE) under the Ministry of Education (MOES) is responsible for primary, lower secondary, secondary level. However, at present SSRP (2009-2015) proposes education structures as basic (1-8) and secondary as (9-12) and it has been gradually coming under the responsibility of DOE. Till now, the HSEB is responsible for higher secondary education and universities are responsible for higher education. Before the establishment of the Higher Secondary Education Board (HSEB) in 1989, universities of Nepal run Proficiency Certificate Level (PCL) program which was equivalent to the higher secondary level. The higher secondary education was introduced with a view to phase-out PCL from the universities. The Education Commission Report 1992, realizes the importance of higher secondary education. Restructuring of education is not a new phenomenon for Nepal but it is a globalization process. Now, Nepal is in implementation transition of full restructuring process of school education system.

After the establishment of HSEB, the government prescribed higher secondary curriculum and formed an examination board for administering higher secondary examinations. Community schools (then public schools), private schools, and campuses started higher secondary schools/programs by raising the required capital on their own (mostly community contributions in the case of community schools). Recurrent costs of the programs were met through fees and community contributions (in the case of community schools and community campuses).

Since the last seven years, the government has been providing grants for teachers to community higher secondary schools. But, the grant covers only for limited teachers. To date the government has not established any higher secondary school and has not supplied teachers to higher secondary schools. The HSEB provides affiliation on the demand of community under the criteria meet (HSEB Regulation, 2052 BS). The main functions of HSEB is to formulate policy for affiliated HSSs, accept the curriculum and books, conduct examination, provide certificate, accept the teachers quota (*Darbandi*), management of human resources and regulate the affiliated HSSs (HSEB Regulation, 2052:170). However, the board does not provide the budget for the infrastructure development for the higher secondary education. The infrastructure of higher secondary schools and teachers salaries (except two teachers salary in each HSS) has been managing by community themselves.

The quantitative progress report on students' enrollment shows satisfactory status of the higher secondary education but why only 10.4% of the total eligible students were enrolled in the higher secondary level education? How the project contributed to the entitled indicators regarding higher secondary education including science program schools? This study was done to investigate the achievements and effectiveness of the

grant support to community HSSs for enhancing higher secondary education under the Second Higher Education Project (SHEP).

In education sector in Nepal to phase out the PCL from universities and strengthen the higher education has been one of the major initiatives of donor agencies like World Bank. Consequently, Nepal has already completed First Higher Education Project (1994-2001). The objectives of the Second Higher Education Project (2007-2014) for Nepal are to: (a) enhanced quality, efficiency and relevance of higher education through a set of systemic reforms, and incentives to selected institutions; and (b) improved access for academically qualified students from disadvantaged groups in (i) higher education and (ii) higher secondary education.

The SHEP has been implementing from July, 2007 to January, 2014 for improving the overall quality of higher education and access of disadvantaged groups of Nepal. The component (1) was designed to improve quality and market relevance of higher education by providing incentives for reforms and performance. Component (2) was designed to improve access to higher education for under-privileged groups including girls, *Dalits* and disadvantaged *Janajati*. Component (3) was designed to improve access to higher secondary education to rural students and quality of education by supporting community higher secondary schools (not-for-profit schools). Component (4) aimed at improving the capacity of the University Grants Commission and Ministry of Education and Sports to facilitate development of the higher education sector.

This study focused on the component (3) which has been implemented by the Department Education (DOE) and Higher Secondary Education Board (HSEB). This component is designed to improve access to higher education for rural students by increasing their access to higher secondary education, and assisting Community Higher Secondary Schools to expand enrollment and improve the quality of education (PAD, 2007). For this aim the schools received three kinds of Grants as:

Basic Grant: This grant is provided at the rate of Rs. 10,000 (around US$ 135) per graduate to all schools meeting basic accountability requirements to upgrade physical facilities and teachers. The amount of basic grants that a school would have considered an eligible to receive proportional to the total number of graduates it has produced since its establishment to the project effectiveness date.

Matching Grant: All schools meeting the basic accountability requirements is also eligible for receiving matching grants on average at the ratio of 1:2 (one unit of community contribution to be matched by two units from the project). For ensuring equity the matching grants, ratio would be different by districts based on their HDI.

Performance Grants: Schools that have good performance track record and a reasonable level of enrolment is an eligibility criteria for performance grants subject to meeting the minimum requirements. The end project targeted number of community HSSs to provide performance grant was up to 200 and that are selected on the competitive basis.

Under the HSEP, total 944 HSSs received the grants, i.e. (i) basic grants, and several rounds (ii) performance grants and (iii) matching grants during the project period (DOE, 2014). A special provision and emphasis was given to redirect higher education in science and technology oriented education and expand accesses to science stream for the rural students. Initially the project was aim to provide support to 200 HSSs as a performance grant including to open and improve access to science education.

Purpose of the Study

Overall objective of this study was to assess the effectiveness and achievement of Higher Secondary Education Project implemented by DOE. Specific objectives of the study given in the ToR were:

1) to review the schemes of basic grants, performance grants, and matching grants provisions, in terms of the modality and procedures listing the successes, issues and challenges of managing the provisions.
2) to assess the utilization and management of performance grants and matching grants (strategic planning, procurement planning, and implementation)
3) to access the impact of the performance grants in promoting the concept of performance accountability and progress monitoring
4) to assess the impact of matching grants in terms of resources mobilization and participation of the stakeholders in institutional reform and development and
5) to assess the system capacity development in MOE/DOE as well in the participating institutions to monitor the performance progresses.

Methodology

This study was based on quantitative and qualitative inquiry approach. By looking at nature of the project and objective of the study, this study was carried out using descriptive cum analytical research methods.

Sample, Sample Size and Sampling

The research team defined, developed and determined the methodology. The team defined sample size (No. of HSSs and districts) in the consultation with the DOE team. As per mutual understanding and consensus between the research team and the DOE representatives/team, total 10 community HSSs were purposively selected from 5 districts of 4 development regions including Kathmandu valley for collecting data in such a way that schools represented both rural and urban, as we as all three ecological belts – Mountain, Hill and Terai and both science and non-science stream. Because of time and resource constraints, this sample size was selected and required data were collected and analyzed. The detail of the sampling of schools region and district wise is given in the table below.

Region-wise Sample Schools and Selected Districts.

Development Region	With Science	Non Science	Rural	Urban	Total	Remark
Eastern	Dhankuta District					
	2	-	1	1	2	
Central	Sindhupalchok District					
	2	-	1	1	2	
Western	Kaski District					
	1	1	1	1	2	
Mid Western	Banke District					
	1	1	1	1	2	
Kathmandu Valley	Lalitpur District					
	2	-	1	1	2	
Total	**8**	**2**	**5**	**5**	**10**	

Findings

- The project (grant support) has been contributing to fulfill the GoN's resource gap for infrastructure development of the community HSSs.
- With increasing number of community HSSs, the number of grants (all basic, matching & performance) recipient community HSSs is also increasing significantly. Target of grants providing by the project has already been exceeded. For instant, achievement of students enrollment in the higher secondary level has already been exceeded the project target by 67 percent of mid-term revised.
- By the end of the project 2013/14, total number of grants recipient community HSSs are 576 for basic grant, 592 for matching grant, 362 for performance grant and 944 the total schools. Compared to EOP target of the project to receive basic and matching grant, the achievement was exceeded the target by 101%. Similarly, the achievement related to performance grants for science program has been exceeded the mid-term revised target by 45% which was highly emphasized area in the component after mid-term review (for improving access to science education in higher education for the students of rural marginalized communities).
- Among the 10 selected schools, one HSS (i.e. Krishnaratna Ganga HSS of Chautara, Sindhupalchok) received the maximum limit of total grants, i.e. NRs. 4,000,000. There are few cases of receiving maximum ceiling of the grants.
- Out of 10 sample community HSSs, 8 HSSs received science grant and science program is running in these HSSs. 4 HSSs received performance grants only (not other basic and matching grants) and i.e. for science program. However, remaining 2 HSSs received grants for other purpose/programs, and remaining 4 HSSs received

grants for both science and other programs.

