

# School Effectiveness: Headteachers' Leadership



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## ACKNOWLEDGEMENT

The third phase study on school effectiveness research has focused on the school related activities of the HT's leadership with regard to improving access, development of physical facilities, improving education quality, and school management. Most of the HT has shown keen determination and taking self-initiatives to maintain school enrolments, education quality and collecting funds for school improvements. All the HTs were found exclusively active in mobilizing local community and local donor representatives for fund raising for school improvements and also showed congenial atmosphere in school and among the schoolteachers. Such atmosphere is vital to promote coordination and teamwork in the school.

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Gyaneswor Amatya

## ABBREVIATIONS

APEC	Association for Protection of Environment and Culture
BPEP	Basic and Primary Education Programme
DEO	District Education Office / Officer
DOE	Department of Education
DDC	District Development Committee
ECCA	Environmental Camps for Conservation Awareness
ECD	Early Childhood Development
ECO	Environmental Conservation Organization
FGD	Focus Group Discussion
FM	Frequency Modulation
HT	Headteacher
HMG	His Majesty's Government
INGO	International Non-Governmental Organization
INQCC	International Quality Control Circle
JICA	Japanese International Corporation Agency
NGO	Non-Governmental Organization
PTA	Parent's Teacher Association
QCC	Quality Control Circle
RC	Resource Center
RP	Resource Person
SLC	School Leaving Certificate
SMC	School Management Committee
SIP	School Improvement Plan
SOEMSS	School of Ex-Student Organization
VDC	Village Development Committee

## EXECUTIVE SUMMARY

In the third phase of the study on school effectiveness in Nepal, the focus is upon the head-teacher's leadership. Previous studies revealed, among relatively better performing schools, that the school has successfully managed to generate sufficient funds, have maintained environment conducive to teaching and learning, and that harmony prevails among school teachers. Something that was noticed different in these schools pointed out towards the Head-teacher. This study is an attempt in exploring the very characteristics of the successful leadership.

### **Purpose of the Study**

The main purpose of this research is to trace-out the significant activities performed by the head-teachers of the effective school; to review the strength & weakness in education policy in terms of HT's roles; and to assess the opportunities & constraints to replicate elements of successful management.

### **Methodology of the Study**

The study is primarily qualitative and interactive however some quantitative measures have been also used to assess school based information. The study is called interactive because the HTs and other stakeholders have been interviewed, observed, and their roles and achievements were discussed with them individually. Some of the better performing schools, identified from the second phase study, were selected. Some new schools were also selected upon recommendation by the DEOs and RPs as best schools in the districts.

Nine HTs of the sampled schools were individually interviewed; six of them were from primary schools, two of them from the secondary schools and one from the lower secondary school. The focus of the interaction was on HT's roles, responsibilities, their daily and weekly activities. Similarly, SMCs were also interacted regarding their concern on school management, HT's roles and responsibilities. The interaction with the RPs was mainly focused on their views in regard to school leadership, HT's roles in the schools, etc. Besides, the HT's, schoolteachers and students' attendance is recorded to find out their regularity, which ultimately reflects the HT's leadership skill.

In addition, to interacting with the HTs individually in schools, during the field visit there was an opportunity to interact with the group of the HTs in Ilam and Dhankuta gathered for some other purpose.

### **Summary of the Discussions**

The discussions in the study are mainly focused on the recent activities of the HTs with regard to improving access, development of physical facilities, improving education quality, and school management.

### **Access to Education**

Most of the HTs have adopted genuine strategies to bring about sizeable enrolment in their school. To maintain school enrolment to reasonable sizes these schools have been found to have applied a number of self-initiated activities. The

HTs have shown determination and have taken subsequent initiatives to implement self-initiated, innovative activities to improve school enrolment such as:

- Home visit approach
- Awareness Programme
- Miking, Pamphlet and Banner display
- School based ECD classes
- Provision of scholarship, dresses, copies & pencils

### **Fund Raising for School Improvements**

Most of the SMCs and HTs are actively involved in fund-raising for physical improvement and have managed to generate funds from different sources and by performing different activities such as:

- Carrying out partnership programme with donors like Plan Nepal, UNICEF, local clubs, DDC, and the market committee. Several local and district level agencies such as UNICEF, DDC, BPEP, JICA, Municipality, VDC, Plan Nepal, HUDAS (Muslim Organization), Baghmara Community Forest, King Mahendra Trust, Earthquake Victim Relief Fund, Ex-Student Organization (SOEMSS), schoolteachers, local clubs, industries, parents, individual foreign donors and other local organizations were also explored for necessary support for school improvement.
- Some of the schools were generating funds by making use of their school building, land, selling trees and fish pond.
- Some of the schools established Sharda Matching Revolving Funds, Anil Smriti Pratibha Revolving Fund and conducted Dhan Dhanyanchal (Religious ceremony) to help children of poor family who receive scholarships and loans.

### **Education Quality**

HTs have adopted several unique strategies to improve education quality and some of the ways and means adopted by the successful schools are:

- Maintain discipline in school
- Motivating students and teachers by rewards and recognition.
- Regular monitoring and supervision of class conduction, student attendance and teacher's regularity.
- Use of educational materials with child centered learning modality.
- Coaching classes for weak students.
- Parent teacher interaction
- Contests and competitions.

### **School Management**

HTs have adopted different strategies to successfully run the school management.

- The HTs have been found spending their time with the SMC, Parents, RC meetings, visit to the DEO,NGOs and INGOs, trainings, seminars, SIP development and door to door campaign.
- The HT's have maintained cordial and friendly relationship with various donor representatives, local leaders, business enterprise, and social workers. This has helped generate resources for school improvement.
- The HTs have been able to carry out partnership programme with donors like Plan Nepal, UNICEF, local clubs, DDC, and the market committee.

## **Conclusion**

The HTs, among schools considered relatively better in the vicinity, have been found to have some characteristic difference. These HTs have shown determination and the very characteristics of taking self-initiatives to implement innovative programmes and activities in order to increase school enrollment, to retain their enrollments, to improve education quality in their schools. More importantly, all the HTs were found exclusively active in mobilizing local community and local donor representatives for fund raising for school improvements. Unlike in most public schools, the management in these successful schools has been found to have actively engaged in various self-initiated activities without much regard to the government supported programmes and activities. Hence, it appears that the determination and taking self-initiatives is fundamental to maintain school enrollments, education quality and collecting funds for school improvements.

The successful HTs have also managed to have cordial relationship with the SMC, local representatives of the donor communities and with the DEO staff and the RPs. These successful schools also showed congenial atmosphere in school and among the schoolteachers. Such atmosphere is vital to promote coordination and team work in the school. HT's personality and self discipline, creativity, and impartiality are some of the characteristics that help boost faith and respect to the HT.

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## Chapter I

# INTRODUCTION

### **Background**

Literature available on school effectiveness in the international arena has defined this subject variously and thus ambiguity, as to what could and should be applied to assess school effectiveness, still prevails. However, a noticeable difference by under-developed (poor) and developed countries is apparent in the literature. Literatures on developed countries have been found focusing more on the family background and student characteristics whereas in the under-developed countries priority is given to school infrastructure and resources available in the school. There is also a conflict between the national and individual educational interest in this definition, which is often the case with the private and public schools. Some has defined school effectiveness as a continuous process and have been considered as a relative concept rather than the one that can be defines in terms of fixed inputs and their tangible outcomes (Preedy: 1993). According to Cheng (1996) school effectiveness should be evaluated by using the multi-level (i.e, the school, groups, individuals) and the multi-face (input, process and output) procedure. Cheng has identified eight different models of effectiveness and used different indicators to measure the effectiveness of schools. The eight models are goal model, resource-input model, process model, satisfaction model, legitimacy model, ineffectiveness model, organizational learning model and total quality management model. Among eight models, the headteachers leadership is one of the clearest characteristics of an effective school. OFSTED (1997) has concluded that schools have achieved good progress owing to the strong leadership provided by the headteachers. Murtimore (1988) argues that the characteristics of leadership involve firm and purposeful leadership with proactive management, sharing of leadership position (a participatory approach), methods and materials including the curriculum, teaching strategies and monitoring of pupils' progress. The first and most important task of leadership is to prepare school development plan based on the vision for improving the teaching and learning (Cleave and Brown: 1992).

School effectiveness research in Nepal began, under the formative research project, on a low key primarily with a view to building knowledge base on this subject. The project was designed as a continuous process and an incremental strategy were adopted. So far, the project has accomplished its third phase. The first phase study on school effectiveness was focused on the school, student and teacher characteristics. Under the school characteristics, the major finding of the study was that there is a positive correlation between physical condition of the school and girls' enrolment and students learning achievement score in Nepali, Math and Social studies. Similarly, on students' characteristics, the finding of the study was that there is a positive correlation between students' regularity and per student cost and there is a negative correlation between students' irregularity and per student cost. Reviewing the teacher's characteristics, the finding of the study revealed that the overall status of the primary schoolteachers is poor; however the status of female teacher is somewhat promising in terms of qualification and training.

The second phase of school effectiveness research assessed community and parents' concern with regard to access, quality, and management of school. The second phase of school effectiveness research revealed: 1) deprived and socially disadvantaged

groups such as Mushar still remain out of school, 2) learning achievement is poor regardless of class-size and teacher-student ratio, 3) SMCs, although were only recently formed, lack basic knowledge about their roles and responsibilities and thus showed needs for orientation.

The current research on third phase of school effectiveness focused on the leadership roles of the Head-teacher (HT). During the course of aforesaid research it was felt that some schools have done things remarkably well despite having gone through similar hurdles as any other public schools would have. School characteristics revealed that the HT's leadership and active school management were somewhat difference among these relatively better performing schools. Studies have also shown significant impact of leadership on school management upon learning achievement and in making the school effective. Thus, the third phase of school effectiveness research focused on to trace-out the roles and functions of the HT that contributes making a school effective so that the characteristics could be replicated in other public schools.

### **Purpose of the Study**

The main purpose of this research is to trace-out the significant activities performed by the head-teachers of the effective school; to review the strength & weakness in education policy in terms of HT's roles; and to assess the opportunities & constraints to replicate elements of successful management.

### **Research Questions**

In order to give special focus and direction to the research and to trace out the roles and activities of the HTs, the following research questions were framed.

- What characteristics – roles and functions – are significant to become a successful Head-teacher (defined role, actual role vs. expected role)?
- What are the capacities required to undertake the HTs roles effectively?
- What are the contributing factors that enhance HT leadership for school effectiveness?
- What are the constraints and opportunities to replicate the elements of successful management?

### **Methodology of the Study**

The study, except minor adjustments, followed the same method adopted in previous studies conducted in its first and second phase. Some interactions with the stakeholder were also conducted as focus group. The focus group discussions were held with schoolteachers, SMC members, parents and RPs. The purpose of the focus group was to trace-out existing role of the HTs on school management. Some quantitative measures were also incorporated to supplement the focus group discussion and interviews with the head-teachers and other stakeholders.

Sampling of school and districts were prioritized based on schools already sampled for longitudinal study. Some of the better performing schools were selected from the second phase study and some new good schools were selected upon recommendation by the DEOs and RPs in the district.

Data collection involved both interview and observation with the HTs, SMC members, schoolteachers and the parents. Interactions with the following were conducted in the form of interviews and focus group discussions:

Research Activity	Key Informants	Purpose
Interviews	Six HTs of Primary, one HT of Lower Secondary and two HTs of Secondary Schools	Regarding the roles and responsibilities, regularity, leadership effectiveness and all school related activities of the HTs.
Observation	Six HTs of Primary, one HT of Lower Secondary and two HTs of Secondary Schools	Daily and weekly activities on school management.
Interaction	Fourty two HTs of two districts	Roles and Responsibilities
Focus Group Discussion	Nine Schools SMCs	Regarding the SMC's concern over the contributing factors for the effective leadership of the HTs for the improvement of the school.
Focus Group Discussion	Forty four Parents	Activities of the HTs.
Interviews	Fifty Eight Schoolteachers	Regarding the roles and activities of the HTs for the better management of the school, including team spirit, discipline maintenance and decision making process of the HT.
Interviews	Thirty two RPs of five districts	Perception on defined and actual roles of the HTs in the school system.

## Study Design

One-shot research is commonly felt to be inappropriate to adequately reflect upon the concerns and issues of school effectiveness. A comprehensive, longitudinal, and better yet, a tracer design would have been most suitable for this kind of study. Although the study has been conducted on a three year span of time, the focus of the study has shifted from input variables to outcome variables as it progressed from the first phase to the third phase. Selection of variables and focus of the study has followed an incremental process which subsequently addressed issues and concerns raised by previous studies. The first phase research basically focused on input variables on the basis of four areas of major focus of the primary education programme, i.e. access, educational quality, management and capacity building. The second phase attempt was made based on the continuation of the first phase along with the assessment of community and parents' concern with regard to access, quality, and management of school.

## Sample Selection

For this study, nine reportedly better performing schools (based on the previous study and as reported by the DEOs from Chitwan, Kapilvastu, Dhankuta, Ilam and Morang district) were selected. Out of these five districts, four were selected from previous study and one from the longitudinal study. In Morang and Chitwan districts, four different schools were selected from previous study. Of the four schools, two were secondary, one was lower secondary and one was primary. Two new primary schools were selected in Dhankuta and Ilam and in Kapilvastu one

primary school from previous study and two new primary schools were selected. Thus the priority was given to schools studied previously under the formative research either for school effectiveness or for the longitudinal study. The target schools from the five districts were as following:

List of Sample Schools and Districts

District	Sample	Schools	Sample Type
Morang	2	1. Mills Secondary School, Rani	Old
		2. Sharada Primary School, Karsiya	Old
Dhankuta	1	1. Janata Primary School, Lakure	New
Chitwan	2	1. Malpur Lower Secondary School, Malpur	Old
		2. Aadarsha Secondary School, Dibyanagar	Old
Kapilvastu	3	1. Mahendra Primary School, Taulihawa.	Old
		2. Gautam Buddha Primary School, Sadhawa	New
		3. Pancha Primary School, Baijalpur	New
Ilam	1	1. Siddheswori Primary School, Barbote	New
Total	9		

## Data Source

HTs, schoolteachers, SMC members, parents, students and RPs constituted the major data source for this study. The data were collected through observation and interviews with the HTs. The HTs leadership was assessed in terms of access, educational quality and school management of the school. Some other information gathered includes the HT's profile, time management, decision-making process, regularity, relationship with student's parents and community members, and other school related activities. Focus group discussion and pod group interactions were made with SMCs, parents, schoolteachers, HTs, students and RPs. With the permission of the participants, discussions and their reflections were taped and transcribed into the report. The detailed discussion of each school and the concerns of the stakeholders are annexed in this report.

*HT's profile:* HT's profile includes qualification, professional experience, training received, and workshops, seminars attended, awards and medals received, articles/books/publications and membership in different organizations.

*Time management:* HT's time management consisted of time allocation for teaching the class, meeting with schoolteachers, students, parents, SMCs, administrative works, visit to the DEOs, RCs, and involvement in different organizations within the community activities.

*Decision making process:* Under decision-making process, the HT's approach to reach in any decision was studied. For the purpose, the minuting was also copied from the school's minute book.

*Regularity:* The HT's and schoolteacher's regularity were obtained from the teacher's attendance register of the school.

*Relationship with parents and community:* The FGD was held with the parents and SMCs regarding the HTs' relationship with them.

*School related activities:* We studied the HT's school related activities from the display of information related to school performance, discussions with schoolteachers, SMCs and parents. Direct observation of daily activities of the HTs and some of the pictures displayed in the HTs room were observed.

*Schoolteachers:* The schoolteachers were asked regarding the roles and activities of the HTs for the better management of the school, including team spirit, discipline maintenance and decision making process of the HT in the school.

*SMC members:* The FGD was made with the SMCs regarding their concern on the contributing factors of the effective leadership of the HTs for the improvement of the school.

*Parents/Guardians:* Parents/guardians were asked about the activities and rapport of the HTs performances.

*Educational quality:* To assess the quality of education in the school, student's scores at the primary grades in Nepali, Math and Social studies were copied from the marks slip for year 2002 and 2003. In addition, to study the regularity of the students, primary students' attendance was also traced from students' attendance register for 2002 and 2003.

*Resource Persons:* The RPs was consulted to elicit on their perception on defined and actual roles of the HTs in the school system.

## Assessment of Sample Schools

The characteristics of the old and new sampled schools were as follows:

Characteristics of the old sample schools

School	Access	Quality	Management	Capacity
Mills Secondary School	<ul style="list-style-type: none"> <li>▪ Primary enrollment is 760.</li> <li>▪ Student teacher ratio is 1:54.</li> <li>▪ 10 female teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average attendance is over 75 percent.</li> <li>▪ Average score is 43.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Separate HT's room.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community support is available.</li> <li>▪ HT's personality is strong and skillful.</li> <li>▪ External resources are mobilized</li> </ul>
Sharda Primary School	<ul style="list-style-type: none"> <li>▪ Primary enrollment is 386.</li> <li>▪ Student teacher ratio is 1:55.</li> <li>▪ GPI: 0.8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average score is 54.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Classrooms are clean and tidy.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced</li> <li>▪ Playground.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community support is available.</li> <li>▪ HT's personality is strong and skillful.</li> <li>▪ HT is dedicated.</li> </ul>
Malpur L. Secondary School	<ul style="list-style-type: none"> <li>▪ Primary enrollment is 491.</li> <li>▪ 12 teachers.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced</li> <li>▪ Playground.</li> </ul>	<ul style="list-style-type: none"> <li>▪ External resources are mobilized.</li> <li>▪ Harmony between SMC, teachers and HT.</li> </ul>

Adarsha Secondary School	<ul style="list-style-type: none"> <li>▪ Student teacher ratio is 1:17.</li> <li>▪ 11 teachers.</li> <li>▪ GPI: 1.4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average attendance is over 75 percent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced</li> </ul>	<ul style="list-style-type: none"> <li>▪ External resources are mobilized.</li> <li>▪ Community support is available.</li> <li>▪ Good relationship with DEO and RC.</li> </ul>
Mahendra Primary School	<ul style="list-style-type: none"> <li>▪ Student teacher ratio is 1:40.</li> <li>▪ GPI: 1.3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average attendance is over 75 percent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Drinking water facility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers are trained.</li> <li>▪ Good relationship with DEO and RC.</li> </ul>

### Characteristics of new sample schools

School	Access	Quality	Management	Capacity
Pancha Primary School	<ul style="list-style-type: none"> <li>▪ Primary enrollment is 309.</li> <li>▪ Student teacher ratio is 1:43.</li> <li>▪ 6 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average attendance is over 75 percent.</li> <li>▪ Average score is 55.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community support is available.</li> <li>▪ HT's personality is strong and he is skillful.</li> <li>▪ External resources are mobilized.</li> <li>▪ HT is transparent and dedicated.</li> </ul>
Gautam Primary Buddha	<ul style="list-style-type: none"> <li>▪ Primary enrollment is 209.</li> <li>▪ Student teacher ratio is 1:52</li> <li>▪ Average class size is 42.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average score is 38.</li> <li>▪ Average attendance is over 50 percent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drinking water facility</li> <li>▪ School has some pond for generating money.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Harmony between SMC, teachers and HT.</li> </ul>
Siddheswori Primary School		<ul style="list-style-type: none"> <li>▪ Average score is 44.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> <li>▪ Compound is fenced</li> </ul>	<ul style="list-style-type: none"> <li>▪ Harmony between SMC, teachers and HT.</li> <li>▪ HT is transparent</li> </ul>
Janata Primary School	<ul style="list-style-type: none"> <li>▪ Student teacher ratio is 1:39.</li> <li>▪ 5 teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average attendance is over 75 percent.</li> <li>▪ Average score is 52.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sufficient classroom.</li> <li>▪ Drinking water facility</li> <li>▪ Separate toilet for boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good relationship with DEO and RC.</li> </ul>

### Data Analysis

The data analysis is mostly descriptive in nature. There were nine different cases of the sample schools. Each case is studied separately tracing out the activities and characteristics of the HTs. These activities include HTs' leadership in the development of school's physical infrastructure, improving access to education, education quality, HT's characteristics and supervision and monitoring. Similarly,



HTs' relationship with the schoolteachers, SMCs, parents, RPs and with the local organizations in the community was also analyzed.

Attempt was also made to reveal relationships between HT's leadership and students' learning achievement, student regularity, schoolteachers' attendance, and enrolment pattern respectively. A total of 2,781 students attendance and scores have been traced from the school registers to study their regularity and learning achievement. Similarly, sixty-six teachers' daily attendance records were traced. The SIP of the sample school also has been thoroughly assessed to find out the access, school's vision and future plans.

### **Limitation of the Study**

The sample size is limited to five districts and nine schools. Compared to seventy-five districts and 26,796 schools (DOE: 2002), the sample size is too small to make inferences of the research findings. However, the in-depth exploration is believed to shed some light on the characteristics, roles and function of the successful HTs.

## Chapter II

### ACTIVITIES ON SCHOOL MANAGEMENT

The sampled schools have been found to have adopted different strategies and performed various activities to maintain a sizable enrolment, student retention and to improve learning achievement. In this chapter descriptions are made reflecting upon such programmes and activities. These discussions are, for the sake of consistency, broadly organized under access, physical improvement, education quality, and management.