- The total basic grant received by a HSS ranges from Rs. 208,000 to Rs. 1,000,000. Similarly, total received matching and performance grant by a HSS ranged Rs. 635,413 – 910,145 and Rs. 1,300,000 - 2,362,205 respectively. The average amounts of all grants received by the sample HSSs are higher than that of national average (approximately 24% higher the basic grant, 3% higher the matching grant and 17% higher the performance grant. Proportion of performance grant received by the sample schools is the highest - i.e. 63 percent of all total grants. It happened due to priority given to science program by the project.
- The project gave priority to provide Performance grant for science stream since the Fiscal Year 2066/67 to improve access to higher secondary education in science and technology for the community students especially the marginalized communities who do not have access to get their education from the institutional HSSs.
- Amount of received performance grants and for science programs is higher than that of other grants like basic and matching grants.
- This grant support contributed to improve access to higher secondary education in science and technology. Total 273 students are enrolled in grade 11 of 8 sample HSSs in 2013/14 however there was only 13 of students in grade 11 of one HSS (out of 10 sampled HSSs science program was running only one HSS). Out of total 273 science students of 8 sample HSSs, 39% girls, 9% *Dalits*, 38% *Janajati* and 6% *Madhesi* students got enrolled in grade 11 under science program.
- Lack of public awareness regarding grants support to the HSSs, their contribution/role and importance of the grants and higher secondary education for them, quality of all programs particularly 'science program'. Due to this, on one hand, some students migrated to the big cities/towns (and the in institutional HSSs) for +2 science program although this program is served from this HSSs. On the other hand, there is difficult to run this program in community HSSs of the rural areas due to limited number of the students.
- Almost grant recipient HSSs utilized the grants mostly for physical development of the schools. It was found that either they used the grant for constructing new building or upgrading existing buildings (e.g. add stories, rooms) or purchasing furniture, and then, they spent the grants for science laboratory (establishing or upgrading) and library/resource center.
- The contribution of the community for the development of the higher secondary education is increasing (either may it in-kind or resource or both).
- EMIS by Higher Secondary Education Board have done notable progress in school mapping, and examination system strengthening.

- There is coordination between HSEB and DOE for the implementation of the project but it was not found so effective and constant at all time as expected and required.
- System capacity of the DOE and HSEB has been strengthened for implementation of the program, performance/progress monitoring of the grants management and utilization and EMIS.
- Monitoring role of the DEO is being improved. By the end of the project, DEO has monitored 812 schools out of 944 grants recipient community HSSs. However, till 2010, DOE monitored only 89 schools (Aide Memoire, 2011). Field survey shows that monitoring is done mostly of the physical development related activities (very limited of other activities like lab establishment and operation). In other words, it is not so effective in all areas related to the grant management and utilization.
- Total 1,800 higher secondary level teacher have been trained from this project but the field survey of this study shows that limited beneficiary HSSs have used performance grant for teachers' training (capacity building).
- The project provided science program support to the 228 community HSSs. Even, science lab was established and upgraded/improved but any training was not provided to the concerned science teachers and lab technicians who are also responsible for facilitating the students.
- Physical facilities have increased and improved due to improved physical infrastructure, furniture, lab, libraries, education/teaching materials. In addition to that, scholarship also motivated the students for studying higher secondary education from the community HSSs.
- Sample HSSs have their plan for development and improvement of the whole school as an institution but there is lack of effective implementation. So that the issue of sustaining the +2 program especially the science program raises.
- The sample HSSs have received grants/donations /supports from different stakeholders (individuals, VDCs, DDC, bilateral and multilateral donor agencies) and community particularly for their physical development of the HSSs.
- Community's contribution has been significantly increasing for enhancing capacity and sustaining their community HSSs. It is one of the good indications of sustainability of the community HSSs and contributing to the development of higher secondary education of Nepal.
- Both access and achievement (enrollment and pass out) of science students are being increased significantly along with increasing numbers of community HSSs with science program.
- Quality of education and performance of teachers are increasing gradually due to support of this project.

- Due to developed infrastructure and accessibility, trend of study science program is increasing in community HSSs but due to lack of motivation and assurance of quality still there are is limited students in many HSSs of the rural areas.

Conclusion

The higher secondary education enhancement component of the SHEP 2007- 2014 was found very successful in terms of achievement of its project targets i.e. student enrollment, grants disbursement to the community HSSs and physical infrastructure development in these schools. Similarly, the project (component-3) has developed an important milestone especially in physical capacity of the community HSSs and improves the access to higher secondary education in general and science and technology education in particular for the students of the rural communities mainly the poor and marginalized groups. The grant support has become one of the effective ways to increase the role and contribution of the community in higher education and mobilizing the local as well as external resources for the higher secondary education development. Improvement of access, academic achievement, quality of education, performance of the teachers, enhanced capacity of the DOE and HSEB are some major impacts of the grant support. Coordination between DOE and HSEB, and monitoring role of the DOE is still needed to improve in term of frequency and coverage (activities) to ensure better achievement and further positive impacts in development and improvement of the community HSSs.

Recommendations

Program/Project Level Recommendations

- For integration of grade 9-12 as the secondary level, physical infrastructures including educational infrastructure like lab & library are prerequisites but not sufficient. While selecting the HSSs for grants, it should focus not only in performance basis but also in need-based of the HSSs – particularly of the community HSSs of the rural areas.
- With increased grant amount, the grant support (project) should be continued to support the other HSSs and it should provided based on specific/contextual need and requirement and with balanced development to all sectors – physical infrastructure, educational infrastructure, educational and academic development, teachers' enhancement and incentives, school management.
- Further funding support needs to be continued for sustainability of the science program in community HSSs – particularly focus to ensure its quality, scholarship/financing to the poor and marginalized students and job security and development of the science program teachers.
- For achieving greater outcomes and further positive impacts, there should be increased frequency of monitoring in all areas of grants management and utilization and its performance/ progress – not only limit to the physical infrastructure development part but also utilization of performance grant/teachers' capacity development.

- There should be effective and constant coordination between DOE and HSEB in all times for effective implementation of the project.
- Based on the internal and external monitoring and evaluation findings, further grants supports (based on the schools' specific needs) should be provide the needy community HSSs.
- There should be reformed a participatory monitoring committee comprising DEO, Resource person, principals, SMC & PTA representatives for regular monitoring of the utilization of the grants.
- The project should include a component related to learning sharing among the beneficiary HSSs through interaction, annual sharing meeting, exposure visit, teachers exchange.

Policy Recommendations

The GoN should make a policy for providing funds/grants for enhancement of the higher secondary education with special focus to those community higher secondary schools of the rural area that are still unable to meet the criteria to get grants from this project.

- The GoN should make a policy for development and sustainability of the science program in the rural level community HSSs by targeting to the needy students and providing sufficient grants to be ensured physical and educational infrastructure, affordable quality education and capacity enhancement with job guarantee and incentives for the teachers.

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Identifying strategies and targeted interventions for implementing Free and Compulsory Basic Education (FCBE)

2070-71

Identifying strategies and targeted interventions for implementing Free and Compulsory Basic Education (FCBE) 2070-71

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Abbreviations

BPEP	Basic Primary Education Project
CBOs	Community Based Organizations
CERID	Research Center for Educational Innovation and Development
CTEVT	Centre for Technical Education and Vocational Training
DDC	District Development Committee
DANIDA	Danish International Development Agency
DEO	District Education Office/r
DOE	Department of Education
ECD	Early Childhood Development
EFA	Education for All
FCBE	Free and Compulsory Basic Education
FGD	Focus Group Discussion
HT	Head Teacher
MDGs	Millennium Development Goals
MOE	Ministry of Education
NET	Net Enrollment Rate
I/NGO	International /Non Government Organization
NPC	National Planning Commission
PRSP	Poverty Reduction Strategy Paper
PTA	Parent- Teacher Association
SIP	School Improvement Plan
SMC	School Management Committee
SSRP	School Sector Reform Program/Plan
TEVT	Technical Education and Vocational Training
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan

Background

The first education commission report of 1956 recommended providing free and compulsory primary education to children. Following the Jomtein global summit on education for all in 1990, education for all (EFA) became an international campaign for ensuring the rights of children to universal primary education in all countries including Nepal.

Provisions for access to free and compulsory basic education in the Constitutions of many countries are indicative of its importance as a right of each citizen (UNESCO, 2007). Embracing this spirit, Nepal has implemented EFA Plan of Action (2001-2015) by launching different programs to bring all the children to school irrespective of their culture, language, ethnicity, geography, gender, and economy. In different names, free and compulsory education was already in practice in Nepal prior to the introduction of the EFA Plan of Action (2001-2015). After the promulgation of the Interim Constitution of Nepal in 2007, FCBE has been recognized as a fundamental right for the first time. Following this, School Sector Reform Program (2009-2015) has made provisions for its implementation in a phased manner. The government of Nepal has been implementing FCBE in different districts with a plan to declare more schools to have FCBE in near future. The study is an attempt to identify appropriate strategies and targeted interventions for implementing FCBE in an effective way.

Objectives

The overall objective of the studywasto identify the strategies for effective implementation of FCBE in Nepal. However, the following specific objectives guided the study:

- To analyze comprehensively and critically the reasons behind (in)effective implementation of FCBE policy in the past.
- Assess the current status of VDCs and municipalities that have declared free and compulsory education.
- Analyze gaps between the existing programs and policies and emerging practices in the community.
- Articulate basic conditions required for effective implementation of FCBE.
- Develop strategies for effective implementation of FCBE in the country

Methods and tools

A set of tools were constructed in tune to the spirit of the objectives in order to gather required information for the study. The tools were discussed thoroughly with DoE. Interview guidelines for the representatives of DDC, Municipalities, DEO/SS at the district level, and HT/teacher, RP, VEC, VDC and students at the local level, focus group discussion guidelines (FGD) for SMC/PTA and school survey form were developed as

the tools for collecting information to assess the overall situation of schools regarding the implementation of the FCBE program. These research tools were first piloted in Kaski and were modified based on field feedback. The study applied both the qualitative and quantitative methods for generating as well as analyzing the data with their interpretation. However, the study employed more qualitative techniques than quantitative methods to collect the data, analyze and interpret them. The participants of the study were 3 DEO representatives, 3 Municipality representatives, 3 DDC representatives, 3VEC representatives, 6 HTs, 14 teachers, and 6 students, all together 38 participants. In total, 6 FGDs were conducted for SMC/PTA members and the number of participants ranged from 6 to 8 in each FGD. The data were compiled, tabled and organized under specific themes for their meaningful interpretation. The draft report was shared with education officials at central level and inputs were incorporated in the final report. The major findings of the study are derived as follows:

Existing status of FCBE: Findings

- **T**he government has been providing equitable access to education for all children in the name of EFA without any discrimination. If it is so, why should we have another program like FCBE to express the same purpose remains as a questionable issue among the stakeholders?
- School conducts household survey in the VDC in school catchment area by mobilizing SMCs, PTA, parents and child clubs to collect information on out of school children and school going children in order to make a joint plan to bring all children into school and retain them. This information is presented in the joint meeting of VDC, VEC, SMC, PTA and other local stakeholders as per the spirit of SIP. It is upon the completion of this task they request VDC and DEO for their monitoring and verification. The DEO then declares the school as FCBE school.
- The schools that make a survey of school-age children and out of school children in the catchment area automatically become a member of the VEC. The VEC is formed comprising 11 members under the chairperson of VDC secretary. With the facilitation of VDC/VEC, a joint team is formed representing HTs, SMCs, PTAs and other education stakeholders to declare FCBE in their VDC.
- Some local initiatives for effective implementation of FCBE are noticed. For instance, in Kaski, VDC provides incentives of Rs 30,000 for secondary, 20,000 for lower secondary, 10,000 for primary school for declaring their school as FCBE School. In Surkhet, VEC and VDC are active to support parents of marginalized children and school infrastructure development by creating a revolving fund at VDC level.
- Monitoring and follow up mechanism for FCBE are found to be rather weak as no such mechanism exists to implement FCBE effectively. The educational authority rarely visits schools and discusses the implementation of the FCBE program. Ironically, even the members of SMC have not heard about FCBE program though

their school has already been declared as the FCBE School.

- A separate policy is deemed essential to retain the street children and children with disability in the school once they are enrolled. Soon after they are brought to school and enrolled, they immediately drop out from the schools because of poor family support, lack of caretaker at home and non-residential nature of all government schools.
- The amount of scholarship for a year is found to be too little (NPR 400) to attract the students to school and continue their school education. If their "parents involve them as a labor outside the school, they will earn NPR 600 per day" and this undermines the value of scholarship and schooling to children.
- One school in Kaski brought 24 out of school children to school with a provision of NRs. 100 per month as incentive to retain them at school. But they could not continue paying this amount after six months and consequently, they dropped from the school. Thus government should revisit its policy and make some special policy measures targeting the hard-core group of children for their schooling and education

Reasons for failure of FCBE in the past

- FCBE program in the past was little translated into action, for example tuition fee was announced free but other charges were taken indirectly under different titles and names such as library, furniture, and examination fee. Therefore, ECBE could not take the desired shape.
- Inadequate scholarship was provided to all kinds of children at schools as per the fixed quotas but it could not reach the real needy and targeted children from minority and disadvantaged community. The present scholarship provisions of government have not fully endorsed the rights and needs of vulnerable and disadvantaged children.
- Limited rights and authority to schools and local communities had been devolved (7th amendment to Educational Act, 2007) but the schools and local communities had little realized such rights and authorities resulting in the weakness of the program at local level.
- Like today, there were no effective community organizations, income generation groups, women empowerment group, concept of community forest and involvement of NGOs to support the schools and out of school children for their enrolment and retention in schools.

Recommendations

Major targeted interventions for the FCBE program

- Introduce FCBE as a supplementary program to Education for all program (EFA). The EFA (2001-2015) program may not guarantee to bring out of school children

from vulnerable, marginalized and disadvantaged community to school. The blanket approach of EFA may not assess the needs and problems of the children from vulnerable, marginalized and disadvantaged community.

- Developing a meaningful coordination and feedback mechanism among the DDC, VDC, VEC, Schools, and representatives from local community is important for the implementation of FCBE at local level. The coordination will work for meaningful implementation of FCBE taking feedback from the regular discussion with its stakeholders in terms of developing revolving fund, energizing the local community groups, income generation groups, women empowerment group, community forest groups, and NGOs for their meaningful support to implement FCBE at local level. The focus of the program should be on reaching the school age children and out of school children as well as typical support to the needed children from more marginalized and vulnerable communities.
- To direct the FCBE program to a desired direction, a regular awareness program for the community people should be arranged by VDC, schools and VEC. The program for people and community has double benefits: awakening of the community and people for continuing their children's education on one side, and encouraging them to take part in school activities and collecting resources for retention of their children in schools, on the other.
- A revolving fund is one of the strategic measures to sustain the program for needy children and improvement of child friendly school. Fund is to be generated through certain amount provided by DDC, DEO, and other district level agencies as local donors, CBOs, NGOs and the local taxes including resource of VDC. A formal joint team should be formed for this purpose from the representatives of all local stakeholders at VDC level. The fund created at municipalities and urban areas should be a means for adequate support to the street children and children from laborer parents in order to enroll and retain them for at least up to secondary level. The same type of fund at rural area can work as a foundation for retaining the more needy children from minority, disadvantaged and marginalized communities. More importantly, the volume of the fund should be increased over the years.
- It is desirable to manage teacher's quota for ECD teachers with extra facilities. Provide overall responsibility to ECD teachers to find out the out of school children from the catchment and pocket area. The authority given to identify and bring out of school children to school to ECD teachers can enhance effective implementation of FCBE. School child clubs in this connection are instrumental for bringing their peers to schools and monitoring their retention.
- I/NGOs and CBOs should be utilized to support the marginalized family for their children's education. Specifically, such support should be focused on income generation program for the parents so that they could easily send their children to

school as they do not engage their children outside for supporting the family. If possible, they are to be encouraged to support the day meal program of schools only for the needy children.

Basic conditions and strategies for implementing FCBE

- FCBE has to be free and compulsory in true sense of the term for the disadvantaged children and it should not be equated with the idea of EFA, a blanket approach, which may not do justice to marginalized and disadvantaged children. So, focus should be paid on the disadvantaged children only rather than on all who could afford the day meal and have capacity to pay for stationery. FCBE should be for more vulnerable and disadvantaged children who are unable to continue their study in the school just because of scholarship. They require continuous support that enables them to complete at least school level education within the defined timeframe.

Key strategies for implementing FCBE

- Develop specific approach rather than Blanket approach for FCBE implementation
- Implement meaningful scholarship for vulnerable community children
- Carry out the policy of revolving fund for out-of school poor children
- Support residential facilities including meal for vulnerable children
- Conduct awareness activities in the school catchment area
- Develop Community Education Management Information System (CEMIS)
- Link FCBE with Community Learning Centers (CLCs)
- Mobilize Resource Persons for effective implementation of FCBE
- Teacher Management is vital solution for FCBE
- Seek the Role of ECD teacher in children's enrollment
- Promote Citizen Ward Consciousness Forum
- Revisit FCBE Policy in terms of Education Act
- Develop creative idea to generate Fund at local level for FCBE implementation

- Prior to declaring the FCBE program in a school, it is deemed necessary to provide Community Education Management Information System (CEMIS) for recording and maintaining the educational status of the community in terms of number of school age children, out of school children, school development and enrollment capacity, people literacy rate etc. It is expected that the VEC is responsible for overall management of CEMIS and its office should be housed in VDC.

The role of RPs is expected to be very important to implement FCBE in VDC but in VEC, s/he is not the formal member. Considering this, s/he should be made a formal member of the committee for the effective implementation of the program.

- Mobile or home school teaching program for labor children, street children, severely physically handicapped and multiply disabled children at their territory will be a good idea if it is difficult to retain them in the school. I/NGOs and other development partners have to be called for supporting these street children and children from labor family because of their mobility and migration in the urban areas.