#### Access

Most of the sample schools have developed School Improvement Plan (SIP). The schoolteachers and the HTs of the sample schools were found actively getting involved in preparing SIP. The SIP visit was conducted during the morning and evening time to generate the information and the classes were run during the daytime. The SIP information gathering has made a task for the school management in the school on generating school related information. The plan document describes the population to be served and compares it with the current enrolment trend and it has become easy to HTs for tracing out the data of school going-population and not-going-population in the sample schools. Going through the plan document it was noticed about 330 children of 5-9 years age group of the different ethnic groups like Mushar, Kami, Teli, Kori, Chamar, Kurmi, Kohar, Sunuwar, Muslims and Chaudhary families are yet to join the school. The out-of-school children were found engaged in some economic and household activities. The main reasons behind the children of these families being out of school were that they have to take care of their younger siblings; they need to look after the household chores; have to supplement their family income in the house and young girls need to work as housemaid. However, there were some parents who didn't send their children to the general schools for some reasons other than the economic reasons. Muslims communities can be cited as examples. These, communities, like elsewhere, prefer to send their children to join Madarsha for their education. Some of the Mushar children were also engaged in hotel boys after completing grade 3 or 4 for supplementing their family.

One of the sample schools' HT said that, "in this area all children of 5-9 years age group either go to institutionalized or community school and the parents prefer to send them to institutionalized schools and none of the children were out of school". The HT complained that institutionalized schools had attracted their children and the community schools were loosing the students. On the part of access, some of the sample school was facing the decreasing trend of the enrolment in the school due to the mushroom growth of the institutionalized school and parent's tendency to send their children towards these schools. In some sample schools, still some of the parents were unaware about the importance of education and parents prefer to send them for supporting the family and some of the sample school have found difficult to maintain their class size in the school. With this causes the number of enrolment was decreasing in most of the sample school. Due to this decreasing trend the HTs were found to be serious about increasing the enrolment of the students at the schools. In general, school enrollment was found to be over sixty-one per class in some of the sample schools but in other sample schools the student enrolment was found in twenty-five to forty only. This low enrolment trend in the school in one aspect were facing on one part and unaware about the importance of education of the community

on other part has compelled the school management to adopt different strategies on increasing enrolment in the school by the HT. So, to bring these out of school children to the schools, the HTs had adopted different instigation such as door-to-door campaign (home visit campaign), awareness campaign, pamphlet distribution, running an ECD programme in school, distributing scholarships for the poor and talented students, and so forth. These activities are described below:

#### *Home Visit Campaign*

Out of nine sample schools, five schools had adopted home visit approach on their own initiatives. According to a HT, “the home visit campaign was not approved by the SMC meeting but it is our own initiatives and we able to accompany some of the SMC members, advisors and schoolteachers as well”. On this campaign, the area was selected by the team and the team was headed by the HT. The team formation depends upon the gathering of SMCs, schoolteachers and stakeholders. Generally, the team was divided into five to six members into two to three groups and shares the areas depending on five to ten households. The household parents/guardians gather in a friendly place and keeps discussion with the team. This campaign lasted about a week and takes place mostly in admission week. One of the sample school HT explained that, “this campaign was success from previous year, while, schoolteacher’s time in school was already limited for many reasons, finding extra times for such extra-curricular activities was even harder for them, even though the SMCs, schoolteachers and other advisors actively participate on these activities”. According to another HT, “it was an important technique adopted to induce children to join the school”. It was believed to be the cost effective technique, which also helps to develop better tie among school, parents and the students.

Recently, most of the schools have developed SIP. Data required for the SIP development provided information as to how many school-going population were attending schools and how many were out-of-school. Thus, the door-to-door campaign was launched focusing the parents and families not sending their children to the school. In the campaign, the HT and schoolteachers visit such parents and guardians and persuade them to send their children to the school. A school HT’s visit in the homes was believed to make a substantial difference to the parents. In one of the schools, the HT has been able to bring 15 children from dalit group to the school and the same school was planning to bring about 25 to 30 children by the same strategy in next year. Some of the HT made commitment for adopting this campaign from coming session to increase children in the school and some had adopted as a strategy as well. However, in schools where the HT was dedicated such practices with the management of SMCs and schoolteachers were proved to be manageable.

#### *Awareness Campaign*

It is still believed that awareness campaign with the mode of parents and mothers gathering brings out of school children in the school. Most of the sample school the HT believes that the dalit family needs to make aware on the importance of education due to their poverty situation. Some of the sampled schools have managed awareness programme for bringing out of school children in the school through parents and mothers gathering. The parents' or mother's gathering takes place once a year either on school's day or on saraswati puja or on beginning of academic session. Generally, mothers gathering take place either in the community or inside the school. Mothers gathering were headed by the female schoolteacher in the school along with

female SMC representative. Generally, the parents gathering take place in the school's day. On that day most of the parents were attended in the school and discussed their children's performance and their regularity as well. Most of the HTs presented their school budget and distribute students' progress report and make aware on the school's plan and future programme as well. On that occasion, the HT never missed on making aware on importance of education to the out of school children and expresses the possible suggestions and options to bring the out of school children. According to a HT, the mothers gathering had been organized in three places and about 50 mothers were presented on that day. The mothers gathering approved an agenda on "one women one student collection strategy" and about 25 girl's student enrolled with this strategy in the school. The leadership of mothers gathering takes place by the female teacher and mostly other schoolteachers, SMCs also actively participate on it. There was no fixed time for mothers gathering in the school.

#### *Miking, Pamphlet and Banner Display*

Most of the public school rarely makes miking, pamphlet and banner display for increasing enrolment. This strategy mainly seen in the institution schools or private schools where there was competition among the schools. This method was also the means for gathering students in the school. In one of the sample school the HT was made the miking, pamphlet and banner display for increasing enrolment in the school. In this strategy, the school was hired a rickshaw and a man for Rs 150/- per day. The rickshaw along with mike and banner went around within the catchment area of the school. All these activities had been made on the own cost of the school.

#### *ECD Class Conduction*

Some of the sample schools realized the fact that some of the students failed to continue their education due to their young siblings who they are required to take care of. These schools have opened ECD classes so that both the young sibling and the school going children can come to the school. Most of the HTs in the sampled schools were found serious about conducting ECD classes. One of the HTs added that, "the children who come to the ECD class encouraged other children to go to school" and that school based ECD appears to be more appropriate for making children used-to going to school. In our sample school, two primary schools had conducted ECD classes in their own initiatives. It was found that the school where the ECD class was conducted, the average score of a sample school was 50 and regularity was 50.3 percent in grades one and the schools receiving continuous support from Plan Nepal, UNICEF and other stakeholders. In another school, the average score was 60, regularity was 76 percent and UNICEF had supported for the construction of toilet for boys and girls, established child club, obtained cleaning training for teachers, and supplied wooden stand mirror, towel, nail cutter and comb. The schools that did not have ECD classes, their average score were ranges from 37 to 49 and other support from the donors was also found negligible.

#### *Provision of Scholarships, Dresses, Pencils and Copies*

The government has been providing specified amount of money to the students from dalit groups and the girl students. According to the HTs, "the scholarship is helpful in increasing school enrolment". However, the scholarship quota from the government is usually insufficient to the needs of the school. One of the schools had

managed to receive 102 dalit student's scholarship quota, which is NRs 250/- per student per year. Out of this 102 quota, the HT managed to distribute school dress to 130 students. This sort of local initiatives in managing the limited resources was productive in satisfying larger demands. However, as a result of further dividing the small amount of money, the effect on the beneficiaries from the scholarship is still to be studied. Thus, it is easier to distribute the available resources amongst all the needy students but it needs to be considered whether the effect of scholarship also gets diluted on increasing enrolment and retention. In a sample school about thirty students have received pencils and copies and school bags. In any event these activities reflect the scope of initiatives taken independently by the school leadership on school management on their own. These activities are so simple yet so effective in increasing student enrolment in their schools. While there is no hard and fast rules as to what should, could and would be done, willingness and determination of doing something to increase school enrollment, and retention has proved to be productive among these schools.

#### *Provision of Raising no Fees for Dalit Student*

In the sample school most of the schools were generating different kind of nominal fees from the student such as admission fees, examination fees, Saraswati Puja fees and other fees although the government have made the free primary education. These fees were approved by the school management committee. It was found that higher the grade higher the fee and lower the grades lower the fee and some of the family also can not afford these fees as well. Most of the samples schools have made no admission fees for dalit student for get enrolled in the school. In a sample school, according to HT, "the school has been generating Rs 25/- as an admission fees from the students but this amount has made free for the dalit family for increasing the dalit enrolment in the school".

### **Fund Raising for School's Physical Development**

Poor physical facilities in public schools are commonly referred to being one of the impediments to students' regularity, retention and learning achievement. The better performing schools, on the other hand, have one thing in common that they have managed to have better physical facilities in their schools. The physical facility is one of the important aspects and the major concern of the HTs and is the obvious reflection of the HTs' capacity of developing the school, which include school building, compound wall, and toilet for boys and girls, drinking water facilities, play ground and furniture. Review of the minutes also revealed that physical development has dominated all other agendas in the SMC meetings. The reason behind it appears to be the outcomes of physical improvements that were tangible.

Most of the schools have failed to make use of the government funds available for school construction and maintenance works due to poor or no community support. Normally, the government quota of school building comes as a package deal between the government and community both sharing some proportion of the total costs of the school building. Several schools have lost such quota due to the lack of sufficient community funds. Some schools have compromised on the quality of school building. Thus even to make use of government funding for school improvement, a proactive role by the school management on community mobilization is a must. In the sampled schools student's access to physical facilities and amenities were relatively better than in most other community schools. In one of

the sampled schools, the HT managed to collect NRs. 1000/- each from the schoolteachers for the physical development. The community helped in kinds and as labor contribution. In another school, toilets for boys and girls were under construction, which was supported jointly by the District Water Supply Project, UNICEF, VDC and the school itself. HT's and the SMC's active role in fund raising was found to be praiseworthy in these schools. Some of the noteworthy activities conducted by the HT and the school management in the sampled schools were annexed in the chapter

### **Fund Raising Activities**

Most of the sample schools have managed to generate some kinds of funds from one source or another. In fact, very few schools have realized the fact that resources can be mobilized at the local levels, and that too, from schools own initiatives. In stead of waiting for funds from the DOE or DEO, programmes run by the school's own initiatives are often more effective and sustainable. The fund raising activities were done with the help of schoolteachers, SMCs, and parents. The prominent donors were UNICEF, DDC, BPEP, JICA, Municipality, VDC, Plan Nepal, HUDAS (Muslim Organization), Baghmara Community Forest, King Mahendra Trust, Earthquake Victim Relief Fund, Ex-Student Organization (SOEMSS), parents, industries, schoolteachers and individual foreign donors. Some donors have contributed in cash and some have built the toilets for boys and girls, drinking water, classrooms, buildings, compound walls and some have contributed on different kinds of materials. Different donors were working in different schools for their different purposes. Some of these donors have established revolving funds to help children of poor family who receive scholarships such as Sharda Matching Revolving Fund and Anil Smriti Pratibha Revolving Fund. This fund was different from the school fund defined on article v 13a of 7<sup>th</sup> amendment on education.

### **Procedure Adopted to Generate Funds**

#### *Personal Social Capital*

Social capital is an "informal norm that promotes cooperation between individual" (Fukuyama, 2001) seen as a network of social relationship. Personal social relation is quite important to enhance the effectiveness of school HT. In our findings, it was found that the secondary HTs have good social relationship with different stakeholders. These relationships have been made on their own personality, behaviour and skill. In a case of secondary school, the HT was the chairman of the Nepal teachers' association, Morang, chairman of Hamro Abhiyan, Morang, advisor of Nepalese Intellectual council, Morang, Central Counselor of Federation of Nepalese Journalist Association, Member of Transparency International, and Member of Jhi Pucha, Biratnagar. He had social linkages not only in Biratnagar but in I/NGOs of Kathmandu as well. With this social linkage he has been able to have an exchange programme to Malaysia, USA and Mauritius and also attended a workshop in India recently. With this personal touch, he had been able to bring a Peace Corps volunteer in the school and has been able to bring some Americans for orientation to teachers on English language classes, which was helping the teachers improve their English. He had been able to collect NRs 25000/- for the cement of the multi purpose building and communicated with JICA for a volunteer to the school. Different individuals from within the community and also from outside the community have

helped financially for the physical development of the school and it was all due to his personal social relation of the HT with the individuals and organizations. This personal and family relationship could easily generate some kind of fund for the school. Wherever, the HT visits he never make any hesitation and never miss any opportunity to ask for the support of the school. During our visit, the HT was expressing some kind of support from the central level and he had been written requesting letters to UNICEF, Plan Nepal and other similar organizations for support in the school. Due to the limited resources most of the HTs were bound and made them habit to ask for support for the school.

#### *Partnership Modality*

Most of the sample school management has made some correspondence with different stakeholders for the support of the improvement of the school. In the sample study, one of the HTs of Terai School whose management has been transferred to the community had made correspondence approach with Plan Nepal, UNICEF and DDC for the physical improvement of the school. He had made communicated personally with this organization and was able to bring in for the development of the school. The HT and SMCs developed proposal on the need of the school and made approach to the Plan Nepal office and submit the approach. The HT knows the norms and condition of the Plan Nepal and this organization also working on the community of that area, so HT became able to bring it in the school. After the submission of the proposal, the coordinator of Plan Nepal inspected the area of the school. After supervision of the school, Plan Nepal approved the proposal and contributed 80 percent cost of the building and remaining 20 percent cost was from brick and klin factories (Rs 150,000/-) and a tractor donated a truck of sand to the school. With this initiative existing building having two classrooms for ECD was constructed in the school and constructed a separate toilet for boys and girls. In addition, Plan Nepal also provided a fixed deposit fund of NRs 100,000/- and some educational materials for the school and the school deposited NRs 50,000/- for the scholarship and awards to the intelligent and dalit students. According to the HT, these agencies have their own vested interest on different focus group with plans and programmes. He added that “it took three years to bring Plan Nepal in the school”.

In another sample school of terai district, the HTs and SMCs jointly made contacts with District water Supply project, VDC and Buffer zone and were able to construct a toilet, drinking water for boys and girls. One thing is common that the sample school make deep relationship with the communities, parents for the support in the school. Apart from the support from the DEO, each and every activity was supported from the community in the sample school. Similarly, in another school of terai region, HT was able to bring UNICEF for toilet construction and also wooden stand mirror, towel, nail cutter and comb, which were used by the students and JICA for classroom construction. The UNICEF supported the toilet construction for boys, girls and schoolteachers and the school needed to bear fifty percent of the total cost which the HT generated from the local community. Similarly, the women empowerment organization has been supporting scholarships to fifteen girls' children annually and Ganesh Man foundation has donated Rs 10,000/- for dalit children.

### *Donors' Personal Vested Interest*

Some of the donor shows their own keen interest for the development of the school. The individual or donors interest depends on their perception and interest. But the HT needs to express their proposal on the development of the school. In a sample school of terai district, a local resident hotel owner Mr. Ram Prasad Rijal informed the HT the school might be able to receive support from German and Netherland based organizations. Then HTs and SMCs made contacts with them and were able to construct a flat, few computers and science lab for the school. According to the HT, "after arrival of computers in the airport, I and my colleague went to MOES and MOF (Ministry of Finance) for excise duty free procedure. He also added that we had made correspondence several letter to these organizations for these support and other as well".

In another sample school, most of the buildings were built from donations received from various persons and institutions. The HT had been able to construct a workshop building with the support of municipality. Similarly, in the SMC, some of the members were the ex-students of the school, who proposed to organize a gathering of ex-students. They formed an Ex-student organization (SOEMSS) in the school and they collected some amount and constructed a golden jubilee pillar and helped in painting and park construction. Recently, ward no 20 of Biratnagar Municipality donated two chairs, one cupboard, and one table to the school. The school had formed different bodies from SMC members and parents for the development and improvement of the school.

### **School Management's Own Initiatives**

#### *Sharda Matching Revolving Fund*

The concept of Sharda Matching Fund was established with the donation of Rs 9000/- from the community and Rs. 9000/- by the DEO for the ECD class conduction. The organization structure of this fund was: VDC chairman, HT was the member secretary, two members from mother's group, one from SMC and two from Plan Nepal. Initially, this fund was focused only for ECD classes and later on the objectives of the fund was diverted on different activities of the school improvement such as distribution of scholarships, construction of furniture, distribution of dresses for the students, and distribution of pencils and copies. The Plan Nepal and UNICEF also had donated NRs. 9000/- each and now the amount of matching fund was NRs. 35,000/-. In near future this fund has planned to provide loan of NRs 500/- to disadvantaged groups such as rickshaw puller, maize sellers, bhuja seller and other similar professionals for coming academic session. This type of fund was quite similar to the recently introduced booster scholarship of the government.

#### *Anil Smriti Pratibha Revolving Fund*

It is another revolving fund of a school donated NRs 51,000/- from Mr. Laxmi Kanta Lal Das in the name of his late son and his daughter-in-law also contributed NRs. 51,000/-. The main objective of this fund was to award scholarships to the intelligent and deprived students. This fund was providing scholarships to five students annually. The interest received from the fund has been utilized for rewarding four intelligent students every year. According to the HT, this concept of fund was



explored on my own and Mr. Laxmi Kanta Lal Das was also interested to carry on a memory of his son by distributing some incentives to the poor student.

#### *Dhan Dhaynachal (Religious ceremony)*

In a terai school a large amount of financial support has been generated from the community by mobilizing internal and external resources. The school has been able to collect a sum of total fifteen million for the school by conducting religious ceremony. The main objective of this function was to collect as much financial support as possible for the school. The community members were inspired to donate as much money as possible in the name of the religion. The most interesting story of this fund collection was that: "people who would donate more than NRs 100,000/- would be respected and they would be carried to their home by elephant riding with all kinds of religious music on" and they were also provided with the certificate of appreciation. According to the HT, this type of support has faith and easy techniques on collecting the fund from the community.

### **Resource Mobilization Approach**

Most of the sample school management has mobilized the school's own resources for the development of the school. The mobilizing techniques of the school's resources were the long run generating support for the school. Ultimately, this technique was one of the most important techniques and self sustain modality. Though it was little incentive for the school but in present context this type of amount supports on the improvement of the school. Here the sample school had mobilized school's resources for generating the fund.

#### *Providing Buildings and Land on Rent*

Some of the sample school has managed to generate fund providing buildings and lands on rent. A school have nine bigha seven kattha and seventeen dhur lands which was donated by the community and present school management has provided land on lease on NRs 10,000/- per annum. In another school, there were eight rooms and five rooms were for class conduction and remaining two rooms have been provided to gym company and SLC coaching classes for rent at NRs. 500/- and NRs 1000/- respectively. So, this permanent type of fund was providing a life for surviving the school.

#### *Providing Fish Pond on Rent*

It was found that most of the terai region school had big pond with unused and were used for buffalo riding and washing clothes by the communities. In a sample school, the school management had given lease on NRs. 10000/- per year for generating additional financial support for the school.

#### *Community Penalty*

This type of fund was very rare. Late fees, late comers, absentees in the school are considered as a penalty and some of the school have been receiving some of the penalty from the students as a token of money for the school. This type of fees is very nominal in the school. In a sample school, the HT, SMCs and the local people have made a rule that people who did not go to build the canal on their roll are fined, and the amount of penalty goes to the school fund.

### *Selling Trees and Grasses*

Most of the public school has different types of assets with unused or misused. Some of the schools are using properly their assets on their own if the HT or school management is active and if they are passive it is misused or illicit by others from different purpose. In some of the sample school selling trees and grasses of school compound were a source of income of the school. Out of nine, two sample school had received about Rs 35000/- and Rs 1100/- from selling the trees and grasses left in the compound respectively.

### **School Cleaning Activities**

Classroom environment is obvious reflection of the teaching-learning situation in the school and is one of the most important factors for retaining students in the school. Of the nine sample schools, six of them had helpers to take care of cleaning the classrooms and the school premises. However, the schoolteachers often asked students to clean their classrooms and the school area. This act appeared to be quite stimulating to develop school bonding. In the sample schools, the cleaning was done daily with the help of the students under the schoolteachers' supervision. In some of the sample schools they have created student groups or clubs that are assigned different jobs to conduct the activities such as cleaning the school, and taking care of student sanitation and hygiene. At a reasonable time each groups were evaluated and the best performing groups were awarded.

In the sample school, UNICEF and some local clubs were also directly or indirectly support either in kind or in cash for school cleaning activities. These organizations have been supported training for teachers as well. For this, these organizations have formed the child clubs on different sub-committees. These organizations teach students how to wash hands, clean toilets and tube well. They also teach students how to clean the houses as well. The teachers head each sub-committee. These committees not only clean the school premises but also clean the roads by removing the woods, make the people aware of toilet building, cleaning hands, controlling diarrhea, burying waste materials in the pits, etc In one of our sample schools the UNICEF has provided a wooden stand mirror, towels, nail cutter and comb, which were used by the students. In our school visit, the research team found that the students came to the wooden stand mirror after going to the toilet and cleaning their hands. Then they wipe their hands with the towel and comb their hair looking at the mirror. They were also found to be cutting their nail. There was a very interesting story:

"A little child, who usually come to the school with his mother but had yet to join the school had regularly witnessing everything that goes in and around the school. Once, during the tiffin time when everybody was ready to take their snacks, the teacher offered snacks to the child also. Interestingly, the child wanted to go to wash his hands with soap before taking the food. It shows that the little child has already internalized the very concept of cleaning and hygiene. The level of motivation found among the students in this school was not noticed in any other schools we visited".

Some of the sample schools have formed different types of clubs or health clubs for keeping school environment clean and healthy. They are as follows:

### *ECO Club*

A school has formed an “ECO Club” with the objective of involving students in creative works such as natural conservation, protection, and plantation to keep school environment clean. The American Peace Corps, which also trained students in environment, related issues, supported these clubs. The patron of the ECO club was the HT himself and other two schoolteachers were the member and has the main responsibility to watch out of the club. This club is working on awareness campaign on health and hygiene of the students, made aware on traffic system for the children, pedestrian on traffic week and other student related activities.

### *Junior Red Cross Circle*

Most of the sample schools have established junior Red Cross Circle for creating the feeling of humanity and to have the students participate in different social, health and skill development programmes. With this circle the student and schoolteachers organizes cleaning campaign and health camp in the school as well as in the community.

### *ECCA Clubs (Environmental Camps for Conservation Awareness)*

A sample school had established ECCA club for providing training to students on schools environmental conservation and cleanliness of the school premises. This club was headed by the schoolteachers and publishes booklet on cleanliness and other environment related issues.

### *APEC (Association for Protection of Environment and Culture)*

A sample school had established an APEC club for cleaning school premises, environmental protection and providing training for students and schoolteachers on environment. This association was supported by the ex-student organization (SOEMSS), which sometimes also organizes cleanliness contest within the grades.

## **Extra-curricular Activities**

According to Education Act (7<sup>th</sup> amendment) the school shall conduct extra activities programmes in order to develop creative skills of students under the supervision of the schoolteachers and HTs. The act also stipulated that the activities should conduct on Friday after the study is completed and also stressed that the school may form committees and manage competitions and make rewards for them. Extracurricular activities are necessity for the primary school children for the creativity of their hormones and skills. In Nepal, the government had made emphasis on these activities not only in the school but in the curriculum as well.

Most of the sample school organized different types of extra-curricular competition among grade wise and level wise on Friday under the supervision of the assigned teachers and HTs. Sometimes subject wise games (courses offered games) were played among the students with the aim of multipurpose. As it was found that, in primary level different teachers were assigned for managing different extra curricular activities based on their textbooks. And most of the schools have some kind of playing objects such as one carom board, two high jump stands and rope, two rings, one chess board, two skipping rope, one ludo etc. These objects were not sufficient comparing with number of students and not the base of textbook as well.

During our visit it was found that on tiffin time some of the students were playing rope, rings and carom board only and those objects were kept on the HTs' room. Most of the districts also organize some of the activities either inter RC competition or district level competition and at that time most of the schools participate on the competition.

## Educational Quality

Education quality measured in terms of learning achievement is generally found to be poor even among the sampled schools that were known to be the best schools. During the discussion with parents, schoolteachers, SMCs, RPs and HTs, it was agreed that education quality vis-à-vis learning achievement is generally poor. Most of the deliberations from HTs, schoolteachers and SMC members pointed-out deficiencies: lack of resources, unqualified teacher, and students' irregularity, less care by the parents, insurgency, and disturbances caused by bandh, teacher's quota and students disappearing after tiffin. Also crowded classrooms and insufficient teachers appear to be the major cause of poor educational quality in majority of schools particularly in the Terai region.

The students' learning achievement has been assessed in terms of achievement scores in three major subjects: Nepali, Math and Social Studies in their final examination. The full marks of two subjects Nepali and Math of grade one, two and three have been converted into hundred marks from the full marks of 150. The scores of those students who did not appear in the examination have not been counted on the average score. All the scores received from the students were calculated and divided by the total appeared students by boys and girls separately. The average score received by the students by sample schools have been presented below:

The total average score in grade one in Nepali, Math and Social studies were 50, 48 and 44 respectively. The boys have higher scores compared to girls in each of the three subjects. Girl's score in Nepali, Math and Social studies stood at 49, 47 and 43 respectively, while the boys average score is 51, 50 and 45 in Nepali, Math and Social studies. The data shows that the score was low in social studies and high in Nepali.

Total average score on Grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	51	50	45
Girls	49	47	43
Total	50	48	44

Source: Field Study, 2003

In grade two the total average score of the sample school in Nepali, Math and Social studies were 50, 50 and 44 respectively. Boy's total score exceed more than 50 in Nepali and Math and less than 50 in social Studies. Similarly, girl's scores in three subjects were 49, 48 and 42 respectively, while the boys' average scores were 51, 53 and 46.

Total average score on Grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	51	53	46
Girls	49	48	42
Total	50	50	44

Source: Field Study, 2003

In grade three the total average score of the sample school in Nepali, Math and Social studies were 53, 49 and 46 respectively. The girl's average scores in three subjects were 51, 46 and 45, while the boy's average scores were 54, 51 and 49.

Total average score on Grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	54	51	49
Girls	51	46	45
Total	53	49	46

Source: Field Study, 2003

In grade four the total average score of the sample school in Nepali, Math and Social studies were 46, 42 and 41 respectively. The girl's average scores in three subjects were 46, 42 and 41, while the boy's average scores were 45, 41 and 41.

Total average score on Grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	45	41	41
Girls	46	42	41
Total	46	42	41

Source: Field Study, 2003

In grade five the total average score of the sample school in Nepali, Math and Social studies were 49, 45 and 47 respectively. The girl's average scores in three subjects were 48, 40 and 46, while the boy's average scores were 49, 48 and 49.

Total average score on Grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	49	48	49
Girls	48	40	46
Total	49	45	47

Source: Field Study, 2003

The average total scores of the students from grade 1-5 in sample schools in Nepali, Math and Social studies were 49, 46 and 44 respectively. Comparing with national average on the sample school, the scores were low in Nepali and Social studies except on math. On Math, the national average score were 33.3 only whereas the sample school scored 46. Boys have higher score than that of girls. The average score of boys in Nepali, Math and Social studies were 50, 48 and 46, whereas the girls average score were 48, 44 and 43 respectively.

Total average score on Grade 1 - 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	50	48	46
Girls	48	44	43
Total	49	46	44

Source: Field Study, 2003

Out of nine sample schools only two schools have slightly higher score than the national average in Nepali. All the sampled schools have achieved higher score than national average in Math, and none of the sample schools have achieved higher score than national average in Social studies. These discrepancies with national average shows that the educational quality of all the sample school is not satisfactory. During the school visit, the SLC exam was at the offing and the HT was conscious and serious about it. Most of the sample schools were conscious only on school's physical improvement and less apprehension on educational quality. Now the time has come for making priority on quality improvement of the students otherwise it will be delayed on it. In the sample different school have primary school adopted different strategies on their own for improving learning achievement of the students. They are as flows:

### **School Initiatives for Quality Improvement**

#### *Use of Educational Materials with Child Centered Learning Modality in the Class*

Some of the sample schools have used the educational materials for grade one, two and three and weaker student were kept in the group for supporting their improvement. Some of the schoolteachers were personally instructing to the weaker student as well. The alphabetical charts, numerical charts, pocket charts and pictures of different animals were found being used and displayed in the class by the schoolteachers and the students were let to hear the radio programme after the tiffin.

#### *Coaching Classes*

During our visit in two sample secondary school the SLC examination was coming nearer in the school and the HTs were serious and conscious on the exam because it was the reflection of the school's achievement for all parents. Based on the performance of this exam, the activities of the HTs and schoolteachers were assessed. In order to achieve the better learning scores these schools were organizing coaching classes for poorly performing students of grade ten and the school management had managed some incentives to English, math and Sciences teachers based on the period. We asked to the primary HT about coaching classes and added that, "the coaching classes will be run, if there is a needed" and some school were conducting coaching classes to the weaker students of grade 5 and 8 separately for the pre-test before the RC level and district level examination.

#### *Awards for the Deserving Students*

Most of the sample schools distributed prizes for deserving first, second and third students either on parent's day or on school's day. According to schoolteacher, the distribution of prizes for deserving students helps improve the learning achievement of the students by increasing the level of motivation on them and some sample

school had offered some prizes for those students whose attendance was highest. In addition, some of the schools have made some provision of scholarships for talented students.

#### *Students are not Permitted to go Outside with their Books on Tiffin Time*

As it was found that some of the sample Terai School, children disappear after tiffin because of the parents takes their meal in daytime and the student also take their tiffin on the same. With this, these children disappeared school after tiffin and rarely return back in the school. So, in a sample school the students were not allowed to go outside the school premises with their books and they have to leave their books in the classrooms because of their leaving school after tiffin.

#### *Contest and Competition*

Most of the sample school frequently organized speech, poetry, essay competition among the students and distributed awards for placing first, second and third in the final examination.

#### *Quality Control Circle (QCC)*

A sample secondary school had developed 'quality control circle' which comprises HT, schoolteachers, some parents and SMC members. According to the HT, "this idea was borrowed from the industries of Japan". The main objective of QCC was developing self-confidence among students to resolve the problems on their own, improvement on school's environment, and management development of the school. The HT was the advisor of the QCC, a B.Sc secondary teacher was convener and other eleven members including SMCs. The circle basically supervised schoolteachers' performance in the classroom and immediately suggests for necessary improvement and also invites parents to discuss on students' problems. During our focus group discussion with SMCs and parents, they realize that this circle was the tools for improving the achievement status of the students and were satisfied with the roles and functions of the QCC. Due to this QCC, some students from boarding schools had reportedly enrolled in this school and those who did not get the opportunity have been reportedly waiting for the next term enrolment. The function and concept of QCC was almost similar to PTA and the main objective of PTA was to carry out functions for maintaining quality of education in the school. In this school the PTA has not been formed and those schools that have PTA, they were also not functioning well. The PTA seems to be mainly concerned on the students whereas this QCC was concerned about the teachers' performance as well.

#### *Poor Performing Student on First Bench*

During our visit in a sample school, the schoolteachers were instructed for poor performing students in the first row bench sited and giving special attention on them.

#### *Supervision on Class Teaching of the Schoolteachers*

Supervision and monitoring is the important tool for improving the teaching learning situation of the students. Some of the sample school the class observation was done by the HT regularly and most of the HTs rarely observe the classes in the school and spent few time for evaluating teachers' performance of the class. In a

school the HT mostly assessed the final result of the student on each grade and if more than ten percent students were failed in the examination on certain subjects, the concerned teachers were called and asked for improvement. Generally, the group debate and discussions were held among the schoolteachers including HT before and after the classes.

#### *Maintaining School Discipline*

Students' discipline in the school also reflects the effectiveness of the HTs' activities. In the sample schools most of the HTs were conscious on the discipline of the students and think that discipline is the most important aspect for an institution to run school effectively. In our observation each and every school had developed their own rules and regulations for the student and the schoolteachers regarding the code of conduct and none of the students and schoolteachers has been punished for breaching the discipline. Most of the sample school had developed a list of rules about the discipline and had signed by the schoolteachers during schoolteacher meetings. Some of the student related code of conducts was wedged in the notice board and the classrooms. The code of conduct was developed and approved from SMC by the HT was: schoolteachers and students should be present at the school at latest by 10:15 am and the gate will be closed at 10:30 am, nobody will be allowed to enter the school after 10:30 am, students should not be abused physically in the class, students and schoolteachers should take part in schools' activities, students can't go outside of class unless the bell rings for the purpose, only educational and academic talking is allowed in the school premises, if any teacher is absent without notice, his/her leave will be counted for unpaid leave except for in an emergency, schoolteachers who used to go to other school to teach are stopped to do, out of dresses are reminded personally, students need to take permission for early leaving and need to sign in the register and if a schoolteacher comes late he/she is asked not to sign in the attendance register and is asked to take a leave for the day.

#### *Maintaining Schoolteacher Regularity*

Regularity is another major concern in the school. HT, schoolteachers and SMCs were always conscious on the regularity of the students and schoolteachers. HTs concern was on the schoolteachers and schoolteachers on the students and SMC's on the HT. During our visit the on an average the total school opening days were counted as 150 and class-running days were 135. Most of the sample schoolteachers were regular and their average attendance was 90 percent. The schoolteachers rarely take leave and prefer to attend the school. The students' attendance was also satisfactory and some of the school have rewarded on their presence in the school. But the researcher noticed that student's attendance was also satisfactory and schoolteacher's attendance was also more than 90 percent but the achievement is quite low. It shows that there may be different other causes rather than the attendance although attendance is also vital.

#### *Inclusion of Additional English*

In a sample school besides the national authorized textbooks an extra English books "Creative expression technique" was also taught for grade 7<sup>th</sup> and 8<sup>th</sup> for improving the educational quality of the school with the permission of the SMCs and DEOs.



### *Provision of Monthly Test Mechanism*

Some of the sample school had made the provision of monthly test system in some of the subjects after finishing each unit for improving educational quality of the students.

### *Interaction with the Parents*

Most of the sample school every year celebrates its anniversary day and the parents were invited to attend the function. On that occasion the progress report of the student were presented before the parents and discuss on the progress report of their children.

### *Training for Untrained Teachers*

Most of the DEO were managed modular and refresher training for the schoolteachers and the HT has been taking initiatives for providing training to the untrained teachers.

### *Strategies Adopted to Control Absenteeism*

Some of the sample school had adopted few strategies to control student's absenteeism. First, those who do not show-up for more than two consecutive days are penalized a small amount of money and the penalty need to waive by the parents itself otherwise the parent need to report to the class teacher for absence. This way both the parents and the school would know reasons for the student's absence. Secondly, for controlling students disappearing after the tiffin in the afternoon, the class-teachers take re-attendance after fifth period and the children were reminded about their absence and if needed reminder are also sent to the parents.

### *Medium of Instruction*

Some of the sample terai schoolteachers have been used use both languages in the classroom because most of the students use to speak their own languages because they feel difficult to communicate in Nepali and some of the HT also had made compulsory for the schoolteachers to speak Nepali with the students and schoolteachers were also instructed to do so. This two-way interaction method supports for better learning among the students on their own language.

### *Motivation through Incentives*

During our visit the school management had honored the schoolteachers for their outstanding performance, punctuality and experiences on school's day and a sample school has provided few loans to the needy schoolteachers and those teachers who has to travel long journey for school has been reduced a periods.

### *Motivation through HT's Personality*

Extra talent means having talent on dance, music, song, painting, and dealing technique to the parents, communities and other stakeholders. This type of talent rarely found with a person. A poet has expressed his views that, a man who does not know music, literature and art are like a beast". Likewise, in a sample school the HT has the capacity of playing music, dance, painting and songs. He loves to work as a part time at Butwal FM service and sings, acts, and plays musical instruments. He

himself painted the name of each donor and displayed in the wall of the office room and the names of the people providing materials were also displayed. The students of this school have been performing better in the extra-curricular activities comparing with other sample schools and stood first and second in RC and district level folk song competition and folk dance 3 times. In cultural programme competition cash award received from RC level. In fine arts competition the school got III third position in the intra-RC school competition. During assembly time he himself sings the song and motivates the students. This type of motivation with students brings regularity in the school and all students participate in each extra-curricular activity. Comparing with other school, the students of this school were smart in extra-curricular activities and so on.

### Chapter III

## HEADTEACHER'S CHARACTERISTICS

The exploration into the successful head-teacher's characteristics has brought some remarkable characteristics such as dedication to their duties, transparency, management of their time among various duties and obligations, and maintaining harmony/relationship with different stakeholders and cooperative environment among the schoolteachers. Some of these characteristics have discussed at some length in this chapter.

### **Dedication**

Almost all HT of the sample schools have found dedicated on their job. HT's self-initiated dedication in the school brings new height to the school. In some of the sample remarkable dedication can be analyzed below:

#### *Sample Cases*

This is a sample case of management transfer school. The HT is very active and hardworking and spends most of the time in the school even in holidays as well. He involves each and every activity of the community and VDC. His activities to school done remarkable achievement on physical and educational development to lift the school and to bring donors like Plan Nepal and UNICEF. One of the SMC members added that, "the HT was very serious and most active." According to the HT, "I spend most of time on school related activities and all the school related documents are in my bag including the stamp of the school. He also added that during my spare time I keep thinking and planning about school improvement in terms of educational quality and physical development. According the HT, the journey from low-income family without clothes and gurukul sewa study to the management transfer school was the result of dedication and hard labour.

Another school lies near the boarder area and serving for the children's of the laborers and the students working in the mills and one of the old schools of the sample. The population living on the catchment area of the schools is the migrants and laborers. According to the SMC member, "school's backyard had once become a venue for alcoholics, drug-addicts and for all sorts of illicit activities. The school compound used to be filled with empty bottles, syringe and piles of garbage. The HT dared to chase-away those people and cleaned up the school environment. Similarly, in the school during rainy season the area was filling up by water and with the initiatives with SMCs, the HT paved way inside the school. His daily routine includes coming to the school at 6:30 in the morning, because secondary and lower secondary classes starts in the morning and usually stays until 11:30 in the school and takes a break for lunch and arrives back in the afternoon to monitor primary level. The primary in-charge was there to administer the primary classes therefore HT's role was mostly of an advisory cum monitoring. According to a schoolteacher, "the HT frequently inspects classes and provides feedback to them". One of the schoolteachers even commented, "This school is like a boarding school as things are very punctual and routine". SMC members, parents and the schoolteachers were most satisfied with the current HT. The primary in-charge said proudly that, "every schoolteacher in the school has highest regards to the HT and patronize even when schoolteacher has personal problems".

### *Time Management of Secondary HT*

The time budgeting has been focused mainly the time spent for the purpose of the school development activities. In the education act, the term of HT has been defined as the teacher. The main job of the HTs was teaching including the management of the school. Apart from the classroom teaching the HT need to do administrative works, meetings with the schoolteachers, SMC meetings, RC meetings, DEO visit, visiting NGOs/INGOs, official work visit, interaction with the students, parents, community members, and supervision and monitoring etc. In the school the HT has no fixed time as other schoolteacher do but he need to take class regularly and in some of the sample secondary school the HTs were taking minimum two periods. In a sample secondary school, the HT time management was calculated on each function. On each activity certain weights (points) were given to separate headings under the time management of the HT. The weights were calculated on the basis of time spent in a year. The time spent on each heading has been measured in the total hours spent by the HT on the heading in a year. The interaction with parents and communities are not included and are difficult to be calculated exact time. All these time-spent headings were derived from the HT's attendance register. The time was calculated as six hours for each day because the school's time is six hours a day and assumptions was made for six hours spent a day. The time was calculated assuming that the HT spent the whole six hours of the day in the seminars and meetings, which may vary because the HT may not necessarily spend the whole six hours. The time spent by the HT was based on year 2061 BS for school purpose were; classes two periods per day, which represents thirteen percent and administrative time, spent counts forty percent. It shows that most of the time spends on the administrative rather than the classes. So, it found that classroom teaching accounts thirteen percentages only. Similarly, the meeting time spends at RC, SMCs and schoolteachers were almost same because these meetings held once a month to once in two months but some of the school have less meetings on SMCs and schoolteachers. These meetings depend on the need of the school. This year about twenty meetings were held with the schoolteachers'. The time spent by the HT in different headings is listed below:

Secondary level HT's time spent on different headings, 2003-2004

S.N.	Headings	Percentage
1.	Classroom Teaching	13
2.	Administrative work	42
3.	SMCs Meeting	6
4.	RC Meetings	7
5.	Visit to DEO	7
6.	Supervision & Monitoring	3
7.	Schoolteacher Meeting	6
8.	Official Work at Kathmandu	4
9.	HT Meeting at DEO	1
10.	Official Work at Exam Office	6
11.	Workshops	3
12.	Peace Corps Office Visit	1
13.	Parents Gathering	1

The time spent by the HT in the supervision and monitoring is less comparing with different meetings. Since the HT has spent less time in classroom teaching and more time in administrative works the percentage of classroom teaching and administrative works are thirteen and forty respectively, which cover the largest portion of the time spent by the HT. The administrative works include assembly/prayer, taking care of the official letters from the different organizations including the DEO, involvement in the extra-curricular activities, informal meetings with the parents, etc. The time was calculated assuming that the HT spent the whole six hours of the day in the seminars and meetings, which may vary because the HT may not necessarily spend the whole six hours. The time was calculated as six hours for each day because he spent the whole school time outside the school.

#### *Time Management of Primary HeadTeacher*

The main activities performed by the HT of this sample school this year were classroom teaching, administration, meetings with the schoolteachers, SMC meetings, RC meeting, DEO visit, visiting VDCs/NGOs/INGOs, seminar (SIP), interaction with the students, parents, community members, supervision and monitoring and sharing ideas between community handover school, visit to school inauguration programme, workshop attended in Kathmandu on community handover strategy and curriculum analytical framework on Morang etc. The HT has three classes per day, which represents eighteen percent, and administrative time spent counts 34 percent. It shows that most of the time spends on the administrative rather than the classes. The meeting time spends at RC, SMCs and schoolteachers are almost same because these meetings held are held once a month to once in two months. The time spent in different headings is as follows:

Primary level HT's time spent on different headings, 2003-2004

S.N.	Headings	Percentage
1.	Classroom Teaching	18
2.	Administrative work	34
3.	SMCs Meeting	2
4.	RC Meetings	2
5.	Visit to DEO	3
6.	Supervision & Monitoring	4
7.	Schoolteacher Meeting	3
8.	Workshop at DEO and Morang	3
9.	SIP Seminar	1
10.	1 <sup>st</sup> Package Training	26
11.	School Inauguration	0.4
12.	Parents Gathering	0.4
13.	Sharing Ideas among Schools	3
14.	Official visit for Educational display	0.4

Since the HT has spent less time in classroom teaching and more time in administrative works the percentage of classroom teaching and administrative works are 18 and 34 respectively, which cover the largest portion of the time spent by the

HT. In this school the HT spend most of his time on first package training, which affect on other meetings comparing to the secondary school.