- The scholarship amount and other support should be sent to school directly through single-track system, i.e. either through DEO or VDC. This increases the responsibility of the local body and implementation of FCBE could take a smooth turn as well as a close relationship between local body and school and community can be developed.
- Revisit FCBE policy to include this into Education Act and Regulations making local VDC or municipality responsible for this with some seed money provision. This should be linked to a condition for getting any services from local government and community. To sustain the program, it is essential to focus on the resources that can be generated from the local community and reduce the increased dependency on government's support in the following years.
- Ensure each school has minimum enabling conditions as defined in SSRP and also develop quality standards for each grade and level of education as a minimum parameter. Leadership of local government with community governance and management of school is a starting point for making school responsible toward this task.
- Age appropriate enrollment in grades should be a basis and nothing should be imposed on a child for being in school as a fee for enrollment, examination, transfer or any other purpose.
- Number and quality of teachers (make a balance to ensure school teacher ratio like 1:3 or class teacher ratio like 1:1, subject teacher ratio like 1:1 and student teacher ratio like 1:30) and appropriate annual training at school or resource center level should be ensured in each school. Monitoring the attendance of teachers by parents and students and performance of teachers should be linked with students learning achievement.
- Massive awareness on right to education and FCBE to children and parents is needed. This needs to include minimum conditions of each school and responsible agency. This also should include minimum learning standards for each grade/level, which can be observed and claimed by each parents like MCPM in local government bodies.
- Formation and authorization of school management committees to make it inclusive with child representative should be initiated to utilize central and local level resources as per the need of the children. Central or local government should start providing grant to school directly linking it with per child, per teacher and per school policy where both performance and inclusion of the school should be the guiding principle.
- Implement literacy as a campaign of students and teachers by linking it to school education and make provision for funding to income generation activities.

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Status of SLC dropouts and identifying ways to engaging students in co-curricular activities

2070-71

Status of SLC dropouts and identifying ways to engaging students in co-curricular activities

2070-71

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List of Abbreviations

DEO	District Education Officer
DOE	Department of Education
EFA	Education for All
NER	Net Enrollment Rates
NGO	Non-Governmental Organization
OCE	Office of the Controller of Examinations
PTA	Parent Teacher Association
SEB	Secondary Education Board
SEDP	Secondary Education Development Project
SMC	School Management Committee

Background

The School Leaving Certificate (SLC) examination have been major concern to the state, society, schools, parent and students as it is the gateway to the world of higher education. General public and government view the result of SLC as an indicator of performance of schools and quality of education. High rate of the SLC failing students from public schools shows poor quality of teaching-learning in school. Society considers SLC failures as incompetent, lazy and dull. This type of attitude gives many failed students anxiety and self-disappointment. What does a student do when he or she could not pass most important exam of their life? Those students who become failure in most of the subjects need to wait anxiously till the next year to re-take the SLC exam.

SLC drop out youth constitutes the major challenges as majority of them neither can continue their education not find appropriate jobs for themselves. It is imperative for government and civil society groups to ponder on the issues in time so that the problem does not escalate to another unrest or crisis in the country. In the other hand, Unemployment has been a challenging issue over the national economy and human development.

The period after SLC is a very traumatic phase in the life of youths. And for those who fail, the trauma is further exacerbated. They see their colleagues going ahead in pursuit of higher education. SLC failures are rarely sympathized by their families and society as they do not have knowledge and skills to do something productive work in family and society. Many of them do not like to do traditional farming and other jobs followed by their families. They prefer white-collar jobs, which they cannot find due to lack of SLC certificate.

Rational of the Study

Goal of this study is to dig out the status of SLC dropout students and identify the ways to engaging students in co-curricular activities. Most of the SLC failures were not being able to think about their future and the ways they have to engage. If parents and teachers could not guide them well, there will be high chance of deviation on engage in unproductive sector. So, it was very necessity to engage in some of productive sectors like vocational education, co-curricular activities as per their interest.

Objectives

The overall objective of this study is to assess the situation of students failing SLC examination and to recommend policy changes and institutional reforms that government and the private sector can look into.

The specific objectives of the study are to:

- Assess what students failing SLC in the last three years' examination are doing
- Examine what those failures would prefer to do further
- Examine what the schools that produced large percentage of failed students are

thinking and planning to do

- Explore what parents of the SLC fail students want to see happening in the career growth of their kids

Methodology

Descriptive cum exploratory type of study designs along with combination of qualitative and quantitative methods was employed in this study. The target population for this study was students who failed in the SLC in 2067, 2068 and 2069. The head-teachers, teachers, SMC members, parents of the public/community schools were also included in the study. Three districts from three ecological belts of Nepal were selected as sample for the study. Taplejung was selected from the mountain ecological belt and eastern region, Kathmandu from hill belt and central region and Rupandehi from Terai belt and western region. The sample size was 90 in which 30 respondents from each of three districts were selected purposively considering objectives of the study. Ten students, 10 parents and 10 school teachers including SMC members from each district were included in the study as sample. The required data for the study were collected from the respondents and documents using interview, group discussion, observation and document review.

Findings

- Most of the SLC dropouts failed in three subjects: English, Math, and Science. There are several reasons for high rate of SLC failures from public/community schools. School environment was not encouraging and support for the grade 10 students to be well prepared for the SLC exam. Most schools did not make additional efforts for improving performance of grade 10 students. A considerable number of school teachers reported to be involving many activities including party politics and social works. Some schools lack qualified and competent teachers to teach Science, Math, English and social studies. Students were not properly cared and engaged in teaching-learning activities by school.
- Most of SLC failure boys had no intention to appear the SLC more than two times. SLC failures living in periphery of industry and markets in Terai were found to be employed in factors and hotels. In Mountain belt, most of the students were gone abroad to work. Few of them were found to be engaged in co-curricular as career. Among them, two students were famous in eastern region for singing and football. Most of the students from Mountain belt were lingering with no any decision about career and engaged in some skill based training, mostly computer. In case of girls in all districts, they were continuing to attempt the SLC examination until their marriage. It means parents did not prevent them from attempting the SLC before marriage. In the gap of the result and examination, some of them had taken the skill based training.

- Most of the students, who are appearing the SLC, were taking the tuition and coaching classes for 1-2 months before the SLC. In Mountain belt, students were unfamiliar with any skill based training. In Terai belt, some boys and girls were engaged in skill based training. Most of the failures in Kathmandu had taken the computer training.
- All of the SLC failed students prefer to attempt the SLC for 1-2 times. Girls are seemed more liberal in continuing the SLC examination for another 3-4 years until marriage. The boys preference was mostly determined by socio-cultural and surrounding environment factors. Some of the students of Terai belt and Hill belt show interest in skill based training. None of the students prefer to engage in co-curricular activities as a career despite there were many co-curricular activities in the schools.
- Schools reported that they were planning to conduct the extra classes. They also intend to make regularity of the students. Schools are also planning to build up the teacher-students relationship. Some of the schools are planning to make the discipline in persuasive way. Most of the schools were thinking of initiating the Career Counseling class. One of the schools had a plan to call on the parent's meeting regularly. One of the schools from Mountain belt and one of Hill belt were operating TSLC. Another four schools also thinking about the operated the TSLC in near future.
- Parents were still stuck with traditional thought about SLC. They think that SLC is everything for the career. If not so happened, most of the parents think the skill based training as additional aspects of career growth. They want their children to engage in some skill based training and make it as career. Most of the parents had no idea about the career in co-curricular activities. Some parents of Hill belt and Terai belt had knowledge about good future of professional career in sport, music and vocational training but they did not want their children to follow these activities. The career in co-curricular activities could not give economic benefits as it takes long time for earning money.

Conclusion

- In case of boys, most of them had no intention to appear the SLC more than two times. After that, culture, surrounding environment had determined the intention and doing of students. In industrial area of Terai belt, most of the students are engaged in factory located nearby their village after dropout. In Mountain belt, most of the students go abroad to work. Only a few dropout students follow co-curricular as professional career of life. Among them, two students have been famous in eastern region for singing and football. Most of the failure students from Kathmandu valley were lingering with no any decision about career and engaged in some skill based training, mostly computer. In case of girls in all districts, they prepare to sit the SLC examination repeatedly until their marriage. It means parents do not prevent them from attempting the SLC before marriage. In the gap of duration between the result and examination, some students attend the skill based training.

- Most of the SLC failing students, who planning to appear the next SLC exam participated in coaching classes for one to two months before the SLC exam. Students from mountain belt are not familiar with any skill based training. In Terai belt, only a few boys and girls participate in the skill based training. Most of the students from Kathmand had taken the computer training.
- All of the SLC failed students prefer to attempt the SLC for 1-2 times. Girls are more likely to repeat the SLC examination for another 3-4 years until marriage. The preference of boys was mostly determined by socio-cultural and surrounding environment factors. Some of the students of Terai belt and Hill belt show interest in skill based training. None of the students prefer to make co-curricular activities as a career despite there were many co-curricular activities in the schools.
- Schools are planning to run the extra classes targeting grade 10 students. They also intend to promote the regular attendance of the students. Schools are also planning to build up the teacher-students relationship. Some of the schools are planning to make the discipline in persuasive way. Most of the school are interested to initiate the Career Counseling class. One of the schools has planned to call on the parent's meeting regularly. One of the school of Mountain belt and one of Hill belt were operating TSLC. Another four schools also thinking about the operated the TSLC in near future.
- Parents still think of traditional thought about SLC. They think that SLC is everything for the career. If not so happened, most of the parents think the skill based training as additional aspects of career growth. They want their children to engage in some skill based training and make it as career. Parents do not have any idea about the career in co-curricular activities. Some parents Kathmandu and Terai belt have some knowledge and information about the future career of their children but they did not want that their children to follow so. The career in co-curricular activities could not give economic benefits. It takes long time for earning money. Only a few boys and girls engaging in sports, music, dance and singing can earn sufficient money for the short period time if if they become famous among the people. Although most of the parents do not want their children leave the country for the work, a large number of young and youth go abroad in search of jobs and good earning due to lack of employment opportunity in the country.