### **Team Management**

The school is a form of team of SMCs, students and schoolteachers. The function and activities of the school depends upon the team. In the school, the HT needs to keep in touch with all the stakeholders. Without support from these stakeholders, the success is far from the reality. The HT's visionary guidance, his role model, behavior and transparency leads the team. In our sample schools most of the HTs have good relationship with the students, schoolteachers, SMCs, parents and other stakeholders. Under the team management, in the sample schools, the HTs have been performing the following activities:

#### *Sharing Power to the Subordinates*

In a sample secondary school, there is the provision of asst HT and primary in-charge and the school starts on dayshift only. The HT delegates his power (except financial) to the asst HT while going outside. On the interaction most of the schoolteachers express that the asst HT has been playing crucial role in the school. He is responsible for all the academic and administrative activities, while the HT was busy mainly in community relationship and in receiving support from the DEO, RC, VDC and other organizations. The HT spent relatively less time in teaching the students in comparing with primary HTs. The secondary school HTs have been found spending their time on outside activities. Outside activities supporting for the school is the part of the HTs' which provides input for the school. According to a schoolteacher, " an asst HT is doing all the administrative work of the school not only managing the class routine but also the administrative work of the school as well and the HT's job is mainly to take care of the outside activities and manage the resources." In this school the primary in-charge looks after the primary section including the management of class routine and class conduction. According to asst. HT, "The HT is senior and well experienced and he puts all his experiences into action".

In another sample school, with the recommendation of the HT, the SMC has appointed a primary teacher in-charge for the primary section. The HT had given full authority to the primary teacher in-charge on enrolling students, assigning classes to the teachers, class monitoring, recommendation for teacher's leave, and so forth. Schoolteachers unanimously agreed that the provision of primary in-charge had helped make decision to run the primary classes. The primary in-charge is there to administer the primary classes therefore HT's role was mostly of an advisory cum monitoring.

#### *Class Load Sharing*

According to the education act (7<sup>th</sup> amendment) the HT should execute as a school head and has defined the arrangement of a HT as an administrative boss of the school. On the other hand the act has consider the HT as a teacher of the school which means that he has to teach at least five periods a day. Similarly, the schoolteacher needs to take classes as structured by the HT. In our sample school, the class load of the schoolteachers ranges from minimum 24 periods to 33 periods per week and even the HTs were teaching 33 periods per week, which was equal to all

schoolteachers and the class routines were found to be prepared with the consensus of all schoolteachers and none of the schoolteachers have ever complained about class routine.

#### *Issues on Overload to the HT*

The term overload tries to relate with the activities of the HTs within and outside the school. Within the school, the activities of the HTs' are administrative work, class performance, relationship with schoolteacher, student, SMC, parents and guardians' etc and the outside school activities are community relations, DEO visit, RC meeting, NGOs/INGOs visit and other official and non official jobs etc. In addition, on present context, there may arise sudden evolve activities for the HT within and outside school and have to face on it. Some of the stakeholders expresses that there is no time limit, no fixed and assigned job of the HT. According to an international labor law a man works about forty hours a week or eight hours a day and gets two days off. If a person has to do some additional works beyond forty hours, he is considered overloaded and if he is paid separately for the time spent on work beyond forty hours is not considered as overloaded. In our sample school the HTs were not paid according to the hours or the time they spend on work but they were paid extra allowances monthly for taking the responsibility of the HT.

According to the education act (7<sup>th</sup> amendment), the HTs of secondary schools were paid the allowances of NRs. 6000/- per annum and the HTs of primary schools were paid NRs. 2400/- per annum excluding the amount of salary. It seems to be a lot less in comparison to the load they bear. Due to the insufficient teacher quota in the primary level, the HTs are overloaded and since they have to teach classes and take care of the administrative works at the same time at times they are exhausted. The HTs admitted that they do not teach all the classes placed in the routine because they were interrupted by taking care of the administrative works, visiting of communities and parents, visiting DEO, RC and other organizations etc. In one of the sample schools the students were doing extremely well, getting over eighty percent pass rate, in the subject the HT taught when he was just a schoolteacher. Ever since he became the HT the students achievement score is declining continuously, with only 25 percent pass rate last year in his subject. Most of the HTs and schoolteachers are of the view that there should be a separate position for the HT who does not have to teach classes and can only take care of the administrative jobs. But the term HT denotes "head and teacher". The teacher comes first after head. So, the argument of the schoolteachers and HT on separate position for the HT is not justifiable. There is also a school of thought that those HT who never attend the classes, he was considered as a failure head of the school. During the interviews, most of the HTs expressed the view that they have gained social respect and reputation as a benefit of being a HT whereas almost all of them were of the view that being in this profession and not being in any other profession has surely caused some financial problems in their lives. In the same discussion, the HT said that his friend was from the same school and same family background, he chooses business as his profession and the HT chose teaching as his profession and became the HT. Now, his friend has earned more than twenty million and I am in the same position taking dusters, chinks and sticks in the hand. It shows that some of the HTs were unsatisfied with their jobs in terms of the financial gain.

## Transparency

The theory of management explains that the more transparent a person is the more support he can receive from the team members. The term transparent is difficult to trace out and generally it is confined on the financial activities. The study team has not gone through each and every element of the financial part and activity of the school and only assessed in terms of schoolteachers, SMCs comment and HTs work appearing at the school.

In our observation of a sample school the HT has listed each donors' name and displayed on the wall of the office room the name of each and every donor (as minimum as Rs. 10). The names of the people providing materials were also displayed and he was receiving full support from the schoolteachers, SMCs, parents and community. He was conscious on letting the schoolteachers know the decisions taken in the SMC meetings and the information received from the DEO and other organizations. He has been formed different sub-committee such as decision-making, account clearance, parent's mobilization and school cleaning committee. The formation of these committees was the reflection of transparency and when he has to go for outside school visit, he informs the schoolteachers. The class routine was made consulting all the schoolteachers and with consensus. His impartiality while distributing classes was also seen while assigning schoolteachers to be class teachers of all grades. It was done by the lottery method. Even the HT may be the class teacher of grade one if he happens to pick the lottery for grade one. The UNICEF supported a toilet construction, the compound of the school was fenced with the support of DEO and the district forest office, JICA and community supported a building and land, these are all the openness and transparency of the HT.

## Harmony/Relationships

The beauty of harmony focuses on relationship or interaction or behavior or etiquette or manners with the stakeholders within and outside the school.

### *Relation with Schoolteachers*

During our visit to the school, we have interacted fifty-eight schoolteachers regarding the roles and activities of the HTs. On the sample schools the student teacher ratio ranges from 17:1 to 55:1 and the number of schoolteacher ranges from minimum four to thirteen schoolteachers including HT. The average class size ranges from 26 in primary level hilly district and 144 in secondary level terai district. Those schools, which have fewer schoolteachers, need to take minimum 34 periods per week including multigrade teaching. In our observation none of the school has conflict between schoolteachers and HTs. One schoolteacher added that the HT hasn't punished any teacher and that kind of situation has not arisen in the school. The schoolteachers meeting was held once a month on Friday and some informal discussions take place everyday and one of the schoolteacher commented that the HT doesn't act like a HT in front of them and considers them like colleague so they were never afraid of him. He comes in time, goes in time and wants them to come in time and leave the school in time. HT and the schoolteachers' relationship can boost up the educational quality of the school. When the HT goes to the DEO and outside the school, all schoolteachers share the classes.

Most of the schoolteachers were receiving pens and diary for correcting the answer papers and some teachers were rewarded in some schools on parents' day or school's



annual day. According to the HT, if more than two schoolteachers were absent then there need to be placed two grades together and taught. In a sample school according to a schoolteacher, "the HT is quite supportive and shares in the meeting the ideas of the school development activities" and if any schoolteachers shows interest in particular subject, he gives priority to that teacher and behave impartial while sending teachers on the trainings. However, schoolteachers were found to be working for the overall development of the school and even involved up to the task of giving students haircuts and it is found that some of the schoolteachers were contributed a fair amount of money for the construction of the school. In the HT's opinion the demarcation between a HT and a schoolteacher is that a schoolteacher is mainly confined to giving students education and HT was responsible for leading the school to a goal ultimately the job is the same. In a school the HT have provided all schoolteachers the keys to the office room, whoever comes first, opens the school. Another schoolteacher added that, "we have been assisting the HT in everything including in collecting the fund and the HT does everything consulting the schoolteachers and goes outside by letting us know." The schoolteachers were also assigned other special responsibilities such as first aid, cleaning etc. If necessary, they also work overtime and the HT arranges meal.

#### *Relationship with Parents/Guardians*

Parents and schooling are interrelated phenomenon. The closer the parental involvement to the education of their individual child makes the greater achievement. That is why; parents are integral to schooling though there is some conflict between schoolteacher and the parents. "They have a personal stake in the education of their child. Moreover, parents are primarily responsible for education of their individual child. In this regard, A. Pollard and J. Bourne (1997) claim that parents are the first line clients of the school and co-educator of the children in parallel with the schoolteachers. These views clearly focus on positive relation between school and parents. It is said that successful HT of a school is conscious about the children's progress and parent's involvement. The children involvement in the school is only five to six hours and rest of the time they will be under the parents care. Those parents who do not care for their children in the home his/her children cannot make quality education. The early research beginning with the Coleman report (Coleman et al. 1966) claimed that teacher, school and fiscal resources had minimal effect unless student's family background is strong and supportive (Cynthia et. al. 1998). Most of the early research on school effectiveness claimed that the major determining factor on student's achievement is the family background.

In our observation most of the sample schools were remarkably low on parent's involvement because of the communities with under privileged caste, uneducated and unaware of their responsibilities. The parents' day was organized once a year either in the saraswati puja or in the result announcement time or on the school's day. On that day the parents were invited to attend the function and discuss on the progress report of their children. Generally on that occasion the progress report of the student and the annual income and expenditure report were presented before the mass. Some of the schools' HTs invite the parents to talk about their children's weakness after each terminal examination. In a sample school, according to the HT, "the parents of this community rarely come to the school but on parents day they come to school if the school asked to come because of their illiteracy and ignorance. HT's remarks about the parents are that: "most of the parents rarely check children's homework and their performance and rarely come to the school. In the same

discussion HT said: "about 700 students are studying in the school and it is quite difficult to identify the characters of the student." The HT added that the responsibility of the parents was higher than that of the schoolteachers. On our focus group discussion, it was found that one of the parents transferred his children in this school from the boarding school and said, "I have saved my money". According to him, "It's fortunate to have such HT in the school".

#### *Relationship with SMCs*

According to the education act school and SMCs are a coin of two heads. In the sample schools, SMCs and the HT have close relationship with each other and they were involved in building construction, collection of fund, and mobilization of the community, and bringing children to the school. The HT has the authority and responsibility to implement the decisions made by the SMCs. Whenever the SMC chairman and the members visit the school they verify the attendance of the schoolteachers. Most of the SMC chairmen and the members have been found visiting schools frequently. The HTs have to take approval from the SMCs for most of the decisions that need to be implemented. The SMCs have been found hardly rejecting any proposal presented by the HTs. In a sample school, the SMC meetings decisions on 2003/04 were basically on raising the fees, performing extra-curricular activities, physical development, scholarships distribution for underprivileged and disadvantaged student, provision of entrance admission, pre-approval of long leave, parents' day celebration and the decision on "if any family has three or more children studying in the school one child will be taught free of cost" etc. According to the HT, these decisions will be implemented either on the coming academic session or will be implemented soon. In the focus group discussion, in the sample schools the SMC members were all had this opinion that the HT's desire can make a best school in the region.

In some of the sample school, the SMCs were involved on different activities of the school including the door-to-door campaign and the supervision of the schools construction. During our visit, in a school the SMC chairman entered the school and without really responding us went directly at the construction place and instructed the HT about the toilet construction. In our observation, none of the SMC member has any conflict and criticism about the activities performed by the HT. This shows that SMCs and the HTs have close relation and transparency on their activities. We have found that some of the SMC members have donated cash and kinds to the school and one of the SMC members argued that the main task of SMC is to suggest the HT not to interrupt him.

In another focus group discussion the SMC chairman added that, HT should control all schoolteachers and should focus on quality education. It seems that some of the members were conscious on the quality of education in the school and they feel on low educational quality of the school. Because in that school the number of students was decreasing and parents were enrolling their children near the private schools. With this declining trend on the number of students in the school the SMC chairman and members concerned on quality teaching. In that school, the SMC chairman was not fully satisfied with the learning achievement of the school. In our conversation with him he immediately reacted that, "recognized and powerful people should send their children to the public school or there should improve learning achievement in the school. He also added that, "quality education is the tool for increasing the

number of children in the school". He said that only few communities were helping financially to the school.

#### *Relationship with the RPs*

The main role of RP was perceived before as a focal person for teacher support for quality primary education but in reality s/he is working as a liaison officer between DEO and school. It is helpful to the schools to be informed about the changes in the programmes and policies in education and getting circulars in time. During our visit to the districts we interacted with thirty-two RPs from five districts. Most of the RPs concerns were that HTs should act as change agent in order to make difference in the school system. He should be provided with the authority of recommending transfer of the undesirable teachers to the DEO, without approval of SMC. One RP added that, "due to the limited number of schoolteacher quota the HTs are over loaded and there should be increment on allowances. Another RP said that, "HT should be impartial with leadership skill, transparent, sincere, dedicated and senior most in the school, otherwise schoolteachers may not obey him". Another RP explain that, "there should be free competition among senior schoolteachers for the HT's position in the district". He also added that senior schoolteacher with competition brings new horizon and height in the school.

But on other side the HT and schoolteacher complain that: "RPs should be creative and should provide input for the schoolteachers on class room activities and should visit school at least once a month and monitor the classes of the teachers". One of the HTs complained that: "RPs does not even do ten to fifteen percent of his job". They said that RP rarely visit schools. There were regular HTs meeting in the RC and several issues are raised in the meeting but committed actions were not done accordingly.

### **Creativity in Management**

#### *School Beautification Programme*

School beauty exerts strong pull on the students and is a means of the healthy learning environment of the school. In Nepal very few public primary schools have adopting this student pull mechanism on the basis of school beauty programme. During our visit, in a sample school the HT was instructing to the gardener for planting different kinds of flowers in the school premises. Some quotations of the celebrities had been written and the pictures of the celebrities and the inspiring people were framed in the HT's and schoolteachers' room. The school had constructed a golden jubilee pillar and a park and had done white washing in the classes. During our discussion the HT showed us long list of school beautification programme including writing quotations on the walls and classes, displaying charts, maps, management of mirror, towels, nail cutter and comb etc. He was planning to make school refurbishment on phase wise.

#### *Child Garden*

Generally, in most of the public schools the family 'push' for children in the school is high but the schools 'pull' is lacking. However, in one of the sample schools of our study there is child garden for the ECD and grade one student. In the child garden there is a chakachuli chipleti, skating, swing and student health club, which seem to

be attracting students to the schools and giving the school reputation like the private boarding schools.

#### *Loans for Dalit Children*

One of the sample school whose management has been transferred to the community had been established Sharda Matching Revolving Fund supported from the UNICEF, Plan Nepal, HMG and school itself. With this matching fund the school has been planning to provide loans to rickshaw pullers, maize sellers, bhujia sellers and other similar laborers from coming session. It was an incentive for sending children to the school. This type of loan is the initiatives of the HT's own similarly the government is also planning to provide this type of loan to the out school children family.

#### *Formation of Subject Committees*

In one of the sample secondary schools, the HT has formed different subject committees under the leadership of the subject teacher of the higher grades. The subject head will look after the performing activities of each student on particular subjects even in the lower grades as well. It's the committee's responsibility to report to the HT regarding the concerning problem on the particular subject. This committee shares the ideas among schoolteachers regarding on the course curricular.

### **Impartiality**

The HTs of all the nine sample schools were found to be impartial while sending schoolteachers to the trainings and assigning class loads. In the schools where there was a provision of reward to the schoolteachers, there was no complaint of discrimination but most of the schoolteachers mentioned that they have not received any award. Last year the HT had received the education day award informed a schoolteacher on one of the sample school. The HT can only recommend the name but cannot select the name. In a sample school, even for assigning schoolteachers to be class teachers the lottery method was used.

### **Punctuality**

From our discussion with the HTs and also through our observation it was found that all the HTs of the sample schools arrived at school before 10 a.m. and leave after 4 p.m. In that sense all the HTs were found to be punctual. In the sample school, the HT added that, when I have to go on my personal work, I will take leave on that day. I have developed and followed the plans and programmes for the development of the school and keep communicate with the schoolteachers when I will late. I attend school during assembly. Another HT added that, I never miss the class and mostly supervise the classes of the schoolteachers.

## Chapter IV

### CONDITIONS AND SUPPORT FOR BETTER MANAGEMENT

In this chapter how the head-teachers have managed to collect sufficient resources and how successfully worked their ways to boost the teacher's morale in schools is discussed. Some of these activities are replicable to other schools without much labor. Important point to note is that the head-teachers have played proactive as well as innovative role in identifying and implementing various activities.

#### **Develop Separate or Similar Matching or Revolving Fund**

Most of the sample schools have managed to generate some kinds of funds from one source or another and some of them had established matching or revolving fund for generating the money from different sources and these money were used for scholarship distribution for dalit children, loans for the out of school children family and indirect support for schoolteachers. Those schools that have this type of funds were doing better in terms of physical development, student retention, and increasing enrolment in the school. With this fund the school can mobilize its resources for various activities and need not depend on the government fund. Some of the sample school has established Sharda matching fund and Anil Pratibha revolving fund and these funds were used for ECD class conduction, distribution of scholarships, construction of furniture, loan for dalit school children and distribution of dresses, pencils and copies. These schools were doing comparatively better on the improvement of the school. So, to run school smoothly and regularly it is advisable to develop such type of fund on each school, which may support for the improvement on the school management.

#### **Minimizing the Class Loads**

If the HTs have less number of classes to teach, he would have more time for the administrative works, class supervision, monitoring and other activities. It would enable him to monitor and supervise the classes, which would ultimately increase the quality of education in the schools. The education act (7<sup>th</sup> amendment) requires a teacher (including the HT) to teach five periods a day. In reality, the HTs were found to be teaching as many as six periods a day. In one of the sample primary schools, the HT who was only SLC and untrained has been teaching only three classes a day and giving enough time to take care of all the administrative and school related activities and also monitoring and supervising the classes of the schoolteachers. The HT was found to be supervising and monitoring the classes of the teachers regularly, once a month and receiving continuous support from outside. In our interaction with the HTs it was realized by almost all of them that regular monitoring and supervision is necessary or crucial to maintain the education quality of the school. Most of the HT's complain about having too little time to monitor the classes due to the heavy class loads and only possible inspecting from outside. It is advisable to minimize the class loads of the HTs for the betterment of the education quality and improvement of the school management.

#### **Grooming Principle**

The sample schools' HTs were appointed before the 7<sup>th</sup> amendment of education act was in place; even after the implementation they were not given the acceptance

letter. Out of nine schools, five schools have the HTs who have come through grooming principle; they have been appointed after the retirement of previous HTs and have been mainly following the path of the previous HTs; two HTs were transferred from other schools who had been working as the HTs and the HTs of the remaining two schools were transferred from other schools who had been working as the teachers in those schools. In our sample school the groomed HT were doing better on school management. So, it was better for the school to have a HT who comes through the grooming principle.

### **School Based ECD Classes**

In our sample school, two schools have conducted school based ECD classes. One of them has transferred its management to the community and other was about to transfer the management to the community. In the management-transfer school with the ECD conduction; grade one promotion was 53 percent, average score on grade one was 50, and receiving continuous support from Plan Nepal and UNICEF and student regularity was 50.3 percent. Similarly, in other school; grade one promotion was 80 percent, average score was 60, UNICEF supported on toilet for boys and girls, establishment on child club, and cleanliness training for teachers, wooden stand mirror, towel, nail cutter and comb, student regularity was 76 percent and habitual on school going and coming. This shows that ECD may resolve and may bring new changes on the school and improve the educational quality of the school.

### **Increment on Teachers' Quota**

In our sample schools there were minimum four primary schoolteachers' including HT to maximum thirteen schoolteachers in secondary schools and the schoolteacher student ratio ranges from 1:17 to 1:55. The data shows that there was no problem on the schoolteacher but when it was counted in number; of the nine schools three schools have only 3-4 schoolteachers including HT. Those sample school that have only three schoolteachers, the HT need to take more classes and has no time for outside activities and these schools have less physical improvement comparing with other school. According to the HT, the increment on teacher quota helps on reducing the problem of student leaving after tiffin, improvement on quality learning brings the HT on outside activities and improves on regularity as well.

### **Trained Teachers**

In the sample primary school, about 70 percent schoolteachers were untrained. It is quite necessary for the primary level schoolteachers trained. Trained teachers can guide the classroom accordingly comparing with untrained schoolteachers. According to a HT, to improve the quality education the untrained teachers should be trained accordingly and the training need not hamper the classes.

### **Need of HT's Qualification and Management Training**

According to the education act 7<sup>th</sup> amendment the minimum qualification for primary level schoolteacher is SLC, lower secondary level schoolteacher is intermediate and secondary level schoolteacher is bachelors' level. In our sample school out of six primary schools three have SLC and one is BA and two are IA. Lower secondary HT has B.Com and the secondary HTs' have BA and B.Ed. There was fluctuation on qualification. Most of the sample school the appointment was on

the basis of qualification and experiences was not counted. All the HTs have received one month HT management training from PTTC. Out of nine HTs, only two were partially trained. Likewise, the lower secondary school the HT was untrained and the secondary schools were trained. For better monitoring and supervision, better performance in terms of quality, better improvement of the school the HT should be trained and if possible they should be at least intermediate level on primary level. So, it is advisable for better performance on academic and administrative the HT's minimum qualification should be intermediate level and trained but not partially trained for primary level HT.

### **Authority to Transfer Teachers**

According to the HTs of a sample schools, "the schoolteachers in public school are not so much sincere and they mostly ignore the classes" but we do not have the authority to control the schoolteachers and have no authority to transfer a teacher on our own; only recommend to the SMC. One of the HT added that, "HT can't force anybody to perform their duty but he can act as an example". He also added that, if the SMC will be agreed and recommend accordingly to the DEO, it has to be agreed by the HT and the SMC of the school where the teacher is being transferred too. According to him," the HT should be given the authority to hire and fire the schoolteachers, those who are irregular in the school". In his opinion, if the hiring provision was given to him, he can hire two teachers with one quota of teacher's salary. The teachers in public schools are traditional thinking and don't want to study more and teaching technique is also traditional. So we need the authority for transfer those schoolteachers whose performance is negligible in the class.

## Chapter V

### STRENGTHS AND WEAKNESSES OF EDUCATION POLICY

In this chapter strengths and weakness inherent under the head-teacher's roles and functions in education policy and regulations has been assessed. This assessment is also based on the remarks made by stakeholders.

Strengths	Weaknesses
HT has been considered as an administrative chief of the school.	HT has been considered as a teacher of the school which means that he has to teach at least five periods a day. It seems impractical to have a person take care of the administrative works of the school and teach that many classes at the same time. Most of the HTs of our sample primary schools have been teaching five to six periods a day.
To track the right, skillful and dedicated HT the SMC has the authority to recommend the name of two candidates to the DEO from among the permanent teachers working in the school.  The act made specific evaluation criteria such as academic qualification 30 points, teaching experiences 30 points, and relevant professional trainings 20 points.	However, it is difficult to measure the leadership ability and capacity to develop good relationship with the community. In this regard, the act has remained silent on the criteria of leadership ability and capacity to develop good relationship with the community and has fully authorized SMC to select the person of their choice as the HT.
There is little provision on allowances for the HT in the school.	The allowances of Rs 200/- for the primary school HT seems to be very low in comparison to the roles and responsibilities. The allowance should be at least ten percent of the HT's total salary because of increment on their motivation, dedication and accountability.
HT has the authority to evaluate schoolteachers.	Issues on Transfer and punishment: HTs do not have the authority to punish the schoolteachers and concerned that they have no authority to transfer a teacher on their own; they can only recommend to the SMC. In many cases HT and the SMC may fail to agree with each other regarding the transfer. Even if the HT and SMC agree and recommend accordingly to the DEO, it has to be agreed by the HT and the SMC of the school where the teacher is being transferred.
HT has the authority to punish the schoolteacher recruited on the school's own source.	The education act has not adequately highlighted the role of the HT in building community relations and resource mobilization, preparing school development plans and setting performance standards.
HT can recommend on SMC for teacher training.	The act is silent with regard to the role of the HT in teacher development except to recommend to the SMC for teacher training. Thus, it appears that the rule has considered the school head more as an administrator than the visionary leader.



The act has highlighted on the interaction modality among schoolteachers.	The education act is silent over the HT's role regarding the physical development of the school but the field experience tells us that the HTs have been spending most of their time and energy in the physical development of the school including generating financial resources.
The act has given the responsibility to the HT of recovering losses incurred to school property from salary if any teacher causes such loss knowingly or negligently.	It is difficult to assess the recovering cost on losses assets. In the sample school none of the HTs have ever punished any schoolteacher for any mistakes they have made.
The act states that if more than fifteen percent of students fail in any subject taught by any schoolteacher for a consecutive period of three years or if any teacher commits any act with negligence or against discipline, to suspend the grade of such schoolteacher for a period of two years.	It has not been implemented because the results have not been followed up and the learning achievement reflection focuses on it
There is no time limit for the post of the HT.	There should be a time limit for the HT also because that way other schoolteachers may also get motivated to perform better or there must on provision of upgrading post for HTs.
The act has given the HT the responsibility of supervising and monitoring whether or not the classes have been run as per the programme.	In our interaction with the HTs, it was realized by almost all of them that regular monitoring and supervision is necessary for the crucial to the education quality. But in reality, they have rarely monitored the classes and confusion the term monitoring.
The HT's responsibility is to prepare monthly, half yearly and annual programmes relating to teaching and learning activities in the school.	None of them has prepared monthly and half yearly programmes.
The act has the provision of PTA for improving the educational quality of each school and all schools have formed PTA except for a secondary school.	It was found that most of the PTAs have not organized even a single meeting and none of them are functioning well.

*Issues of separate cadre of HTs:* In the discussion, the RPs and HTs were of the view that there should be a separate position or cadre for the HT. In their opinion the skills required to be a school head is quite different from the skills to be a subject teacher, though teaching experience is must. This demands separate selection examinations for school heads. There is a school of thought that believes on the administrative form of accountability and advocates of separate cadre of HTs with adequate authority for school management. The education regulations haven't considered HTs as separate cadre. In the discussion with the RPs and schoolteachers, the HTs do not teach all the classes placed in the routine because the administrative works, visiting DEO, RC and other organizations interrupts them. In a school, the HT said that SMC chairman of his school was not qualified as required by the act; another HT admitted that he was temporary and was the HT of the school even though the act requires a HT to be permanent in status.

## Chapter VI

### REPLICABLE ACTIVITIES

The study has identified several activities that have helped schools increase their enrolment, improve educational quality, strengthening management, and supervision and monitoring. These activities could be easily replicated in other schools and it would also help boost other lagging schools in terms of enrolment, quality and management. Some of these activities could be carried out by the HTs themselves; some need support from the parents, community and SMCs; in some cases support from the HMG, NGOs, INGOs, etc may also be needed. Since our sample schools were from terai and eastern hilly region, the scenario in the remote mountainous area may be different and the activities might not be easily replicable in those areas. These activities were suggested as the activities were found in the sample school that could be replicated in the schools for the betterment of the schools. The replicable activities and its opportunities, constraints and process mechanism are as follows:

Replicable Activities	Opportunities	Constraints	Process Mechanism	Responsibility
Home visit Approach	Easiest means for bringing out of school children. Creates a friendly relationship between the school and the parents. Makes the parents aware of the importance of education. Provides the data of potential students and helps the schools to plan accordingly. Helps to find out the estimated financial support from the community.	The responsibility of visiting homes should not be that of the HTs and schoolteachers. Might take long time to carry out because of the homes may be far from each other. Might hamper the classes.	Team formation of five to six members. Gather five to ten households in a friendly place for interaction. Format development for data generation on out of school children. Inform school's goal to the parents. Format development for tentative income of the family.	HTs, teachers, SMCs and I/NGOs.
Awareness programme	Keeps the parents informed about their children's educational performance, attendance, discipline, etc. Keeps the parents informed about the school's situation and schools informed on the situation of the parents. Provides opportunity to the parents on interact with each other.	Difficult to interact individually and manage on mass. Parents may ignore the meeting due to hearing problem from the school.	Inform parents and mothers through the children or personally. Arrange mothers gathering in the community and parents gathering in the school on schools' day. Develop update financial outlay of the school and distribute to each parents. Develop the format of each child's performance, attendance and disciplinary record.	HTs, teachers, SMCs and I/NGOs.
Development of child garden	Attracts the students and parents to the school. Helps the students' physical and mental development. Keeps the school environment clean. Helps for conduction ECD/PPC classes.	Might not be possible for the schools to bear the cost. Needs special attention, which may even require a peon and materials may not available easily.	Develop flower's garden and tree plantation around the compound. Develop seesaw and chipleti (slide). Manage indoor games.	HTs, teachers, community, parents, SMCs I/NGOs.

Developing relationship with the individuals, organizations and Donors.	Helps in fund generation. Helps in the physical development of the schools. Helps in providing scholarship to the students. Some organizations helped by training the schoolteachers. Some organizations helped in cleaning of the schools. Organization invites the HTs for seminar and workshop, which creates exposure to the HT.	It might be difficult for the HTs to approach to the donors and not all the donors are available everywhere. Donors might have the vested interests. Donors' partnership programme as their condition. It might be difficult for the schools to bear the share of amount. Education act is silent over relationship.	Keep informed on the developmental activities performed in other school. Keep relation with UNICEF; Plan Nepal, save the children US, Japan and other voluntary organization. Develop some physical and academic development proposal on partnership programme.	HTs, teachers and SMCs.
Quality Control Circle	Helps in the educational quality improvement It helps in regularizes the students. It helps to trace out the problems and weaknesses in learning achievement of the student and finds out the ways to improve them. Supports for improving schoolteachers' performance.	PTA is formed but not functioning well. PTA is not clear how and when the committee activates and functions. QCC process in unclear.	Form a committee. Develop objectives and plan of action QCC meetings once in three months. Teachers' supervision once in each month. Students' supervision once in three months on each grade.	HTs, senior teachers, parents and a retired teacher.
Cleaning campaign within and outside school.	Helps keep school environment clean. Makes conscious individual and community on cleaning. Keeps the classroom environment clean.	HTs need to coordinate with schoolteachers, students, SMCs, VECs and VDCs for this campaign and difficult to bring all in one place.	Assign class teachers for cleaning activities in each class. Develop calendar for cleaning activities outside and inside school. Make pits or baskets for dumping wastages. Make some arrow and few words for gathering wastages. Instruct students on throwing wastages on pits only. Hang a towel, soaps, mirror and comb for cleaning.	HTs, teachers, students, SMCs, VECs and VDCs.
Awards for the deserving students	Encourages and motivates students to perform better. Increase on learning achievement, enrolment and promotion. Helps on reducing dropout and repetition.	Difficult to fix the prizes. Difficult to generate money for prizes.	Distribute once a year. Fixed criteria on the basis of learning achievement, attendance, neat clean, schools activities participation etc. Decide from schoolteachers or SMC meetings.	HT and schoolteachers

Fund generation and Establish a separate revolving matching fund	Helps in fund generation. Helps in the physical and academic development of the schools. Helps in providing scholarship to the students. Helps on motivating parents and community.	It might be difficult for the HTs to approach to the community, parents and donors. Parents and communities may hesitate or discourage for providing fund. Some donors have the partnership programme as their condition. It might be difficult for the schools to bear the share of amount. Some community can provide kinds not cash. Kinds may not be useful for school. The education act has not adequately highlighted in building community relations and resource mobilization, preparing school development plans and setting performance standards.	Assess the probable option for fund generation from schools' own land, buildings and other assets. Execute schoolteachers and SMCs meetings for raising the minimum entrance, exam and saraswati puja fees. Discuss with parents, SMCs, I/NGOs on schools improvement plan and other developmental activities. Prioritize the needs of the school based on SIP.	HT, teachers, SMCs, parents, VECs, VDCs, DEOs, RPs and I/NGOs.
Provide scholarships, dresses, pencils and copies	It is an incentive to the poor and deserving students. It helps in regularizing the students. Encourages and motivates parents to send their children. Reduces dropout and repetition. Reduces the number of students leaving after the break.	Schools may not be able to provide scholarships, dresses, pencils and copies to all students. Scholarship for disadvantaged students may create discrimination to the poor students.	Develop criteria based on regularity, punctuality and discipline. Distribute either scholarships or pencils, copies or dresses equally to each disadvantaged and disable students received from DEO	HT and schoolteacher s.
Launching school based ECD	It develops the children habit of going to the school. Increase the enrolment. Reduces the repetition rate. It helps in regularizing the students. Parents can motivate and send their children.	Schools need extra fund for conduction. Need facilitator or teacher to run ECD. Need extra care, neat and clean healthy classroom with additional playing objects.	Estimate and collect probable ECD children from the school district. Manage a facilitator for ECD conduction. Manage healthy classes on the basis of friendly environment. Develop child garden (mentioned on above points)	HT, teachers, SMCs, VDCs, I/NGOs, VECs and parents.

Distribute pens, diaries, and incentives for teachers.	Encourages and motivates teachers to perform better. Encourages teachers on school's physical and academic development activities. Encourages teachers taking higher classes. Increases learning achievement. Increases the regularity of the teachers.	Schools need to generate additional cost for incentives. Sometime additional fund may create difficulties on performing other activities other than schools' outside activities.	Estimate tentative amount for incentives, diaries and pens.	HT and schoolteachers.
Formation of account clearance, parent's mobilization, school cleaning, construction, exam, learning achievement subject committees and Child health clubs.	Keeps a model school in terms of transparency, friendly and visionary. Keeps students and community healthy. Helps in generating resources for the school.	Limited teacher's quota may not be possible to activate these committees. The schoolteachers may feel overloaded and need extra incentives.	Assign different teachers on exam, subject, construction, account clearance, cleaning committees.	HT, teachers, SMCs, parents, VECs and VDCs.
School Beautification Programme	Helps keep the school environment clean. Makes individuals and community conscious on cleaning. Helps students on building morale character and attracts the students and parents to the school. Helps the students' physical and mental development. Keeps the school environment clean. Helps for conducting ECD/PPC classes.	Schools need to generate an additional cost. Need to coordinate with SMCs, VECs and VDCs. Needs special attention, which may even require a peon and materials may not available easily. There might not be enough space in the school for the garden.	Develop flower's garden and tree plantation around the compound. Develop seesaw and chipleti (slide). Write quotations of celebrities and inspiring people and keep in the HTs and teachers common room. Display charts and maps in the class. Clean school daily.	HT, teachers, SMCs, I/NGOs parents, VECs and VDCs.
Educational Materials Display in the class	Helps the students' mental development. Keeps the classroom environment clean. Attracts the students and parents to the school. Increases learning achievement. Increases the regularity of the teachers. Helps for conduction of ECD/PPC classes.	Schools need to generate an additional cost. Schools need additional care. The schoolteachers may feel overloaded. Schools may not be able to produce.	Display alphabetical charts, pockets, figure of different texts of curriculum in the class. Make creativity to children on developing figures and charts and display those items in the classes. Manage some amount for the development of local educational materials and teach to the students on making it.	HT and schoolteachers.

Utilize schools assets on resource generation.	Helps in generating funds. Helps in the physical and academic development of the schools. Helps in providing scholarship to the students. Helps in motivating parents and community.	It might be difficult for the HTs to approach to the individuals, organization and businessman. Not all the organization and businessman are available everywhere.	Assess the probable option for fund generation from schools' own resources such as land, buildings and other assets.	HT, teachers, SMCs, parents, VECs and VDCs.
Develop and implement code of conduct on discipline to student and schoolteachers.	Increase the regularity of the teachers. It develops in the children the habit of going to the school. Motivates parents to send their children to the school. Reduces dropout and repetition. Reduces number of the students leaving after the break. Classes will run smoothly. Discourages unnecessary activities within the school. Creates impartiality.	Difficult to implement. Sometime parents may discourage. Teachers may feel discouraged. Students may be frightened and it may discourage them to come to the school. Schools' pull mechanism may hamper.	Develop and stick code of conduct in each class. Some of the examples are as follows: Teachers and students should be present at the 10:15. Students should not be abused physically in the class. Students can't go outside of class unless the bell rings for the purpose. Only educational and academic talking is allowed in the school premises. The students need to take permission for early leaving and need to sign in the register. If a teacher comes late he/she is asked not to sign in the attendance register and is asked to take a leave for the day. Students should be regular; whoever comes late, as a punishment should entertain others. If students need leave, they should take approval from the teachers. In an emergency they should inform the teachers orally and The tea break is from 1:15 to 2:00 pm.	HT, teachers and SMCs.
Supervision and Monitoring the classes	Improves learning achievement. Makes the schoolteachers conscious on their lesson plan. Increase on regularizing the teachers. Classes run smoothly. Reduces dropout and repetition. Discourages on unnecessary activities within the class.	HTs may not have capacity to supervise and monitor each subject. HTs need extra trainings. Need additional teachers' quota or reduction of class load to HT. Teachers may feel discouraged.	Develop an evaluation format on each subject for supervision and monitoring. At least supervise 30 minutes class of each subject teacher once in a month.	HTs and SMCs

Display the donors name on HT's and teacher's common room.	Helps in collecting the resources from the community. Makes the HT transparent.	Difficult to write the name of each donors, communities and individuals. It might be costly for the schools.	Write the name of each donor on HTs or teachers common room.	HTs and schoolteacher s.
Develop the batches for the student identification.	Helps on identification of the student. Helps in reducing the number and tracing out the students leaving after tiffin.	It might be costly for the schools.	Develop a card or batch and distribute each student.	HT and schoolteacher s.

## Expected Activities

### *Model School Visit or Exchange Programme between the HTs (District level or RC level)*

The model school visits within the RC or if possible within the district or regional level brings inspiration to other HTs for the school development. This approach gives the HTs the opportunity to know how the school should be developed in terms of educational quality, access and school management. The HTs may learn lesson from that school, and by learning methods and techniques the HTs may be benefited. This is also a form of interaction or idea sharing programmes among the schools. This approach brings competition among the schools to perform better.

### *Send the Attendance Report of the Students to the Parents Quarterly*

Another expected job of the HT is sending the attendance report of the students to the parents on quarterly basis. It will help parents to learn about their children's attendance in the school. It is also a means for the schools to keep in touch with the parents. This approach helps in regularizing the students and also tracking the students so that they would not leave after the break.

### *Update SIP and Make Follow up with Proper Implementation*

Most of the sample schools have developed SIP. The HTs and schoolteachers are responsible for developing SIP. The schoolteachers and the HTs of the sample schools were found actively getting involved in preparing SIP. The SIP information provides the educational status of school district population. Most of the schools have gathered information on schools activities but the gathered information are not usefully utilized and unknown on what next after development of SIP.

### *Encourage Schoolteachers on School Outside activities*

Most of the sample school have organized door-to-door visit programme in order to increase the size of enrolment in the school. So, school management should encourage schoolteachers to become out-going and work together with the parents to reduce the out-of-school population. Ultimately, this is a means for bringing children in the school.

## Chapter VII

### SUMMARY AND CONCLUSION

HT's position is at the critical point at which all the mechanisms of education system: planning, delivery and management rests. HT's strong leadership has provided an effective coordination between and among the schoolteachers, SMC members, students and the parents. HT's visionary role, dedication, and leadership skills have proved to be essential on successful management of the school. HT's are often the role model that directly influences school environment and inspire people in the community and gives new height to the school. Above all, the successful head-teachers were found to have a quality of dedication and commitment for betterment of the school. They have one thing in common, that is taking initiatives to apply innovative schemes and activities to generate funds from local sources, to retain student population, and to improve learning achievement. Some of these innovative schemes are really noteworthy for other schools to take the lesson.

Summary of the report is also organized under the broad sub-headings of access, physical improvement, and school cleaning activities, extra-curricular activities, maintaining school discipline, motivation, and team management etc. were considered as the factors determining the HTs' leadership skills.

#### **Access to Education**

- The successful HTs have adopted valid approach to bring about sizeable enrolment in their schools. To maintain school enrolment to reasonable sizes these schools have applied a number of self-initiated and self designed activities. The HTs have shown strength of mind and have taken succeeding initiatives to implement self-initiated, innovative activities to improve school enrolment
- To bring-in the out-of-school children, the HTs have adopted strategies such as home visit; awareness programme, school based ECD class conduction; provision of scholarships, copies, pencils and dresses.
- One of the schools is providing a cash loan of up to NRs. 500/- to disadvantaged groups such as rickshaw puller, and street vendors. The loan is conditional in which the recipient has to enroll their children in the school and has to ensure that the children attend school regularly.

#### **Fund Raising for School Improvement**

- Most of the SMCs and HTs are actively involved in fund-raising for physical improvement and have managed to generate funds from different sources and by performing different activities such as:
- Carrying out partnership programme with donors like Plan Nepal, UNICEF, local clubs, DDC, and the market committee. Several local and district level agencies such as UNICEF, DDC, BPEP, JICA, Municipality, VDC, Plan Nepal, HUDAS (Muslim Organization), Baghmara Community Forest, King Mahendra Trust, Earthquake Victim Relief Fund, Ex-Student Organization (SOEMSS), schoolteachers, local clubs, industries, parents, individual foreign donors and other local organizations were also explored for necessary support for school improvement.



- Some of the schools were generating funds by making use of their school building, land, and fish pond.
- Some of the schools established Sharda Matching Revolving Funds, Anil Smriti Pratibha Revolving Fund and conducted Dhan Dhanyanchal (Religious ceremony) to help children of poor family who receive scholarships and loans.

### **Education Quality**

- HTs have adopted several noticeable strategies to improve education quality. Some of the ways and means adopted by the successful schools are:
- Maintain discipline in school
- Motivating students and teachers by rewards and recognition.
- Regular monitoring and supervision of class conduction, student attendance and teacher's regularity.
- Coaching classes for weak students.
- Parent teacher interaction
- Contests and competitions.

### **School Management**

- HTs have adopted different strategies to successfully run the school management.
- The HTs have been found spending their time with the SMC, Parents, RC meetings, visit to the DEO,NGOs and INGOs, trainings, seminars, SIP development and door to door campaign.
- The Ht's have maintained cordial relationship with various donor representatives, local leaders, business enterprise, and social workers. This has helped generate resources for school improvement.

#### *Fund Raising Activities*

- Most of the schools have managed to generate some kinds of funds from one source or another and the fund raising activities are done with the help of schoolteachers, SMCs, communities and parents. Some donors have contributed in cash and some have built toilets for boys and girls, drinking water, classrooms, buildings, compound walls and some have contributed on different kinds of materials.

#### *School Cleaning Activities*

- In some schools UNICEF and some local clubs directly support on school cleaning activities and formed committees for teaching students how to wash hands, clean toilets and tube well. These committees not only clean the school premises but also clean the roads by removing the woods, make the people aware of toilet building, cleaning hands, controlling diarrhea, burying waste materials in the pits, etc. The UNICEF also has provided a wooden stand mirror, towels; nail cutter and comb, which were used by the students.

### *HT's Characteristics*

- Committed and dedicated HT can build school environment clean and beautiful. In a school the HT chase-away the people who were alcoholics, drug-addicts and cleaned up the school environment and also he patronize to the teachers on their personal problems.
- Transparent HT able to bring donors and community support in the school. In a school the transparent activities made by the HT was donors' name listed and displayed on the office room, letting the teachers know the decisions taken in the SMC meetings and the information received from the DEO and other organizations, formed different sub-committees such as decision-making, account clearance, parent's mobilization and school cleaning committee, informs the teachers on outside school visit programme, and sharing class load equally to all.