Recommendation

Generic recommendations

- Teachers training, sufficient subject teachers, good management practices of schools, and quality teaching along with regular supervision of teachers' job performances by the concerned authorities to improve their job performances. should be adopted in all the school to improve the SLC results in all the schools.
- Liberal class promotion policy should be implemented in very practical way. The

necessity of 75 percent attendance is only for making accountable to students who are very vulnerable to understand this policy and its objectives. So, the teacher accountability model to this policy should be adopted for effectiveness of this policy.

- The teachers should be trained more in innovative and participatory teaching methods and procedures. The students can perform well if they are encouraged and motivated to learn and study in school and out of schools. So, all the teachers should be trained with such type of methodology. For this the infrastructure such as library, laboratory and other practical rooms is needed.
- The career counseling is not only for the failed students, but also for all students. The career counseling in the class will motivate the students to study more and more for better future in their interested subject. Ultimately, they will study hard and succeeded in SLC exam.
- The teachers-students relationship is more importance for the better results. So, schools should incorporate the compatible model to build-up the strong teacher-students relationship such as informal tours, picnic, informal interaction programme. This type of model build –up the informal relation and mitigate the fear of teacher and ultimately it enhances the learning capability.
- Schools should increase the class hours of the study. With coordinating different stakeholders, it should decrease the unnecessary holidays and vacation.

Way forward to School

- The school should identify the interests, aspiration and capabilities of the students from the early period and should counsel them in such a manner. By analyzing such interest of the students, school should give such environment to groom their ability in their interested subjects.
- The school should increase the co-curricular activities as much as possible. The schools should inform the students about the scope of co-curricular activities as career from the very beginning.
- The school should contact SLC failures, manage coaching classes for them and provide counseling on vocational skills and co-curricular activities as professional career.

The ways forward to Government

- The government should explore and analyse labour market for SLC dropout students and make a link with relevant institute for vocational skill training and co-curricular activities, and creating opportunities for their employment. Institutional arrangement to provide the training to such dropout students should set up as per requirement in concerned districts. For this database Inventory on job related information needs to be arranged in sustainable way.

- This content of this research is very important in context of track the SLC failure student to the way of productive sector. This small scale study has brought key issues and revealed a glimpses of the status of SLC failure and their engagement .This research and its sample size is very small and cannot be generalized the findings and conclusions in the whole context of our country. So, intensive national level study with adequate sampling size need to be carried out urgently by the Department of Education in order to dig out hidden issues and assess current situation of the SLC failures.

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Analyzing Educational Status of Children with Disability and Identifying Critical Intervention to Promote Their Enrollment, Retention and Success in Schools

2070/71

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Acronyms and Abbreviations

AC	:	Assessment Centre
ACMC	:	Assessment Center Management Committee
approx.	:	Approximately
BPEP	:	Basic and Primary Education Project
CAS	:	Continuous Assessment System
CBOs	:	Community Based Organizations
CBS	:	Central Bureau of Statistics
CDC	:	Curriculum Development Centre
CERID	:	Center for Educational Innovation and Development
CRPD	:	Convention on the Right of Person with Disability
CWD	:	Children with Disability
DDC	:	District Development Committee
DEO	:	District Education Office
DoE	:	Department of Education
e.g.	:	for example
EFA	:	Education for All
etc.	:	Etcetera
GoN	:	Government of Nepal
HRW	:	Human Right Watch
HSS	:	Higher Secondary School
i.e.	:	That is
ibid	:	Already stated
IE	:	Inclusive Education
IMC	:	Incentive Management Committee
INGOs	:	International Non-Government Offices
MDGs	:	Millennium Development Goals
MoE	:	Minister of Education
MTR	:	Mid-term Review

NCED	:	National Center for Educational Development
NFEC	:	Non-Formal Education Center
NGO	:	National Government Organization
No.	:	Number
NPA	:	National Plan of Action
NPC	:	National Planning Commission
NPPAD	:	National Policy and Plan of Action on Disability
SEDP	:	Secondary Education Development Project
SESP	:	Secondary Education Support Program
SIP	:	School Improvement Plan
SMC	:	School Management Committee
SN.	:	Serial Number
SSRP	:	School Sector Reform Program
STR	:	Student Teacher Ratio
TEP	:	Teacher Education Project
TOR	:	Terms of Reference
UN	:	United Nation
UNESCO	:	United Nation Educational Scientific and Cultural Organization
UNICEF	:	United Nations International Children's Emergency Fund
VDC	:	Village Development Committee
WHO	:	World Health Organization

Background

There are 120 to 150 million children with disabilities under the age of 18 worldwide. UNESCO estimates that children with disabilities represent more than one-third of the 67 million children who are out of school worldwide. In some countries, the chances of a child with a disability not attending school are two or three times greater than a child without a disability. However, in context to Nepal, there is no clear data on the total number of children with disabilities in Nepal and how many of them are out of school (HRW, 2011). Based on the government's conservative figures from a 2001 analysis, there are, at the very least, 207,000 children with disabilities in Nepal (CBS, 2001), which may or may not be representing the actual figure.

According to NPC (2001), a person to be disabled if the person could not perform the daily activities of life considered normal for a human being within the specified age and where the person needed special care, support and some sort of rehabilitation services. This definition focused on the people with disability as the priority group for services, policy and program formulation.

Nepal is committed to achieve the MDG of education by 2015. The actions and activities are also conducting accordingly. However, the progress rate of such programs seem slower than the expectation. Which in one hand has created challenges to achieve the goals and in the other hand, the children still are being out of the access of formal schooling, even for the basic level.

Despite Nepal's political commitments to people with disabilities, particularly children, in practice, the government is falling short in implementation where it is most needed (HRW, 2011). To address this, the government of Nepal, with support from international donors, attempted to ensure that schools are available and accessible for children with disabilities and those teachers have the adequate skills to give all children an inclusive and quality education. This right is inextricably linked to the enjoyment of other rights, such as employment, health, and political participation. The failure to ensure that children with disabilities receive quality education also translates into higher social and financial costs for society in terms of health and social security mechanisms. According to the UNESCO, "To not invest in education [of persons with disabilities] as a preparation for an active and productive adult life can be very costly and profoundly irrational in economic terms.

However having national policies on inclusive and "child-friendly" schools, the government is failing to make the school environment accessible for children with disabilities, which in many cases effectively denies these children their right to education. In fact, due to the lack of political commitment; poverty; and socially ingrained prejudice towards disability; no reliable data is available on the prevalence of disability and the situation of Children with Educational Disabilities.

The government of Nepal has made efforts to promote equitable access to educational

facility for all children including children with disability. Free education up to higher education, scholarship and residential facility at the school level, free textbooks including the Braille materials for the blind students, priority in recruiting people who have disability in teaching, teacher training, management of resource classes to ensure transfer to regular classes are some of the examples that aim to promote the education of children with disability.

In this context, it is very necessary to study on the present status of the children with disability in Nepal so that the actual status at present could be explored. This will further help to find out the appropriate interventions to be used for their enrollment, retention and success in schools. By this, it will help particularly, to provide the guideline in order to achieve the MDGs of education. As a direct benefit, the children who have disability will be taken into the mainstream of national education, which in turn assists to reduce the illiteracy rate and thus increase the literacy. Above all, the study has helped nation building by the development in educational sector.

Objectives

a) To make an assessment of the educational status of children with disability with a focus on their enrollment in community schools

b) To make an enquiry into hindering and or promoting factors in terms of their enrollment, retention and success in the schools

c) To identify critical intervention strategies for children with disability to promote their enrollment, retention and success in schools

d) To recommend strategic measures and action steps to ensure equitable access, meaningful participation and rewarding school experiences for children with disability.

Methodology

Research Design

The study was a descriptive, exploratory, and the analytical research by nature. It was conducted in the mixed of both qualitative and quantitative research designs.

Sample of the Study

SN	Dev. Region	Eco. Region	Districts	Name of Schools	Category of the School
1	Eastern	Hill	Ilam	Bal Mandir PS, Ilam	Blind
				Amar Kalyan HSS, Barbote	Intellectual
				Karfok Bidhya Mandir HSS	Deaf
2	Central	Valley	Kathmandu	Laboratory School, Kirtipur	Blind
				Kendriya Bahira Bidhyalaya, Naxal	Deaf
				Khagendra Nabajivan Secondary School, Jorpati	Intellectual
				Nirmal Balbikas, School, Bhimsengola	Physical
3	Western	Mountain	Gorkha	Mahendrajyoti HSS, Gorkha	Blind
				Saraswoti HSS, Ahale	Deaf
				Shree Krishna PS, Gorkha	intellectual
4	Western	Terai	Rupandehi	Bahira Bal HSS, Bhairhawa	Deaf
				Shantinamuna HSS, Manigram	Intellectual
				Nabin Audhogik HSS, Butwal	Blind

The study has included following informants in the study as sample:

SN	Informants	No. of Informants
1	The children with disability	190
2	Head teachers, teachers, and resource teachers	24
3	The parents	20
4	SMC members	12

5	The stakeholders from NCED/CDC/DoE/NFEC/DEOs and related NGOs/INGOs	16
6	Educationists as subject experts	5
7	Representatives of the teacher's union	3
Total		270

Findings

The Educational Status of Children with Disability

(a) A review on the policy documents showed the following key services, facilities and privileges for children with disabilities in Nepal to educate them:

- Provision of free education for all age group's persons with disabilities in government education institutions
- Provision of resource class, integrated schools and special schools to address the special needs of children with disabilities in education
- Provision of free Braille materials and text book for blind children at school
- Provision of Scholarship for children with disabilities in government schools (1000-30000 per student per years based on the access and severity of the disability)
- Provision of reservation quota to students with disabilities for scholarship in higher education
- Provision to keep writer to write examination for blind students.
- Provision of extra time in examination for those children with disabilities who cannot write in normal examination time
- Provision of quota for teachers with disabilities, budget provision to develop disabled friendly schools and criteria for scholarship distribution

(b) Some of the residents of the resource class schools were found operational beyond the principle of 'inclusive education' and the norms of the 'resource class' as the same children were stayed at the hostel and enrolled in the resource class for years. Due to this, the enrollment of the new comers in the resource class is affected.

(c) Continuous Assessment System was not practiced in any of the schools understudy and no portfolios of the students were maintained. The students were assessed through periodic 'paper and pencil' test. In some schools, the 1st, 2nd and 3rd Grades of the resource classes were found transferred to the classes and the students were graded as pass/fail, and repeater. Although some of them were liberally promoted their children. This may be due to less clarity of the policy on assessment, classification, and placement of the students.

(d) There was very poor record keeping of the children at some schools. In case of having the record, the reliability and accuracy of the data was in question. Perhaps, this may be a cause of inconsistency of the data in terms of enrollment and dropout of the children in the Flash Report.

(e) Among 2028 children (blind, deaf, physically disabled, intellectually disable and normal) enrolled in 12 schools, girl's enrollment (50.78%) was 1.56 percent higher than that of boys. They had 89.10 percent promotion rate, 9.12 percent repetition rate and 1.77 percent dropout rate (significantly lesser than the national average of 7.2 percent) in the school cycle. By this, altogether 10.90 percent educational loss was obtained. One of the main reasons of achieving this success rate may be the sample schools taken only from the urban and facilitate areas.

(f) It was very hard to get the data and record of out of school disable children within the catchment area of the school due to its wider scope.

(g) The study found the following eight causes behind remaining the children out of school:

- Low level of consciousness of the parents (not all the parents know the policy provision, government programs, free education provision etc)
- Parents related problems like migration, negligence etc
- Far distance of the school from home
- Lack of publicity of the resource class and special schools
- Geographical complexity
- Lack of vehicle facility
- Least comfortable/no hostel facility at school
- Feeling of humiliation/inferiority complex among the children and parents

The Hindering and/or Promoting Factors for their Enrollment, Retention and Success in the Schools

The study found the following hindering and promoting factors for the enrollment, retention and success of the children with disability in school.

(a) The hindering factors

The Factors Affecting Children's Enrollment, Retention and Success		
For Enrollment	For Retention	For Success
• Low level of the awareness of the parents • Least publicity of the resource class school • Least influential admission campaign of the DoE/DEOs/schools • No space for new comers at the hostel of the schools due to over-aged children's resident • The poor condition of the hostel and food • Ignorance of the Parents • The least effectiveness of the inclusive education • Difficulties in educating at upper classes	• Inferiority complex of the students • Weakness and other health related problems • Language (esp. sign language) related problem • Problems in going to school because of the lack of vehicles facility • Least disable friendly school infrastructure and physical setting • Least appropriate and friendly hostel • Parents related factors like ignorance, migration etc • Teacher's different attitude and behavior (attitudinal barriers) • Peer group's behavior (violence and abuse) • Less effective and less desirable teaching-learning	• Inadequate training and other support for the resource teachers • No incentives to motivate and encourage the teachers • Least disable friendly infrastructure of the school (physical barrier) • Inadequate financial resources • School/teacher failing to address individual difference of children • Lack of disability specific supporting materials like brail book, audio recording, pictures, equipments etc to treat them based on individual difference and specific to disability • Least support from the part of the parents and the family members • Lack of disability specific contents in the curricula/textbook and assessment system • No/least practice of Continuous Assessment System at schools

The promoting factors

The Factors Promoting Children's Enrollment, Retention and Success		
For Enrollment	For Retention	For Success
• Children's interest to study at school • Disable friendly school structure and learning environment • Admission campaign- home visit, counseling, awareness raising, community mobilization • Provision of well facility hostel • Free of cost vehicle support to the children • Disability specific skill-based learning contents • Incentives for the children based on their disability • Both reward and punishment to the parents	• Disable friendly physical infrastructures of the school and classroom • Skill based contents in curriculum creating opportunity to learn new skills • Strict implementation of the provision of *aaya* in RC/Special school • Teachers' polite and friendly behavior • Sufficient involvement in extra-curricular activity • Additional support by the teachers after class • Child friendly and disability friendly residential facility • Scholarship and other incentives for the children • Provision of day meal at the resource class (if needed) • Management of the vehicle facility wherever necessary and possible • Parental involvement in their children's education with reward and punishment	• Residential facility for the children • Vehicle support to go to school • Effectiveness of parental awareness raising program and admission campaign (though not enough) • Scholarship to the children • Free of cost textbooks • Free of cost availability of the stationary like exercise book, pencil/pen, instruments etc • Continuous efforts of the resource teachers and schools despite of limiter resources, training and other facilities • Involving students in extra-curricular activities • The use of promotion materials like brail books, sign language etc • The provision of 'writer to write' examination system and additional time allotment in the examination

The Critical Intervention Strategies for Children with Disability to Promote their Enrollment, Retention and Success in Schools

As explored, the following intervention strategies can be used for the children with disability to promote the enrollment, retention and success in school.

Consciousness Raising Program: Consciousness raising programs (orientation) for parents should be organized at VDC/MC level so that they could be convinced for ensuring the education of the disabled children by enrolling and retaining at schools. Further, community should be mobilized for the expansion of inclusive education program in which the schools and local people (parents) should be involved possibly jointly.

Introduction of Incentive Schemes and Punitive Actions: GoN should plan for the determination and introduction of the incentive schemes for the parents (or children) to ensure access to and completion of certain level of school education. For this, separate schemes should be develop for the completion of the basic and secondary level. The schemes can be determined by government decision or by forming separate task force. This will highly encourage the parents to enroll and retain their children at school. Further, the provision of punitive action for responsible families (and school authority) in case of CWDs are deprived from school education should be determined and implemented accordingly. This will make them compel to enroll and retain the children which certainly leads towards the success in school education. Such actions can be the impeding in and from the basic services of the local level, exclusion in participation in the local activities etc

Physical Infrastructures: The physical infrastructure of the school must be disable-friendly in any cost to educate the CWDs. The classrooms should be well furnished. There should be separate toilet for boys and girls which must be disable friendly. As children with disability prefer to be involved in co-curricular and extra-curricular activities, the play ground, playing materials and other infrastructure and instruments should be maintained.

Teacher Training and Incentives: Adequate training for the resource teachers as well as other teachers at school is necessary. The content of the training must be focusing on disability aspects, their psychology and inclusion. These must be included in all the pre-service, in-service and refresher training packages. It is also necessary to train focal person and the Resource Persons with these trainings. The incentives as reward should be provided to those schools and the teachers by the government, who achieved high enrollment, retention, and success rate of the children with disability.

Teaching and Learning Materials: The school should have sufficient teaching and learning materials. The disability specific language and textbooks should be managed at least one week before the starting of academic year. Teachers should be trained in the construction and use of educational materials locally.

Categorization and Integration of the Children: The children should be categorized in the classrooms according to their learning capability and should be integrated accordingly. For this, the blind and intellectually disable children with mild and moderate capacity

can be integrated in the general class after they have stayed in the residential facility and studied in the resource class. However, the deaf should not be integrated up to the secondary level because of their specific sign language. The physically disable children can also not be integrated unless the physical construction of the school becomes disable friendly.