The successful HTs have also managed to have cordial relationship with the SMC, local representatives of the donor communities and with the DEO staff and the RPs. These successful schools also showed congenial atmosphere in school and among the schoolteachers. Such atmosphere is vital to promote coordination and team work in the school. HT's personality and self discipline, creativity, and impartiality were some of the characteristics that help boost faith and respect to the HT.

The HTs, among schools considered relatively better in the vicinity, have been found to have some characteristic differences. These HTs have shown determination and the very characteristics of taking self-initiatives to implement innovative programmes and activities in order to increase school enrollment, to retain their enrollments, to improve education quality in their schools. More importantly, all the HTs were found exclusively active in mobilizing local community and local donor representatives for fund raising for school improvements. Unlike in most public schools, the management in these successful schools had been found to have actively engaged in various self-initiated activities without much regard to the government supported programmes and activities. Hence, it appears that the determination and taking self-initiatives is fundamental to maintain school enrollments, education quality and collecting funds for school improvements.

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## Annex 1

### HEADTEACHER'S DAILY TIME ALLOCATION

#### Case of Management Transfer School

The HT's daily life is a case of a HT of a primary school whose management has been transferred to the community. The HT of this school has some unique characters, interpersonal skill and dedication but has minimum qualification. He has an extraordinary skill to mobilize resources and persuade the donors. The HT was a product of the same school and is proud that he is the HT now. With these criteria this primary school has been selected for addressing his daily life, which can be lesson to other HTs. In our observation, his role model activities can be replicated to other HTs as well. The HT of this school comes from a poverty stricken and illiterate family. Being in such a position is like a dream come true for him.

The HT's story in his own words: "I am from a low-income family. After completing grade 7 my parents wanted to discontinue education due to the growing financial burden to them. But the then SMC chairman supported me for clothes and tuition fees to continue further education. I then continued my study by serving the teacher as in the "gurukul sewa". I was intelligent in the class so I received free-ships in the school up to 10<sup>th</sup> grade. When I was in 10<sup>th</sup> grade, I used to teach classes also. From that time, I was inspired to become a teacher in the school. After completing SLC, there was only one campus, which was out of my reach due to poverty and distance. After the SLC, I taught in this school for 3 years as a volunteer because I had to find a job for survival and fortunately I got a temporary job in this school. Over the years, I became a permanent teacher and finally became the HT. Thus, I began my career in this school and so far, I have served 8 years in this school as a HT. This is the greatest achievement of my life. My wife is also a teacher, who is an I.Ed and my daughter is studying in I.Ed as well. Though my wife is senior to me in qualification I have no word to say and quite happy from this job. The present earning is sufficient for the survival of my family.

I wake up at 6 in the morning in the winter and 5 in summer and go for half an hour morning walk. During summer the classes start at 6 in the morning and I do not have time to go for morning walk and in winter the classes start at 10:30 am. I take tea at 7:30 am after shower. After tea, I do the schoolwork for one and half hours. All the school related documents are in my bag including the stamp of the school. The school related work may appear any time. During my spare time I keep thinking and planning about school improvement in terms of educational quality and physical development. Quite often I read books and articles. I take my morning meal at 9:30 am. I leave for school 20 minutes earlier than the actual time because some of the parents meet on my way to the school. After reaching the school I am involved in prayer and PT along with the teachers. I then check the presence of the teachers and often ask teachers and find out about their preparation for the classes.

Mostly, I observe the classes of teachers every month. In every two months, teachers meeting were held and if necessary, even three times a month. I don't have any classes in first period. From second period onwards I go to the classes. I teach until the fourth period and take classes for grade 3 to 5. Sometimes, I have to take substitute classes for absent teachers. I have initiated to use school batches for the students for their identification. After fourth period, I take care of the administrative

works, which include checking for the letters to reply, meeting the parents and the students regarding their problems and concerns. I often ask students about the lessons and evaluate teacher's performance. During tiffin time, I talk to the students about their problems. After school while returning home often I visit some of the parents' houses regarding their children's' absence and ask the reason for not coming to the school. After I reach home I work for two to three hours on school related tasks and take time for studying about school related subjects for two hours. Then I watch TV news and radio news for an hour. At eleven, I go to bed.

I am fond of reading general knowledge books. I don't have enough time for the family and have discussion with the family members during the mealtime. I go to the DEO for 2-3 times a week. In my area 8 schools' management has been transferred to the community including my school and DEO has treated me as a focal person and has given me the responsibility of looking after the management transfer schools. Once a week, there is HTs' meeting of these schools and I support them by sharing ideas. I also attend RC meeting once a month. Mostly, I do not miss my classes for these meetings and only prefer the meetings after school time. Sometimes, I have to go to attend religious functions. I also go to Plan Nepal to take care of the school related jobs.

Plan Nepal also trusts honest and hardworking people and it took me about 3 years to bring Plan Nepal in the school. Bringing Plan Nepal in this school is a great achievement. Being a HT I have changed a lot during these past eight years and I am proud of it. I have received enough support and respect from the schoolteachers, SMC, parents and students. Flying in an airplane, staying at five star hotels and attending seminars to DOE on management transfer issues with different stakeholders were something unimaginable for me until a few years back. This is all due to my accountability, responsibility and honesty. This is how I am leading a happy life. I have to work as a facilitator for the programmes run by DDC and DEO in the district. Plan Nepal, Child Health club, Community Development services also seek help from me. My qualification itself is not a big deal for me because I am so far being able to do what my other qualified friends have not been able to. Making education accessible to the poor and disadvantaged children is the purpose I am serving now and I am proud of it.

The Plan Nepal has established a toilet and hatia set in Karsia market and I am working as a guarantee for them. I have done enough in terms of physical development and there is no need of additional buildings for primary level and now it is time for revolution in educational quality. Keeping all 5-9 years age group children of the catchments area in the school is the challenge for me now. After 8 years, I will take voluntary retirement and then go for social work, targeting VDC chairman starting from the ward member. In this school, I am receiving continuous support from the parents, community, DEO and the donor organizations.

The reason behind presenting the HTs every day life in detail was to seek the explanation what prompted him/her to be a dedicated HT.

## Annex 2

### SHARDA PRIMARY SCHOOL, KARSIA BAZAR

#### Positive Aspects of the School

The positive aspect of the school from the previous study:

- School located in a small but growing market center.
- School management decided to go in the hands of community.
- School has three permanent buildings and sufficient classrooms.
- HT is extraordinarily active in resource mobilization.
- School enrolment is fairly high - 391 students in total.
- Of all primary enrolment over 84 percent attend school regularly.
- Student learning achievement is comparatively better and an average score in Math, Social studies, and Nepali is 53, 55, and 54 respectively.

#### Historical Background

Sharda Primary School on the name of popular education goddess Saraswati's next name Sharda is situated in Sorabag VDC ward no three, Karsia Bazar was established in 2039 BS and got official approve in 2040 BS and the teacher quota was made available from 2042 BS onwards. With the joint effort of Mr Shreepat Lal Rajbanshi and late Bhaulai Mandal and Shree Krishna Bahadur Rajbanshi (present SMC chairman) this school was started at the small temporary house of Tile industry in the northern part of BP chowk. Later on, it was shifted to the Muslim crematory and unregistered barren land called "Chaklaghat" and was built with the materials collected from the closed dharmabhakarais of ward no two and three. With the expansion of Karsia Bazar the community decided to shift this crematory to another place and thus an emptied land was given to the school. After the availability of the site, the teacher/HT and parents went on a delegation to the DEO office to seek some support for the school building. Then on the initiative of present SMC and the HT/teachers the school building was established. In 2047 BS late Mr. Agahanu Das Sahani donated about 1 bigha land for this school.

#### Access to Education

The school is currently serving Rajbanshi, Chaudhari, Shah, Paswan, Mandal, Yadav, Mahato, Mushar, Baniya, Bengali, Magar, Muslims, Kayastha, Chamar and Majhi communities. Of the school going children in this community ten percent were sending their child to the boarding school and rest 90 percent to the community schools. According to HT about 182 children of school going age group of this community are staying at home only 15 children were brought to the school from door to door to campaign. Out of 182 children, about 60 percent of Mushar and Muslim students were not attending the school. Most of the people were farmers and working class group and the children are asked to stay at home while the parents were away for job. With the mushrooming of industries in the area have encouraged parents to send students to work to supplement their family income and the problem on early age marriage was another major cause on out of school children in this

community. Some of the Mushar students also work in the hotels soon after completing grade three or four and Muslims community prefer to send their children to join Madarsha for their education. According to a schoolteacher, "there should be an incentive for the students to increase the enrolment such as nutrition programme, scholarships and dresses etc". "It is great task to increase access to education in such a society where the number of dalit is so high". The HT have adopted different instigation to bring these out of school children to the schools, such as door-to-door campaign (home visit campaign), awareness campaign, pamphlet distribution, running an ECD programme in school, distributing scholarships for the poor and talented students, and so forth. There were about 15 percent of the enrolments were underage because parents of these children go to job and there was no one to look after these children at home, so they were forced to send them to school at relatively early age.

### **Techniques Adopted to Bring Out of School Children**

#### *Home Visit Approach*

One of the important techniques adopted for bringing out of children in the school was the initiative of home visit approach. According to the HT, "earlier the home visit approach was not approved by the SMC meeting due to different circumstances but later on with the initiatives of HT and schoolteacher this approach able to accompany SMC members and advisors. Basically, on this campaign, the area was selected by the team and the team was headed by the HT or SMC chairperson. The team formation depends upon the gathering of SMCs, schoolteachers and stakeholders but it was compulsion for schoolteachers. This campaign starts on the admission time and lasts about a week. In admission week the classes will not on operation and the schoolteachers need to attend on this campaign, in reality, the schoolteacher's time is only within the school and it is not bound or compulsion for them on this campaign but due to the part of the institution member it is their duty to take part on it. The schoolteachers were actively participating on this campaign for the improvement of the institution as if it is their own job. The HT explains that, this campaign was success from 2058 BS and the SMCs, schoolteachers and other advisors actively participate on these activities. Generally, the HT, SMCs, schoolteachers gathers five to ten household parents/guardians in a friendly place and keeps discussion. Data required for the SIP development provided information as to how many school-going population are attending schools and how many are out-of-school. Thus, the door-to-door campaign was launched focusing the parents and families not sending their children to the school. In this campaign, the HT and schoolteachers visit such parents and guardians and persuade them to send their children to the school. About fifteen children from dalit group families became convince and send their child to the school. In addition, the Plan Nepal also had organized several campaign programmes to prevent school dropout and insist out of school children in the school.

#### *Awareness on Importance of Education*

The parents' and mother's gathering takes place once a year on school's day. During this day most of the parents were attend and discuss their children's performance and their regularity as well. On this day, most of the HTs present their school budget and distribute students' progress report and make aware on the school's plan and

future programme as well. On that occasion, the HT never misses on making aware on importance of education to the out of school children and expresses the possible suggestions and options to bring the out of school children. Similarly, the mothers gathering had been organized in three places and about fifty mothers had been attended on that day. The mothers gathering approved an agenda on 'one women one student collection strategy' and about twenty-five girl's student were enrolled with this strategy in the school. The leadership of mothers gathering was taken place by the female teacher and mostly other schoolteachers, SMCs also actively participate on it.

#### *Miking, Pamphlet and Banner Display*

Another method on awareness campaign made by the HT was miking, pamphlet and banner display. Miking was take place within the catchment area of the school with the means of rickshaw and a man was hired on Rs 150/- per day. All these activities have been made by the school on their own cost.

#### *ECD Class Conduction*

The community and school management realized the fact that most of the students failed to continue their education due to their young siblings who they are required to take care of. With this situation the school was conducted ECD classes for encouraging the children on going to the school. The ECD class was conducted on the school management's own initiatives. After conducting the ECD class, the school was receiving continuous support from Plan Nepal, UNICEF and other stakeholders.

#### *Provision of Scholarships, Dresses, Pencils and Copies*

This school has been receiving scholarships from the government quota regularly but it was insufficient to the school. This year the school has received 102 dalit students scholarship quota, which is NRs 250/- per student per year but the HT has managed to distribute school dresses to 130 students and about thirty students have received pencils and copies and school bags from the Sharda matching fund.

#### *Provision of Raising no Fees for Dalit Student*

The school has been generating Rs. 25/- as an admission fees annually from the students but this amount has made free for the dalit family for increasing the dalit enrolment in the school but the examination fee was charged for grade 1-3 was Rs. 10/- and for grade 4-5 it was Rs. 15/-. The reason behind to waive the exam fess are to aware about examination to the parents. Due to waiving the examination fee about thirty percent students came to the school in the examination.

#### *Child Garden*

In this school, there was a chakachuli chipleti, skating, swing and student health club, which seem to be attracting students to the schools. One of the parents had been transferred his children in this school from the boarding school and he added that "I have saved my money" there is no difference between boarding school and this school. This school is like a boarding school and said "it's fortunate to have such HT in this school". Such HT can generate support from the community and other donors as well. However, in this school the child garden has played a significant role on attracting the children in the school.



## Physical Improvement Activities

The HTs have been involved and putting a lot of effort for the physical development of the schools. Currently the school has four permanent buildings having each grade with separate classrooms including ECD classes including two sections on grade one including 1800 sq. m. play ground. So in this school, access to physical facilities is not the problem and the HTs has been able to bring Plan Nepal, UNICEF and mobilize parents, schoolteachers, Karsia market committee and local clubs.

### *Fund Raising Activities*

The funds were generated from different sources such as support from Plan Nepal, UNICEF, Co-operative Limited, Child Health Club, Sharda Matching Fund were helping in educational, financial, social, health and environmental programmes and other organizations involved were Karsia Market Management committee and the local clubs, DDC, BPEP I and II, VDC, Earthquake Victim Relief Fund, schoolteachers and parents who have contributed not only in cash but have also provided different kinds of materials. These above donors were supporting on different form to the school for their different purposes. These above donors or organizations have contributed for the building construction, drinking water facility, toilets construction, and compound wall construction etc and some have even contributed in cash. Some of these donors have established revolving funds to help children of poor family who receive scholarships and loans such as Sharda Matching Revolving. This fund is different from the school fund defined on article v 13a of 7<sup>th</sup> amendment on education.

### *Support from Plan Nepal*

Plan Nepal is supporting continuously to the different programmes for underprivileged family and out of school children to bring in the school of this area. With this plan and programme the HT was able to construct a building having two classrooms and toilets in the school in 2059 BS. Similarly, the Plan Nepal has also constructed around 357 meter fenced compound wall gate and tube wells for drinking water.

### *Support from UNICEF*

UNICEF was also supporting on providing scholarships, dresses and school cleaning activities for bringing out of school children in the school.

### *Donation from HT and Schoolteachers*

In this school the HT and schoolteacher has also donated Rs. 1000/- each for the physical development of the school.

### *Sharda Matching Revolving fund*

The concept of Sharda Matching Fund was established with the donation of Rs 9000/- from the community and Rs. 9000/- by the DEO for the ECD class conduction. The organization structure of this fund was: VDC chairman, HT was the member secretary, two members from mother's group, one from SMC and two from Plan Nepal. Thus, this fund was actively working on the distribution of scholarships, construction of furniture, distribution of dresses for ten students, and distribution of

pencils and copies. In near future this fund has planned to provide loan of NRs 500/- to dalit groups such as rickshaw puller, maize sellers, bhujia seller and other similar professionals for coming academic session. This type of fund was quite similar to the booster scholarship of the government. This fund has been generated not only from the donors but also collecting some amount as interest by providing loans to the parents. The Plan Nepal and UNICEF also had donated NRs. 9000/- each and now the amount of matching fund is NRs. 35,000/-.

#### *Community Donation*

SMC members and other community members have also donated some money and kinds to the school.

### **Procedure on Generating Funds**

#### *HT's Personal Goal and Dedication*

HT's personal goals and objectives on his personal life build dedication which develops the leadership skill. The HT is going to take voluntary retirement after eight years and then go for social work, targeting VDC chairman starting from the ward member. His aim on becoming as a social leader on local level was playing important role on the part of dedication. The HT was practicing now to keep social relationship with the stakeholders. This part of social relationship is the reflection for the future career of his life. Thus his personal goals seem to be playing the most important role in his school and community oriented activities and in his level of motivation. He spends most of the time in the school even in the holidays. One of the SMC members added that, "the HT is very active and hard working." The HT was trying to create the feeling of ownership about schools among schoolteachers and parents. With his personal aim, this school has brought dramatically changes in physical and educational development within a short span of time. The HT has been able to bring donors like Plan Nepal, UNICEF, parents, local organizations, DDC, Karsia market committee and local clubs. The school has Junior Red Cross and student health club as well. The initiatives of school management, the school has been handed over to the community since 2059 and has been regarded as a model school of Morang district.

### **Education Quality**

#### *Students Pass Percentage*

Out of total 367 students appeared in the final examination, 71.9 percent have passed and the girls' pass percentage was 64.3. In grade four and five all students appeared in the examination was success. Similarly, the lowest pass percentage was in grade one which was 53.0 percent on its total and girls pass percentage was 40.6. The following table shows the students' achievement status of the school.

### Students pass percentage by grade and sex, 2003

Grade	Appeared		Passed		Pass Percentage	
	Total	Girls	Total	Girls	Total	Girls
1	134	64	71	26	53.0	40.6
2	75	31	50	12	66.7	38.7
3	62	29	53	26	85.5	89.7
4	47	24	47	24	100	100
5	49	20	49	20	100	100
Total	367	168	264	108	71.9	64.3

Source: Field Survey, 2003

#### *Learning Achievement*

The educational quality is measured in terms of achievement score of Nepali, Math and Social Studies in the final examination. Student's annual examination scores from grade 1-5 have been assessed by their class-teacher and traced from the school performance register. The total average scores in grade one in 2002 are 56.8, 54.8 and 54.0 in Nepali, Math and Social studies whereas in 2003 are 45.2, 47.8 and 46.4 respectively. The achievement score decreased by 16.9, 12.8 and 14.1 percent respectively on three subjects comparing with 2002 and 2003. Boys scoring in 2003 on three subjects were 56.8, 55.4 and 53.8 and girls scoring were 52.1, 54.2 and 54.2 respectively. Similarly, in 2003 the boys scoring in Nepali, Math and Social studies were 44.0, 45.8 and 46.7 and girls scoring were 47.0, 50.7 and 45.9 respectively.

#### Average score in Nepali, Math and Social Studies on grade 1 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	56.8	52.1	54.4	55.4	54.2	54.8	53.8	54.2	54.0
2003	44.0	47.0	45.2	45.8	50.7	47.8	46.7	45.9	46.4

Source: Field Study, 2003

In 2002 on grade II, the total average score in Nepali, Math and Social studies were 57.6, 69.8 and 52.2 respectively, with boys having average scores were 61.3, 75.0 and 56.9 and girl's average score in each subject were 48.1, 56.4 and 40.1 respectively. Similarly, in 2003, the total average score in Nepali, math and Social studies were 50.2, 55.8 and 60.9 respectively, with boys having scores were 50.1, 56.8 and 58.4 and girl's average score in each subject were 50.3, 54.7 and 63.7 respectively. Comparing with 2002 and 2003 the total average score in Nepali and Math decreased by 12.8 and 20.1 percentage and in social studies increased by 16.7 percentages.

#### Average score in Nepali, Math and Social Studies on grade 2 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	61.3	48.1	57.6	75.0	56.4	69.8	56.9	40.1	52.2
2003	50.1	50.3	50.2	56.8	54.7	55.8	58.4	63.7	60.9

Source: Field Study, 2003

The average total scores in grade III in 2002 were 42.8, 43.9, and 52.7 in Nepali, Math and Social Studies respectively. Boys' average scores are higher in each subject than that of girls' average scores. In 2003, the total average scores in three subjects were 46.3, 46.4, and 59.3. In comparing with 2002 in 2003 the score number in three subjects increased by 3.5, 2.5 and 6.6 respectively. In 2003, boys' average scores in each subject were 45.9, 46.7 and 60.5 and girls' were 47.5, 45.5 and 55.7 respectively.

Average score in Nepali, Math and Social Studies on grade 3 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	45.1	39.6	42.8	46.3	40.8	43.9	57.1	46.9	52.7
2003	45.9	47.5	46.3	46.7	45.5	46.4	60.5	55.7	59.3

Source: Field Study, 2003

The students' total average scores on 2002 in grade IV were 48.6, 70.1 and 47.9 in Nepali, Math and Social studies respectively. The boys' average scores were 52.1, 66.4 and 50.7 and the girls' average scores were 45.3, 73.7 and 45.2 in Nepali, Math and Social studies. Similarly, in 2003 the total average scores in three subjects were 63.8, 61.9 and 54.8 respectively. In comparing with 2003 the scores are higher in Nepali and Social studies but lower in Math. The boys' average score on Nepali, Math and Social studies were 62.2, 60.8 and 53.3 whereas the girls' average score were 66.0, 63.5 and 56.9 respectively.

Average score in Nepali, Math and Social Studies on grade 4 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	52.1	45.3	48.6	66.4	73.7	70.1	50.7	45.2	47.9
2003	62.2	66.0	63.8	60.8	63.5	61.9	53.3	56.9	54.8

Source: Field Study, 2003

In 2002, on grade V, the students' average total scores in Nepali, Math and Social studies were 49.1, 58.8 and 50.9 respectively. Boys' average scores were 50.0, 63.9 and 52.5 and girls' average score were 47.9, 52.3 and 48.9 respectively. Similarly, in 2003 the average total scores on three subjects were 58.1, 59.6 and 56.9 respectively and on boys' score were 60.6, 62.4 and 58.5 and girls' average score were 54.8, 56.0 and 54.7 respectively. In grade 5 comparing with 2002, the average scores are higher in each subject.