Curriculum and Textbook: Appropriate and flexible curriculum, text book and other reference materials should be developed and implemented according to the learning needs of children with disabilities. The contents of the course should be technical and vocational specific to the disability types as the emphasized on vocational education and life skills training for children will help them to be self-dependent in future fostering the vocational and income-generating skills in them. In doing so, the course related to life skill and behavior change could be suitable for intellectually disabled children where as cultural activities for the blind and mechanical training for the deaf could be conducted. These courses should be work-oriented so that they could eventually become self-reliant and develop marketable skills in them.

Student Assessment: It is necessary to use continuous assessment system instead of the periodic 'paper and pencil' test to assess the learning achievements of the students. For this, the portfolios should be maintained for every students and the record of their daily activities should be kept in advanced. The promotion with remedial teaching should ensured so that their assessment could be more equitable in one hand, and in the other hand, it would help to determine the level of their learning achievements which could assist for their integration in inclusive class.

Monitoring and Evaluation: As the responsibility of assessment committee in the districts found least bearing, the monitoring and evaluation aspect of the program is weak. This is why, it is necessary to strengthen the duties and responsibility of the committees by themselves taking into account their roles in the program. Further, MoE/DoE should conduct its systemic monitoring and evaluation based on the result. For this, MoE should manage the required human resources equipped with technical knowledge and skills, if needed. It would be better to conduct involving the NGOs/CBOs working in the field of disability as well.

Conclusion

Children with disability are deprived of school education because of different causes-poor health, least consciousness status of the parents, family economy, school environment, psychological problem and so on. This is why; it needs collective efforts of all the stakeholders from center to the home to ensure their enrollment, retention and success in school. As the enrollment of the CWD in the resource classes developing their access to education is the first level of success of the education for disabled children, the second level of the success depends on how many of them retained in the full cycle in the resource classes. The third and most important success is the enrollment/transfer of the

CWD from the resource class to the inclusive school and their retention over there. A good education service to the CWD should maintain these all and the efforts of all the concerned stakeholders should be assisting the main implementing agency to achieve this. This is why; to ensure the successful education for the CWD, reforms and improvements both in current policy and practice should be made.

Recommendations

Policy Level

- As the existing 'special education policy' has not covered the international mandates, existing disability types, and minimum standard & conditions in it in a broader way, a review on the existing policy and structure of implementation should be made by the GoN so as to form a new 'inclusive education policy' in broader consultation with different level of stakeholders (CWDs, families, community based organization, disability related organizations, existing specialized service provider, teachers involved in special and resource class, experts and other national level stakeholders) in order to develop very clear, flexible and comprehensive inclusive education policy considering the contemporary needs as well international consent as UNCRPD mandates. Such policy should include all categories of CWDs, different provisions of ensuring their education and address their need as assessed by the household survey on disability.
- To ensure the education of the CWDs with high enrollment, retention and success in schools, GoN should form a policy to establish at least one well-facilitated disable-friendly resource school in each district all over the country.
- GoN should develop/update compulsory education policy with rewards and punitive action for responsible families, teachers and school authority in case of CWDs get success in school education and are out of school education respectively. For this, MoE can form a task force or MoE itself take action to determine both the reward and punishment actions.
- GoN/MoE should introduce special 'incentive schemes' like amount in cash, reward, life skill training, scholarship for further education etc for the children with disability to ensure their access to and completion of both the 'basic/primary' and 'secondary' level education addressing the provision by the policy documents in order to make it mandatory for all. For this, MoE should form a task force to determine the schemes.
- To ensure the participation of the local level (VDC/MCs) and make them responsible/accountable for the education of the children with disability, educational support should be one of the indicators of measuring their MCPM in which the support to the children with disability should be focused. To insure this provision, GoN/Ministry of Federal Affairs and Local Development should amend the Local Self-governance Act.

Practice Level

- A collective discussion among all the stakeholders is necessary to ensure their practical commitment and active participation for the education of the CWDs in order to develop the school environment welcoming from the perspectives of the access, participation and attitudes.
- GoN should increase the existing budget on inclusive education and resource classes as the insufficiency of the budget is found resulting on less effective consequence all in terms of enrollment, retention and success in school education.
- The Government of Nepal, Ministry of Education should conduct a nationwide comprehensive household survey (in active participation with the local level CBOs/NGOs) on children with disability in the country not only to update the data in number but also to assess their needs and find out their nature/types of disability in detail. In doing so, the data of disabled children should be updated VDC-wise rather than school catchment area-wise. The status and effectiveness of the education for children with disability can only be measured properly while these data are used in planning, implementing, monitoring and evaluating the education for children with disability.
- In case the comprehensive survey is not possible, GoN/MoE should manage to establish a national level support mechanism or intra-ministerial support centre under the guidance of (leading by) National Planning Commission. The center should conduct the household survey, create baseline information, identify and refer appropriate school for CWDs, identify and plan resource class schools and inclusive schools at community, monitor and support all the related schools for insuring access, retention, quality, technical needs and trainings for teachers, teaching learning materials etc. The inclusive education section of DoE as well as the DEOs should assist the mechanism to conduct its works.
- Based on the new 'inclusive education policy', the MoE should define and develop appropriate education plan, programs, and strategies for each groups of disability by the help of her sister organizations (line agencies). In doing so, the DoE should develop and implement minimum stander and condition (disability specific STR in the resource class and inclusive schools, class room condition & size, furniture's, accessibility, scholarship and incentives etc). The NCED should develop and conduct the module of disablility specific teachers' training including the disability and inclusive education issues in it. As NCED and ETCs have no trainers for the resource teachers specific to the disability types, the first step of training improvements should be started by preparing the human resources with ToT knowledge and skills.
- GoN/MoE should establish additional resource classes and inclusive education school with enough physical and educational resources based on the number and types of disability in the community.
- DoE should make necessary provision of and easy access to the disability specific support provision like text books and supporting materials with motivational factors

like stationery support, scholarship, vehicle supports, reward, etc.

- The CDC should design the curriculum, and prepare related teaching learning materials and technology, set assessment technique, procedure and provisions etc either by including the disability focused content in the existing curriculum or by preparing different skill based flexible curriculum and text book except on core subjects.
- The school enrollment campaign (welcome to school program) of DEO should focus the enrollment of the children with disabilities and should identify the actual underlying causes behind the significantly low school enrollment and retention of children with disabilities by the category of disability. Based on the identified reasons of low enrollment and high drop-out rate, DEO should also introduce a progressive plan to address all these issues identified so far.
- The schools should compulsorily practice the Continuous Assessment System to assess the learning of the children managing their portfolios. For this, GoN should clarify the ambiguity on the policy on assessment, classification, and placement of the students. The practice of CAS can improve the learning achievements as well as systematize the evaluation procedure for short term. For the long term solution, it is necessary to search for a separate evaluation/assessment procedures and norms for classification and placement of the students.
- It is necessary to promote the use of sign language and brail script respectively to enhance the education of the deaf and blind children. For this, the DoE, CDC and NCED should work in close coordination to each other to promote them.
- Awareness raising program and/or orientation to the resource classes should be conducted in order to make them known to conduct their school based on the principle of 'inclusive education' and the norms of the resource class. By this, years of enrollment in the resident of the school by the same children can be controlled and the enrollment of the new students can be promoted.
- An effective consciousness raising program for the parents and the family of the CWD is necessary to conduct in order to make them aware of the policy, plan, program, and system of the education for their children so that parental involvement in the education of the CWD can be ensured.
- Active participation of the I/NGOs and CBOs working in the field of disability and children's educational issues is necessary in real practice. For this, GoN should make necessary coordination to them while planning, programming and implementing the educational programs for the CWD.
- The local bodies should make and implement the plan for the enrollment, retention, success in school, and life skill development in coordination and participation with the schools, CBOs/INGo working in the field of the education for CWDs.
- To include private schools in educating the children with disability, GoN/MoE should strictly implement the provision of Corporate Social Responsibility (CSR) as well as the 10 percent scholarship provision.

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Genuine Efforts for Quality in Some Community Schools, Some Case Studies

2070-71

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Abbrevation

CDC	Curriculum Development Centre
DDC	District Development Committee
DEC	District Education Officer
DOE	Department of Education
EAER	Education Act and Education Regulation
KU	Kathmandu University
LB	Local Bodies
MOE	Ministry of Education
MOEC	Ministry of Education and Culture
NCED	National Centre for Educational Development
NEC	National Education Commission
NESP	National Educational System Plan (1971-76)
NGO	Non-Government Organization
NNEPC	Nepal National Education Planning Commission
NPC	National Planning Commission
PEP	Primary Education Project
PTA	Parent Teacher Association
RED	Regional Education Directorate
SESP	Secondary Education Support Program
SLC	School Leaving Certificate
SMC	School Management Committee
TU	Tribhuwan University
UNDP	United Nations Development Program
VDC	Village Development Committee

Introduction

It is almost two decades when one hears the story of failing community schools. The case becomes more pronounced when the SLC result is published. Normally, the results are poor in the community schools. This gives opportunity to the print and electronic media to project the sad case of community schools and they help the people to conclude that community schools are not the institutions where they should admit their children. As a result, parents with genuine interest in their children's education stopped admitting their children in the community schools. These negatives process for community schools have reached a stage where many schools have to be closed or merged with similar other schools for want of students–children. This news of merger and closure of Community schools have further aggravated the poor image of community schools. The net result is parents with some ability to pay the tuition fees have started admitting their children even in such private schools with very poor physical facilities. This is particularly true in the urban, sub-urban and some habitations where private schools are available.

Genesis of the study

Once in a while, print and electronic media have chosen some positive aspects of Community schools. Particularly, in the outlying districts and remote areas, news are published about those community schools which are more popular than the private schools. But, such news does not attract the attention of those who could propagate the mission of such good community schools. There are quite a few community schools in Kathmandu which stand with dignity among the private schools in terms of the achievement of their students in the SLC examination. The author of this study presented the idea of conducting a small case study of some good community schools of the Kathmandu vallley.

Objectives

The general objective of the study is to identify the elements that helped raise the level of academic achievement of the students of the sample community schools of Kathmandu Valley. The specific objectives of the study are as follows:

- To observe the operation of some good schools.
- To find out classroom behavior of teachers in terms of use of teaching methods, use of institutional material, the process of instruction and the evaluation technique.
- To find out the leadership of the head teachers mainly in the management of academic activities and his/ her overall planning and supervision of the school operation.
- To assess the support of the community.
- To observe the general operation of the schools.

Selection of the sample schools

Keeping in view the objectives of the study, the researcher explained the purpose of the

study and consulted the District Education Officer of Lalitpur on the selection of few good community schools for the study. He mentioned five schools and suggested to select from among these schools. The researcher thought it proper to meet the head teacher and discuss about the study before selecting these schools. So, he requested a Resource Person of one cluster to arrange a meeting of head teachers of 10 schools of that cluster plus a school of Bungamati which does not come under his cluster. Bungamati School is not within Lalitpur municipality but known as a good school. Seven head teachers attended the meeting. The Resource Person of the cluster also attended the meeting. A brief questionnaire was administered in which the opinion of the head teachers was sought on different aspects of management at the school level.

Cluster level head teachers' meeting

Following were the objectives of conducting the meeting. They are as follows:

- Seek the opinion of the head teachers on the management of education in the country and school level management.
- To find out the opinion of head teacher on some important aspects of school education such as the education system, teachers' attitude to teaching, community support, services of Resource Person and supervisors, financial problems etc.

A questionnaire was administered to the attending head teachers to have a face-to-face dialogue with head teachers on some critical aspects of school level management. Out of the seven schools represented three of them are found to be in a critical stage mainly because of the shortage of adequate number of students. The rest of the four schools were performing well. It was clear that the better performing schools have head teachers who know what to do to improve the school. Two of the four good ones have excellent SLC results and the other two also have satisfactory performance standard. One common factor in all schools within the municipality is that the local residents do not admit their children in the community schools. The subsequent result is that they have no interest in the community schools that operate in their locality. The head teachers whose schools performed excellently in the past SLC examination mentioned quite a few activities to raise the performance of students.

Finally, the following three schools have been found to qualify to be selected for the study.

- Patan Higher Secondary School, PatanDhoka, Lalitpur
- PragatiShikshyaSadan, Kupondole, Lalitpur
- Tri-Padma Vidyasram Higher Secondary School, Pulchowk, Lalitpur

Methodology

Observation of the operation of school, discussion with teachers and head teacher and other persons related to the schools and the achievement level of students of all grades

are the basic tools of this study. Besides, information of students, teachers, head teacher, School Management Committee, the researcher went on adding additional tools as and when they are felt useful to enrich the study. In addition, the researcher prepared list of indicators of an affective school and measured the efficiency level of the sample schools.

Data analysis and conclusion

The basic data of this study is the information collected through repeated school visit, observation of the operation of school and conversation with teachers and head teacher. The data is analyzed in the context of total school operation and findings are drawn. Recommendations are presented on the basis of the findings.

System Analysis

The present management system to operate the school education of the country is the sum total of the numerous attempts by different governments from 1939 (Rana Education Ordinance) to the present time. The origin of the school education system in Nepal is a community teaching-learning centre established by the community. The government has always been playing a regulatory role. Even when the NESP inadvertently nationalized the community schools, the government, at different times, produced Acts and Regulations to maintain the role of community in the school operation. All these amended Acts and Regulations have been guided by the intention to put in place an efficient school management system in the country. But, none of these attempts have been successful to achieve the purpose. The community schools are getting worse to the point of losing credibility among the potential parents who should admit their children. Both intensive and extensive study should be carried out to find out the reasons for the failure of the system to deliver. Here, for consideration, some basic flaws of the system are as follows:

- Ever since school education was nationalized by nationalizing the teacher's service, the government of Nepal has remained confused on adopting the principles of management:
  - Decentralized
  - Centralized

Attempts were made to adopt decentralized system. But, the GoN did not know that 100 percent funding from the central level and no funding from lower levels are not compatible for decentralized system. Such a system cannot function efficiently.

- The available Education Rules and Regulations have created quite a few committees at district and village (local) level. When committees are to be formed, they either should be given financial share of responsibility or they should be advisory. The existing regulation has remained almost non-functional in a country like Nepal where local election can be postponed 10/ 15 years and country goes without the elected local bodies.

- Party politics among teachers have a responsibility to ruin community school system. Unionizing on flimsy ground and calling strikes are all what political parties have done for their own schools.
- Government of Nepal has adopted a bureaucratic top-down model of management with Ministry of Education at the top with Regional Directorates and District Education Offices in the middle and the schools at the lowest echelon. In the education system where nearly one-third of the nation's populations (school-children) are daily captive audience in the schools, the management authority should be in the school manager (head teacher). That is the only management that would deliver effective school. So, remove the system of delegated political authority to the head teacher. Create a system to ensure the appointment of efficient manager at school level. Develop an efficient supervisory mechanism to continuously evaluate the school head teacher.

Findings

Case studies of few schools have revealed that there are cases where the community schools, still, be a vibrant educational institution, given certain working environment. What can they do within the given constraint?

- Teachers' time on task can be maximized. Teachers would stay in the classroom full time 40-45 minutes. They would go to class right on time and stay there upto the last minute.
- Teacher would give home-works to students and ensure that they are checked.
- Provision can be made to provide tuition free coaching class for weak students and students taking SLC examination.
- Install white boards in the classrooms and spend money for white board pen.
- Print calendar (school calendar) with annual school programme details printed in appropriate dates.
- Raise additional resources from different source like INGO's, NGO's, individuals, institutions, enough even to constrict a new school building.
- Maintain relationship for support from prominent people in the community by organizing a School Advisory Board.
- Achieve very high academic achievement by the students by providing regular and special coaching.
- Provide specious clean classrooms to students.
- Make clean toilets available to teachers and students.
- Making potable water available to the students.
- Conduct co-curricular and extra-curricular activities.

District level management and supervision: In the process of the research, available information on the role played by District Education Office, resource centres and the actors of these two offices have been studied. The existing rules and regulations have provided enough scope for the DEO to supervise and monitor the activities of the school of the district. But, the Chief Education Offices of the district still continue to spend much of his time in the unproductive work. The sample schools have not received any significant support from DEO, supervisors and RP's.

Recommendations

1. The existing regulation for the selection of head teacher should be revised. There should be a system in which a head teacher of a secondary school should be appointed through district-wide open competition. The selection committee should be chaired by the District Education Officer.
2. Head teacher should get attractive allowance, not less than ten percent of the basic salary.
3. All schools within the municipal area should have an Advisory Committee of about 10-15 people. The committee will have people who are willing to help the school.
4. Supervisors will have to be changed to Assistant District Education Officer. Their main goal would be to activate the Resource Persons.
5. Resource Person should be appointed on the basis of open competition among teachers, of the district. The tenure should be of four years on the condition of termination at any time mainly for reasons of incompetency. RP can be transferred from one cluster to another or even district if needed.
6. Resource Persons should be provided all privileges enjoyed by the supervisors for travelling.
7. The Radio Education Programme of NCED should provide frequent projection of the works of good head teachers.
8. Action Research programme should be launched widely to identify areas which need special attention of the government to raise the quality of community schools.
9. NCED should conduct very high level training for the head teachers and Resource Persons.
10. The NCED should conduct high level training for DEO's and RP's
11. Good Head Teacher Awards should be instituted and Awards should be handed over an Education Day by the President of Prime Minister.
12. Foreign visit programmes should be implemented for potential good head teachers.
13. Formation of School Management Committee of secondary schools should be regarded as a major function and DEO should personally be engaged in this activity. Assistant DEO's should handle this activity for lower secondary and primary schools.

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