Average score in Nepali, Math and Social Studies on grade 5 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	50.0	47.9	49.1	63.9	52.3	58.8	52.5	48.9	50.9
2003	60.6	54.8	58.1	62.4	56.0	59.6	58.5	54.7	56.9

Source: Field Study, 2003

The total average scores of 1 to 5 students' on 2002 in Nepali, Math and Social studies were 49.9, 58.5, and 50.7 respectively. Boys' average score were 53.1, 61.4 and 54.2 in each subject and the girls' average scores in Nepali, Math and Social studies were 46.6, 55.5 and 47.1 respectively. Similarly, in 2003 the total average scores on three

subjects were 52.7, 54.3 and 55.7. Boys' average score were 52.6, 54.5 and 55.5 and girls scores were 53.1, 54.1 and 55.4 respectively.

Average score in Nepali, Math and Social Studies on grade 1-5 by sex, 2003

Year	Nepali			Math			Social Studies		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	53.1	46.6	49.9	61.4	55.5	58.5	54.2	47.1	50.7
2003	52.6	53.1	52.7	54.5	54.1	54.3	55.5	55.4	55.7

Source: Field Study, 2003

#### *School Initiatives for Quality Improvement*

The learning achievement of the school was not so satisfactory and still the average score on Nepali, Math and Social studies 54 only. According to the HT, enough has done in terms of physical development; there is no need to additional building for primary level now it is time for educational quality revolution in the school. So, the school has been attempting some of the initiatives to improve the learning achievement of the student from last year:

#### *Reading/Writing Contests among the Students of the Same Grade*

The school management has organized the reading and writing contest among the students of same grade. According to the HT, this type of contest helps on improving the learning achievement.

#### *Students are not Permitted to go Outside with their Books on Tiffin Time*

It was found that some children leave after tiffin because of the parents take their meal in daytime and the student also takes their tiffin on the same. According to HT, these children mostly engage on selling their formally products in the hatiya bazaar of karsia market and this makes irregular in the class. So the students are not allowed to go outside the school premises with their books and they have to leave their books in the classrooms because of their leaving school after tiffin.

#### *Child Centered Learning Modality*

The school has organized the child centered modality for improving the quality keeping the weaker students were kept in first benches and applying individual learning modality and the student itself has constructed paper house; water color photo of a leader, mud built different types of fruits etc.

#### *Training for Untrained Teachers*

There were altogether seven teachers in this school and one teacher was teaching on ECD classes. Of the 7 teachers currently in the school, only one female teacher has received a complete training package and rests of the teacher are untrained and two is temporary and remaining 5 were permanent. The qualifications of the teachers have only SLC but received grade teaching, multigrade teaching, whole school approach, refresher training and one teacher have received I, II and III package training as well. One ECD teacher have received 6 days ECD I and II package trainings. The HT has been taking initiatives for providing training to the untrained teachers.

### *Interaction with Parents about their Children's Progress*

The HT has made interaction with the parents after completion of the exam and informed the progress report of the students.

### *Provision of Optional English*

The school management has offered optional English "Creative expression technique" has been added in the regular texts.

### *Medium of Instruction*

The school was currently serving Rajbanshi, Chaudhari, Shah, Paswan, Mandal, Yadav, Mahato, Mushar, Baniya, Muslims, Kayastha, Chamar and Majhi children. These children prefer to speak Maithili language and it was difficult to communicate in Nepali and the schoolteachers have to use both languages in the classroom because most of the students use to speak their own languages. The HT has made instruction for the schoolteachers to speak Nepali in the classroom with the students.

### *HT/Schoolteachers Regularity*

According to 7<sup>th</sup> amendment on education act, the minimum working days of a school in one academic session will be 220 to 250 days. In this school the school opening days were 236 days. Out of 236 school open days, HT present was 58.5 percent in the school. Remaining time was on different activities such as personal leaves 6.3 percent (casual and festival leave), SIP seminar 1.3 percent, sharing ideas among community handover sSchool 0.4 percent, RC meeting 0.5 percent, I package training 25.8 percent, DEO official work 1.7 percent, school inauguration 0.8 percent and workshop in Kathmandu on community handover school and curriculum analysis frame 5.1 percent. The summer vacation was not counted. The average attendance of the schoolteachers was about 78 percent.

### *Students Regularity*

The total class running days was 210 days and the average class running days were 188 days. In grade, one the average attendance was 50.3 percent and the boys' attendance was 46.9 percent only whereas the girls' attendance was 54.4 percent. Similarly, on grade two the average attendance is 55.7 percent and the boys and girls average attendance was 52.4 and 58.5 percentage respectively. In grade three, the average attendance was 69.6 percent and the boys' and girls' average attendance was 70.4 and 65.2 percentage respectively. Likewise in grade four the average attendance was 64.5 percent and the boys' and girls' average attendance was 64.8 and 63.8 percentages respectively. In grade five, the average attendance was 61.7 percent and the boys' and girls' attendance percentage was 62.8 and 61.7 percentage respectively. The highest attendance was found on grade three comparing with others grades. The school had made some regulation on those students who were absent in school for three to four consecutive days and takes initiative to revoke students' registration of those who were irregular for about or over a month. The student whose presence was the highest was rewarded every year. The average attendance of the students from grade 1-5 was 83.5; the boys' attendance being 83 percent and girls' attendance being 84 percent.

## **Discipline Management**

The HT was conscious on the discipline of the students. The HT has developed his own rules and regulations about the discipline for the student and schoolteachers regarding the code of conduct and all teachers have signed on it and none of the students and schoolteachers has been punished for breaching the discipline. AT 10:30 am the gate was locked and the class starts at 10:30 am out of dresses were reminded personally. The students who arrive after 10:15 were not permitted to enter the school premises and the students need to take permission for early leaving and need to sign in the register and if a teacher comes late he/she was asked not to sign in the attendance register and was asked to take a leave for the day. The developed list of rules about the discipline has signed by the teachers. The code of conduct developed by a HT was as follows:

- Teachers and students should be present at the school at 10:15 am and the gate will close at 10:30 am. Nobody will be allowed to enter school after 10:30 am.
- Students should not be abused physically in the class.
- Student and teachers should take part in schools' activities.
- Students can't go outside of class unless the bell rings.
- Students should leave his books and copies inside the class during tiffin time.
- Only educational and academic talking is allowed in the school premises.
- If any teacher is absent without notice, his/her leave will be counted for unpaid leave except for in an emergency".

## **HTs Profile**

The HT teaches 18 periods a week at grade 3, 4 and 5. He doesn't have any classes to teach on the first period. After fourth period he takes care of the administrative works. He was born in 2025 BS and his permanent address was Sorabhag 3, Karsia VDC, Morang. His qualification was SLC and became permanent in 2045 and worked as temporary for three years in this school. He was untrained and this year attended in first package in-service trainings for 75 days. His post was primary level teacher. He had received grade teaching, multi grade teaching training and HT management training. In addition, he has received training on development on educational materials. He had an opportunity to attend different seminar in Kathmandu and Morang as well.

## **Time Management**

The term management have been focused mainly the time spent for the purpose of the school development activities. This year the main functions of the HT such as classroom teaching, administration, meetings with the schoolteachers, SMC meetings, RC meeting, DEO visit, visiting VDCs/NGOs/INGOs, seminar (SIP), interaction with the students, parents, community members, supervision and monitoring and sharing ideas between community handover school, visit to school inauguration programme, workshop attended in Kathmandu on community handover strategy and curriculum analytical framework on Morang etc. The HT time management was calculated on each function. The interaction with parents and communities were not included and difficult to be calculated exact time. The time spent by the HT on year 2061 was; classes 3 periods per day which represents 18

percent and administrative time spent counts 34 percent. It shows that most of the time spends on the administrative rather than the classes. The meeting time spends at RC, SMCs and schoolteachers were almost same because these meetings held once a month to once in two months. On each activity certain weights (points) were given to separate headings under the time management of the HT. The weights are calculated on the basis of time spent in a year. The time spent on each heading has been measured in the total hours spent by the HT on the heading in a year. The time spent by the HT in different headings in this year is as follows:

Time spent on different headings, 2003

S.No.	Headings	Percentage
1.	Classroom Teaching	18
2.	Administrative work	34
3.	SMCs Meeting	2
4.	RC Meetings	2
5.	Visit to DEO	3
6.	Supervision & Monitoring	4
7.	Schoolteacher Meeting	3
8.	Workshop at DEO and Morang	3
9.	SIP Seminar	1
10.	1 <sup>st</sup> Package Training	26
11.	School Inauguration	0.4
12.	Parents Gathering	0.4
13.	Sharing Ideas among Schools	3
14.	Official visit for Educational display	0.4

All these time-spent headings were derived from the HT's attendance register. Since the HT has spent less time in classroom teaching and more time in administrative works the percentage of classroom teaching and administrative works were 18 and 34 respectively, which cover the largest portion of the time spent by the HT. The administrative works include assembly/prayer, taking care of the official letters from the different organizations including the DEO, involvement in the extra-curricular activities, informal meetings with the parents, etc. The time was calculated assuming that the HT spent the whole 6 hours of the day in the seminars and meetings, which may vary because the HT may not necessarily spend the whole 6 hours. The time was calculated as 6 hours for each day because he spent the whole school time outside the school.

#### *Cleaning Campaign*

Classroom environment is the obvious reflection of the teaching learning situation in the school and is one of the most important factors for attracting the students in the school. In this school the cleaning was done daily with the help of the students under the teachers' supervision. The school has formed different houses, i.e, Ram, Janaki, Bhanu and Arniko for maintaining cleanliness and other extra curricular activities in the school. This house club divides students into 5 or more member groups. The seventh amendment of education act also focuses in promoting awareness towards environment protection and in the activities such as cleaning and sanitation of educational institution and public places, gardening, tree plantation etc. The school



has planted some plants and flowers around the school premises and there was a dustbin near by in HT's room. The students were instructed to clean the classes and school premises each Friday.

#### *Junior Red Cross Circle*

The school has established junior Red Cross Circle for creating the feeling of humanity and to have the students participate in different social, health and skill development programmes. With this circle the student and teachers organizes cleaning campaign and health camp in the school.

### **Team Management**

The HTs have strong leadership skill and during our visit in the school was instructing on quick exam result. The HT was able to take support from the schoolteachers to take part in the development of SIP in the school and able to generate some amount of money from the schoolteachers for the school development. The teachers were also assigned other special responsibilities such as first aid, cleaning etc. If necessary, they also work overtime and the HT arranges meal in that case. A female teacher says, "The HT observes and supervises the teachers' classes and suggests them". The HT does everything consulting the teachers and goes outside by letting them know. The class load was prioritized to the teacher first. Every year teachers were given diaries and pens.

### **Creativity**

In his area eight schools have been handed over to the community and DEO has treated the HT as a focal person and has given the responsibility of looking after the community hand over schools. Once a week, the HT has to meet the other HTs of these schools and supports them by sharing ideas. He has worked as a facilitator for the programs run by DDC and DEO in the district. Plan Nepal, Child Health club, Community Development services also seek help from him.

### **Impartiality**

The class load sharing was equality to all schoolteachers and priority for going training was provided equally. He doesn't go any where during his teaching time at the school and goes to such meetings only after the school time.

### **Transparency**

The HT has formed different sub-committees such as decision making committee, account clearance committee and parent's mobilization committee. The members of this committee were from the SMC member, parents and schoolteachers.

#### *HT Concern about Teacher*

HT and schoolteacher have friendly relationship with each other. In every two month, schoolteachers meetings were held and if necessary, even three times a month the meeting also takes place. HT takes the classes of absent teachers.

### *HT's Concern with Parents/Guardians and Communities*

Parents and schooling are interrelated phenomenon. The closer the parental involvement to the education of their individual child makes the greater achievement. That is why; parents are integral to schooling. The parents' day was organized once a year in the result announces time. On that day the parents were invited to attend the function and discuss on the progress report of their children. Generally on that occasion the progress report of the student was presented and the annual income and expenditure report before the mass. The parents of this community rarely come to the school but in parents day they come to school if the school was asked to come. Parents rarely check homework of their children and rarely discuss teachers to enquire children progress. This year the parents and local people were invited three times and five meetings for child development management were held in the school. Most of the children did not bring pencil and copies in the classroom. If any students absent for three days, parents were consulted, if any student will be absent for seven days children's books were seized from the school. Parents were called at the school while distributing books, since the students may sell books; the books were seized and distributed to the new students. According to a parent, " I have sent my child in the school because of the HT's advice.

### **Monitoring and Supervision**

Regular monitoring and supervision is the crucial for school's effectiveness. In this school people from different organizations such as Plan Nepal comes in the school for indirect physical development supervision. The SMC chairman and some members also come for supervision and inspect schoolteacher's attendance. HT checks the presence of the schoolteachers and often asks teachers and finds out about their preparation for the classes. All the teachers were local and have best coordination with SMC/parents and teachers. The HT monitors the classroom once a month and provides necessary feedback to them. This year HT supervised fourteen classes of different grades of schoolteachers. The HT demonstrated five classes to the schoolteachers. The SMC chairman mostly visits the school and keeps in touch with the activities of the HTs in the school. The supervision and observation of SMC chairman and members took place ten times. According to SMC chairman, when he visited the school, first of all he supervised how many schoolteachers were coming in the school. But the SMC chairman was quite positive towards the activities of the HT. He often asks students about the lessons and evaluates teacher's performance and after the tiffin he talks to the students about their problems.

### *HT's Educational Vision*

He has aimed to upgrade the school to lower secondary. The HT has taken the challenge to develop this school as a model school and compete with the boarding schools in the area. Other schoolteacher does not want to transfer to this school because this school has adopted stringent policies. In this school the SIP has been developed, which includes the visions and objectives of the schools. The school's goal was to bring the children of poor and dalit community, strengthening the capacity of the students by conducting different programmes; school-community relation will be improved, on increasing the attendance of the students, teaching learning modality utilizing the local resources to their fullest and approaching the external resources to utilize them to make the school a place for the community development.

## **MILLS SECONDARY SCHOOL, MILLS AREA RANI, BIRATNAGAR, MORANG**

### **Positive Aspects of the School**

- School was built by the community and still receives a significant contribution from the community.
- School enrolment is astounding – 760 students in the primary level.
- School has sufficient rooms for every class to be run in a separate room.
- HT and teacher’s common rooms are also available.
- School has sufficient and separate toilets for both girls and boys.
- SMC members are influential as well as economically capable persons
- HT’s is dedicated and bears strong personality.
- Schoolteachers and the SMC members equally respect the HT.
- School environment is nice and clean.
- Of all primary enrolment 90 percent attend school regularly.
- Several measures has been enforced to maintain discipline and to improve the quality.

### **Historical Background of the School**

This school is located in a sub-urban area of Morang district established in 2003 BS under the name of Mills Primary School on donations received from various industrialists, business entrepreneurs and social workers. With the initiatives of late Juddha Bahadur Shrestha and the active role of Mills Manager and other laborer leaders the school got approval for the grade seven in 2014 BS. At that time the students who passed grade seven had to go to Adarsha Secondary school, Adarsha Balika Secondary and Mahendra Rashtriya Secondary school at Biratnagar market area. So, taking this difficulty of the students into consideration with the relentless effort of social workers and the leader of all the local representatives the school was granted approval for secondary level. It was gradually becoming unmanageable to run the school in small labor quarters and in 2021, the school shifted to Juddha Park which was spread in an area of about 15 Kattha. The main building of this school was constructed in 2022 BS. The primary objective of the school was to educate children of the laborer working in the Morang Cotton Mills. At the early year of establishment of this school Krishna Mohan Jha from Purniya, India was the HT. The first SMC of this school was formed under Samrakchhak Juddha Bahadur Shrestha and the chairmanship of late Mr. Tripurananda Vaidya, Mr. Lila Man Singh Dangole served as the secretary. The other members of the committee were Mr Padam Bahadur Chhetri, Siddhi Manpati, Baikuntha Mangal Joshi, Dhruba Kumar Thapa, Shiva Charan Thapa, Mr Nara Bahadur Rai and Dal Bahadur Limbu.

### **Access to Education**

Access to education in this school-community was not a problem but still about 67 children of 5-9 years are living in the catchment area are not attending the school.

Still the families from the dalit such as kami, damai, majhi, Muslim etc are not sending their children in the school because of these families work in the mills in the night and some girl students' work as housemaid. In the vicinity, there is one boarding school located near the school and two private schools are within few minutes' walk and still the number of students is increasing in the school. In general, the school enrolment is found to be over. The average class size in the primary level was 144 but the teacher student ratio was only 1:54. The primary level enrolment has decreased by 5.3 percent in 2003 to 2002 but the girls' enrolment has increased by 2 percent. There has been declining trend in grade 1 and 2, which accounts 40 percent. But from grade 3 the enrolment has been increased by 14.4 percent onwards. The primary enrolment in this school is spectacularly high – over 760 and has increased by almost 15 percent. Due to large student population with limited classrooms, school is run in two shifts: primary grades in the afternoon from 11 am – 4 pm, and higher classes in the morning from 7-11 am.

#### *Physical Improvement Activities*

Presently, the school has six permanent buildings having twenty classrooms, of which sixteen were used as classroom and one was used as HT's, one for teachers' common room and one for science equipment room. There were separate toilets for schoolteachers and students, one each for boys and girls having fenced compound wall. There was a guard quarter as well. Most of these buildings were built before 2030 BS donations received from various individuals, institutions and stakeholders. In 2046 BS, Biratnagar Sub-Metropolitan constructed a building consisting of five rooms after tenure of present HT and in 2047 BS, with the partnership of Earthquake Rehabilitation center, the school rehab two building blocks consisting of four rooms on its own cost. On the initiatives of Mr Anandahang Yomyang, British Gorkha donated Rs 39300/- for the furniture and Mr. Gorakh Bahadur Singh, former HT donated Rs 25000/- for library establishment and one steel cupboard. Similarly, Mr Gyanchand Dugad, former SMC chairperson donated one steel cupboard, Laxmi Thapa Magar donated tube-well, Dibakar Rai constructed toilet and paved way in the vicinity of the school. Likewise, Biratnagar sub- mtetropolitan donated a chair, almirah and Ex-student organization (SOEMSS) constructed a golden jubilee pillar, painting and park construction. There were different bodies working together for the development and improvement of the school. In the school there was a project of Rs 64000/-, which was used for teachers training on English, Math and science. Each year Rs 400000/- is raised from student fees annually.

#### *Fund Raising Activities*

The school has managed to have number of funds make available and several donors have contributed establishing a revolving fund to help children of poor family receive scholarships. Not only in cash, also provided materials such as furniture, ceiling fan, and bookshelves. School regularly organizes parents-day and school day to commemorate establishment of the school.

#### *Anil Smriti Pratibha Revolving Fund*

It is another revolving fund of a school donated NRs 51,000/- from Mr. Laxmi Kanta Lal Das in the name of his late son and his daughter-in-law also contributed NRs. 51,000/-. The main objective of this fund was to award scholarships to the intelligent

and deprived students. This fund was providing scholarships to five students annually with the interest received from the fund have been utilized for rewarding.

#### Women Empowerment Organization

It is another organization supporting scholarships to the fifteen girls' children in the school annually.

#### Support from Ganesh Man Foundation

The school has been received Rs 10,000/- donation from Ganesh Man foundation and with this donation school was distributing few incentives for dalit children.

#### Support from Ex Student Organization (SOEMSS)

According to the HT, during school's golden jubilee the school was able to form the Ex-student organization (SOEMSS) and constructed a golden jubilee pillar, painting and park construction. This organization was a base and supporting regularly for the school. The HT added that, "most of students were in reputed position in different parts of the country and they were a kind of indirect source for the school and some SMC member were from previous students for this purpose.

#### Support from Municipality

Municipality was also supporting regularly for this school and the ward no 20 of Biratnagar Municipality donated two chairs, one cupboard, and a table to the school.

#### Plan Nepal

Plan Nepal has been provided a fixed deposit fund of Rs 100,000 and some educational materials for the school and the school deposited Rs 50,000 for the scholarship and awards to the intelligent and deprived students.

### **Procedure Adopted to Generate Funds**

#### *HT's Social Relationship*

HT's personal social relation is quite important to enhance the effectiveness of school HT. The HT was the chairman of the student quality control circle in the school, Chairman of the Nepal teachers' association, Morang, Chairman of Hamro Abhiyan, Morang, Advisor of Nepalese Intellectual council, Morang, Central Counselor of Federation of Nepalese Journalist Association, Member of Transparency International, and Member of Jhi Pucha, Biratnagar. He has social linkages not only in Biratnagar but in I/NGOs of Kathmandu as well. With this social linkage he has been able to have an exchange programme to Malaysia, USA and Mauritius and also attended a workshop in India recently. With this personal touch, he has been able to bring a Peace Corps volunteer in the school and has been able to bring some Americans for orientation to teachers on English language classes, which was helping the teachers improve their English. He has been able to collect NRs 25000/- for cemented of the multi purpose building. He has also communicated with JICA for a volunteer to the school. Different individuals from within the community and outside the community have helped financially for the physical development of the school and it was all due to his personal social relation of the HT with the individuals

and organizations. Recently a large volume of books has been received from Peace Corps and some textbooks were kept in the teachers' common room.

### *Learning Achievement*

The educational quality was measured in terms of achievement score of Nepali, Math and Social Studies in the final examination. On an average, student in grade one achieved a total average score of 40.8 in Nepali, 46.9 in Math and 45.9 in Social Studies respectively. With boys average scores 39.6, 48.8 and 46.0 and girls average scores 42.1, 44.8 and 45.7 in Nepali, Math and Social studies respectively. The table below summarizes achievement levels.

Average score in Nepali, Math and Social Studies on grade 1 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
39.6	42.1	40.8	48.8	44.8	46.9	46.0	45.7	45.9

Source: Field Study, 2004

In grade II, the students' total average score in Nepali, Math and Social studies are 28.7, 38.5 and 38.1 respectively. The boys' average scores are 28.6, 41.8 and 40.2 and the girl's average score in each subject are 28.8, 35.0 and 35.8 respectively.

Average score in Nepali, Math and Social Studies on grade 2 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
28.6	28.8	28.7	41.8	35.0	38.5	40.2	35.8	38.1

Source: Field Study, 2003

The average total scores in grade III students were 45.2, 45.7, and 34.7 in Nepali, Math and Social Studies respectively boys' average scores being 46.7, 48.6 and 36.2 and girls' average scores in each subject were 43.4, 42.2 and 32.9 respectively.

Average score in Nepali, Math and Social Studies on grade 3 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
46.7	43.4	45.2	48.6	42.2	45.7	36.2	32.9	34.7

Source: Field Study, 2003

The students' total average scores on grade IV were 47.3, 31.2 and 41.9 in Nepali, Math and Social studies respectively. The boys' average scores in each subject were 43.0, 30.5 and 39.4 and girls' average scores are 51.6, 31.8 and 44.3 in Nepali, Math and Social studies respectively.

Average score in Nepali, Math and Social Studies on grade 4 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
43.0	51.6	47.3	30.5	31.8	31.2	39.4	44.3	41.9

Source: Field Study, 2003

The average total scores of grade 5 students' in Nepali, Math and Social studies were 42.2, 32.9 and 42.2 respectively. Boys' average scores were 41.3, 33.8 and 41.7 and girls' average score were 43.1, 32.0 and 42.6 respectively.

Average score in Nepali, Math and Social Studies on grade 5 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
41.3	43.1	42.2	33.8	32.0	32.9	41.7	42.6	42.2

Source: Field Study, 2003

The total average scores of grade 1 to 5 students' in Nepali, Math and Social studies were 40.8, 38.9, and 40.5 respectively. The boys' average score in each subject were 39.8, 40.7 and 40.7 respectively and the girls' average scores in Nepali, Math and Social studies were 41.8, 37.2 and 40.3 respectively.

Total average score in Nepali, Math and Social Studies on grade 1-5 by sex, 2003

Nepali			Math			Social Studies		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
39.8	41.8	40.8	40.7	37.2	38.9	40.7	40.3	40.5

Source: Field Study, 2003

Based on the above data the school has poor quality on learning achievement and the school have planned to improve for quality education such as:

### **School Initiatives for Quality Improvement**

#### *Quality Control Circle (QCC)*

A school has developed 'quality control circle' which comprises HT, schoolteachers, some parents and SMC members. According to the HT, "this idea was borrowed from the industries of Japan". The main objective of QCC was developing self-confidence among students to resolve the problems on their own, improvement on school's environment, and management development of the school. The formation of QCC consists that HT was the advisor, a B.Sc secondary teacher was convener and other eleven members including SMCs. The circle basically supervises teachers' performance in the classroom and immediately suggests for necessary improvement and also invites parents to discuss on students' problems. During our focus group discussion with SMCs and parents, they realize that this circle was the tools for improving the achievement status of the students and were satisfied with the roles and functions of the QCC. Due to this QCC, some students from boarding schools have reportedly enrolled in this school. Those who did not get the opportunity have been reportedly waiting for the next term enrolment. The function and concept of QCC was almost similar to PTA and the main objective of PTA was to carry out functions for maintaining quality of education in the school. In this school the PTA has not been formed and those schools that have PTA, they were also not functioning well. The PTA seems to be mainly concerned on the students whereas this QCC was concerned about the teachers' performance as well.

#### *Coaching Classes*

During our visit the SLC exam was in the door and the HT was conscious and serious on it and was the reflection of the school's achievement for all parents. Based

on the performance of this exam the activities of the HTs and schoolteachers are assessed. In order to achieve the better learning scores for higher grades the school was providing coaching classes for poorly performing students with free of cost. To conduct coaching classes HT had managed some incentives for english, math and sciences teachers for the 33 days paying Rs 50/- per period on the approval of SMCs meetings.

#### *Awards for the Deserving Students*

The school had distributed prizes for deserving students on the parent's day for each grade. According to the HT the distribution of prizes for deserving student helps on improving the learning achievement of the students by increasing the level of motivation on them.

#### *Motivation through Incentives*

The school has honored five schoolteachers for their outstanding performance on punctuality and exam result. In addition, the school has provided few loans to the needy schoolteachers and that teacher who has to travel long journey for school has been reduced some periods.

#### *Making Teachers Trained*

In the primary level, there were altogether thirteen teachers in the primary level, one has completed bachelor level in education and one has completed 150 hrs' training. All teachers have received refresher training conducted from the resource center and some have received grade and multi grade training and nine teachers were completely untrained. So, the school was planning to send these untrained teachers for training in privately run institutes and school will arrange these teachers on leave while going training without hampering the classes. The HT has managed an English orientation classes for the schoolteacher from Peace Corps volunteer and some Americans were also invited on it for improving the English.

#### *Increasing Student Regularity*

The average attendance of the schoolteachers ranges from 71 percent to 90 percent excluding trainings, meetings, official work and other leaves. The student whose presence was the highest was rewarded every year and the average class running days was 159 days and the average attendance in grade five was 64 percent. Similarly, grade four average attendances were 70.9 percent and the boys and girls average attendance was 69.2 and 73.1 percentage respectively. In grade three, the average attendance was 60 percent and the boys' and girls' average attendance was 59.6 and 60.4 percentage respectively. Likewise in grade two the average attendance was 57.3 percent and the boys' and girls' average attendance was 60.5 and 53.6 percentage respectively. In grade 1, the average attendance was 46.8 percent and the boys' and girls' attendance percentage was 45.3 and 48.6 percentage respectively. The highest attendance was found on grade four comparing with others grades and lowest on grade one. It shows that there was irregular on grade one.



## **Creativity**

### *Publications*

The HT has written several general knowledge books and has translated "Daughter of the Earth" of Benejir Bhutto biography former Prime Minister of Pakistan in English to Nepali. He has also written a book on Social studies which was taught in different school.

### *School Beautification Programme*

School beauty exerts strong pull on the students and is a means of the healthy learning environment of the school. In Nepal very few community primary schools have adopting this student pull mechanism on the basis of school beauty programme. During our visit, the HT was instructing to the gardener for planting different kinds of flowers in the school premises. Some quotations of the celebrities had been written and the pictures of the celebrities and the inspiring people were framed in the HT's and schoolteachers' room. The school had constructed a golden jubilee pillar and a park and had done white washing in the classes. During our discussion the HT showed us long list of school beautification programme including writing quotations on the walls and classes, displaying charts, maps, management of mirror, towels, nail cutter and comb etc.

### *Qualification*

Mr. Dinesh Kumar Shrestha, present HT of Mills Secondary School got mutual transfer with Mr Rajendra Birahi in 2052 BS. Mr Rajendra Birahi was as an acting HT after being retired of Mr Gorakh Bahadur Singh. He was appointed in 2031 BS and became permanent in 2034 BS. His qualification is B.A, B.Ed with main subjects English and Social studies. He has taken one month HT management training from RC and got one year training on social studies and English.

## **Impartiality**

Headteacher was very strict about times if necessary he even uses harsh words to the schoolteachers those who are not dutiful in the job. He tells schoolteachers not to be indifferent about the school problems. Sometimes conflict arises and was resolved in a friendly way in the school and the problems were resolved with mutual understandings among schoolteachers. If the HT needs to go outside, he notices in written form to the senior teachers.

### *Dedication*

This school is near the boarder area and serving for the children's of the laborers and the students working in the mills. The population living on the catchment area of the schools was the migrants and laborers. Earlier the school's backyard had once become a venue for alcoholics, drug-addicts and for all sorts of illicit activities and school compound used to be filled with empty bottles, syringe and piles of garbage. The HT dared to chased-away those people and cleaned up the school environment. Similarly, in the school during rainy season the area was filling up by water and with the initiation with SMCs, the HT paved way inside the school.

### *Punctuality*

The HT added that, " I attend school during assembly, when I have to go on my personal work, I will take leave on that day". I develop and follow the plans and programmes for the development of the school and keep communicate with the schoolteachers when I will late.

### *Regularity*

Education quality largely depends on the regularity of the teacher. According to a teacher, "the HT is very strict for late comers (student or schoolteacher) and not permitted to enter school premises and no more than two teachers have taken leave at one time. According to the primary incharge "teachers were very cooperative, understand HT's intension and respect him". She further added that, "we discuss among teachers when any one of us is in need of leave and then we make a consensus". Out of 213 school open days, HT present was 75.1 percent in the school and remaining 24.9 percent was on different activities such as personal leaves 7.4 percent (casual 4.2 percent, sick 2.3 percent, festival leave 0.9 percent), RC meeting 0.5 percent, Official works on Peace Corps office 1.9 percent, Official work on Examination Office, Kathmandu 5.2 percent. HT meeting at DEO 0.5 percent, PDM workshop 1.9 percent and Official work in Kathmandu 7.5 percent.

### *Time Management*

The main functions of the HT were classroom teaching, administrative works, meetings with the schoolteachers, SMC meetings, RC meetings, DEO visit, visiting NGOs/INGOs, official work visit, interaction with the students, parents, community members, and supervision and monitoring etc. The time spent by the HT on year 2061 BS for school purpose were; classes two periods per day, which represents 13 percent and administrative time, spent counts 40 percent. It shows that most of the time spends on the administrative rather than the classes. The meeting time spends at RC, SMCs and schoolteachers were almost same because these meetings held once a month to once in two months but some of the school have less meetings on SMCs and schoolteachers. These meetings depend on the need of the school. This year about 20 meetings were held with the teachers'. The time spent by the HT in different headings in this year is listed below:

### HT's time spent on different headings, 2003

S.No.	Headings	Percentage
1.	Classroom Teaching	13
2.	Administrative work	42
3.	SMCs Meeting	6
4.	RC Meetings	7
5.	Visit to DEO	7
6.	Supervision & Monitoring	3
7.	Schoolteacher Meeting	6
8.	Official Work at Kathmandu	4
9.	HT Meeting at DEO	1
10.	Official Work at Exam Office	6
11.	Workshops	3
12	Peace Corps Office Visit	1
13	Parents Gathering	1

The time spent by the HT in the supervision and monitoring was less comparing with different meetings. Since the HT has spent less time in classroom teaching and more time in administrative works the percentage of classroom teaching and administrative works were 13 and 40 respectively, which cover the largest portion of the time spent by the HT.

#### **Team Building/Harmony**

The HT has appointed a primary teacher an in-charge of the primary section and has given full authority to enroll students, assign classes to the teachers, class monitoring, recommendation for teacher's leave, and so forth. Teachers unanimously agreed that the provision of an in-charge has helped make decision to run the primary classes. Each year schoolteachers were rewarded to commemorate their outstanding performance. The HT believes that "the award may be small in monetary terms but it is highly regarded as an honor among the schoolteacher. The award was distributed in an annual function. Thus the parents, schoolteachers, and student everyone knows who has received the award. It was a recognition and appreciation of their hard work". Young Organization also donates some clothes for the deprived students of the school.

#### **School Cleaning Activities**

In this school cleaning the classrooms was done daily with the help of the students under the schoolteachers' supervision and the cleaning on school premises was done by the helpers of the school. In this school there were different clubs for taking care of student sanitation and hygiene and at a reasonable time each groups were evaluated and the best performing groups were awarded.

#### *ECO Club*

The school has formed an "ECO Club" with the objective of involving students in creative works such as natural conservation, protection, and plantation to keep school environment clean. The American Peace Corps, which also trained students in environment, related issues, supported these clubs. The patron of the ECO club was

the HT himself and other two teachers were the member and has the main responsibility of the club. This club was working on awareness campaign on health and hygiene of the students, made aware on traffic system for the children, pedestrian on traffic week and other student related activities.

#### *Junior Red Cross Circle*

The school has established junior Red Cross Circle for creating the feeling of humanity and to have the students participate in different social, health and skill development programmes. With this circle the student and teachers organizes cleaning campaign and health camp in the school as well as in the community.

#### *ECCA Clubs (Environmental Camps for Conservation Awareness)*

The main objective for the establishment of ECCA club was to provide training to students on schools environmental conservation and cleanliness of the school premises. This club headed by the schoolteacher and publishes booklet on cleanliness and other environment related issues.

#### *APEC (Association for Protection of Environment and Culture)*

The school has established an APEC club for cleaning school premises, environmental protection and providing training for students and teachers on environment. This association was supported by the ex-student organization (SOEMSS), which sometimes also organizes cleanliness contest within the grades.

#### *Committees*

There were different sadans such as Lekh Nath sadan, Moti sadan, Devkota sadan and Bhanu sadan. The main objective of these sadans was to make activate to the students in the extra curricular activities. The inter competition among sadans takes place on different types of activities within the school. Each year those students who secured first, second and third in each grade were rewarded on school day.

#### *Discipline*

The HT has maintained discipline. The teachers who used to go to other school to teach were stopped to do so. School has taken a number of initiatives to boost education quality such as both student and teachers in the primary were strictly instruct to be in the school compound five minutes before 11am. With some exceptions, school's main gate was closed after 11am for all incoming students or schoolteachers.

#### *Schoolteacher's Concern about HT*

The schoolteachers had opinion that the HT has a strong leadership and that he has done remarkable job to face-lift the school. One of the teachers even commented, "This school is like a boarding school as things are very punctual and routine". SMC members, parents and the teachers were most satisfied with the current HT. The primary in-charge said proudly that, "every teacher in the school has highest regards to the HT. The HT's strong leadership and inter-personal skills has successfully managed control teacher and student absenteeism, collect necessary funds for school, maintained discipline and a clean school environment. In summary, school's overall status and morale among teachers have been significantly improved.

### *Monitoring and Supervision*

It was realized by almost all the participants that regular monitoring and supervision was necessary. For many, monitoring and supervision of school activities fell within the responsibility of the HT. His daily routine includes coming to the school at 6:30 in the morning, because secondary and lower secondary classes starts in the morning and usually stays until 11:30 in the school and takes a break for lunch and arrives back in the afternoon to monitor primary level. The primary in-charge was there to administer the primary classes therefore HT's role was mostly of an advisory cum monitoring. According to a teacher, "the HT frequently inspects classes and provides feedback to them". One of the teachers even commented, "this school is like a boarding school as things are very punctual and routine". SMC members, parents and the teachers were most satisfied with the current HT. The primary in-charge said proudly that, "every schoolteacher in the school has highest regards to the HT and patronize even when teacher has personal problems".

### *HT/Teachers Concern on Community/Parents*

HT remarks about the parents that: "They are mostly illiterate, never check children' homework never discusses with their children about their performance. Parents only realize this only when their children fail in a certain grade. HT has good relation with the SMC and parents. He calls parents of SLC examination taking students and tells them to focus on their children's study. HT has established a technical board to interact with parents and take decision.

### *Students' Perception on HT*

According to a student of grade six, "The HT's behavior is friendly and listen the students' problems sincerely and tries his best to solve the problems".

## **Conclusion**

This school is located in a sub-urban area of Morang district and basically serves children of the working class families. The school has 5 buildings and 19 classrooms altogether and all of which were built from donations received from various stakeholders and there was no problem of the physical part. The school was poor on the learning achievement and has taken a number of initiatives for the infrastructure development and learning achievement. The present HT is young and energetic and has a desire to make this school a best school in the region. His role in primary level is basically advisory cum monitoring and most of the work was administer by the primary incharge. The HT's strong leadership and inter-personal skills has successfully managed control teacher and student absenteeism, collect necessary funds for school, maintained discipline and a clean school environment. In summary, school's overall status and morale among teachers have been significantly improved.

### Annex 3

## PANCHA PRIMARY SCHOOL, BAIJALPUR, KAPILVASTU

### Positive Aspects of the School

The positive aspect of the school is:

- School is in the centre of jungle of rural area.
- School has a permanent building.
- School has some educational materials
- Student teacher ratio is only 35 students per teacher.
- School has separate toilet for boys and girls.
- School has its own play ground.
- Of all students, over 97 percent attend school regularly.

### Historical Background of the School

The school is in the centre of the jungle established on 2045 BS and was approved on 2046 Bhadra. A group of local people consisting Lok Nath Acharya, Ram Singh Malla, Bansh Raj Chaudhary and Satya Narayan Chaudhary felt the need of establishing a school there because the secondary school was far from the village and the students had to cross the highway. The land was provided from Mrs. Tikia Tharu, which was a total of 10 dhurs. On 2045 BS a small mud built room was built and grade one started. At that time there was only one teacher quota and from 2049, three more teacher quota has been received.

#### *Access to Education*

There are about 151 household in Baijalpur and 108 houses in Pipara, which are in catchment area. About 50 percent are tharus and remaining 50 percent are Brahman, Chhetri, Thakuri, Gupta, Kami, Damai, Sunuwar etc. According to the household survey for SIP development about twelve children of school going age from Baijalpur and Pipara were not attending to the school. The student teacher ratio in the school is 43:1 and the average class size is 52 so access to education is not the problem. In this school, the SIP was being practiced only in Taulihawa as pilot programme, but in this school with the initiatives of the HT, SIP is being implemented.

### Techniques Adopted to Bring out of School Children

#### *Home Visit Approach*

The school has conducted regularly home visit campaign to maintain its enrolment size. About twelve children of this school district were not attending school because these children were found to be taking care of their younger siblings. In this school home visit approach has been considered as a regular phenomenon because of collecting fund, cleaning campaign and maintaining enrolment size. If any student was absent, the student from his/her neighbor was asked about him/her. If he/she was found to be at home, the schoolteachers do home visit, which was specialty of

this school. Because of the home visit, the Tharu community has been increasingly sending girls to the school.

#### *Awareness on Importance of Education*

Parents gathering have been organized on the beginning of the academic session. Most of the parents were attended in the school and discussed their children's performance and their regularity as well. The HTs have presented the school budget and distributed the students' progress report and made aware on the school's plan and future programme as well.

#### *ECD Class Conduction*

There were 50 students enrolled on ECD classes of which twenty eight were girls. The ECD class was conducted on the school management's own initiatives. After conducting the ECD class, the school was receiving continuous support from UNICEF and other stakeholders.

### **Physical Improvement Activities**

The school has a permanent building with two rooms for HTs and schoolteacher's common room. Two temporary huts and the classes were run under the tree. The school has a wire fenced compound wall supported by the DEO and nursery forest. The students helped bring the wire for fence from the forestry office. There was also a drinking water facility through tube well. JICA had provided fund for the construction of two more rooms, which were now under construction.

### **Support from Donors**

The school management has able to generate support from different I/NGOs, community members, parents, BPEP I, II, DDC, VDC and other stakeholders. These supports were in form of cash and kinds. The school collects the fees from the students, as an examination and admission fee. The amount received from the fees was paid for ECD classes and for the peons.

#### *Local Donation and Selling the Trees*

The school was receiving donation continuously from the community on kinds or cash. According to the HT, "if something requirements to develop in the school then the agenda were explored in the SMC meetings". After approval of agenda from SMC, then local people were informed and ask for support to school. Mr. Krishna Bahadur Balami helped financially for the tube well construction. Likewise, the school has received about Rs. 35000/- from selling the trees left in the compound.

#### *Donation from VDC and DDC*

About Rs 10,000/- cash was donated from the Banganga VDC and the zinc bundle from DDC and wood was provided by the local people.

#### *Community Fine*

Those people who do not go to build the canal on their turn were made punished in the form of fined of amount which goes to the school fund.

### *UNICEF Support*

UNICEF has been providing support on toilet construction and child club since two years. About Rs 118,000/- was received for the toilet construction and Rs 5000/- for Child club. In addition, UNICEF had supported a wooden stand mirror, towel, nail cutter and comb, which were used by the students.

### *Transparency*

The HT was receiving full support from the schoolteachers, SMCs, parents and community people. The following activities were the reflection of the transparency of the HT.

### *Displaying Donors' Name*

HT has listed and painted each and every donors' (as minimum as Rs 10/) name and displayed on the wall of the office room.

### *Formation of Committees*

The school has formed school construction committee under the chairmanship of Mr. Bansh Raj Chaudhary and other members were Satya Narayan Chaudhary, Laxman Gyawali, Kul Bahadur Thapa, Jau Tharu and Thakur Prasad Poudel which was responsible for school rehabilitation and refurbishment. In addition the other committees have been formed such as decision making, account clearance, parent's mobilization and school cleaning committee under the child club for helping students how to wash hands, clean toilet, and environment and tube well. UNICEF had trained the schoolteachers for this purpose. The schoolteachers headed each sub-committee. Those sub-committees even reach in the community. The sub-committees were hand washing, cleaning, toilet construction, jeevan-jal preparation and tube well cleaning. Each sub-committee consist twenty members. The members make the local people aware of the things they learned in school. The school has received certificate of appreciation and medal from UNICEF. This combined groups' schoolteachers and students cleaned Bajjalpur and Pipara villages by burning the waste materials, clean the roads by removing the woods, making the people aware of toilet building, cleaning hands, process on controlling the diarrhea, burying waste materials in the pits.

### *Impartiality*

### *Sharing Class Load*

The class routine was made consulting all the schoolteachers and with consensus. If any schoolteachers shown interest in particular subject, he has given top priority. As far as being a class teacher is concerned it was done with the help of lottery method. 1, 2, 3, 4 and 5 was written in each piece of paper separately and rolled even if the HT may be the class teacher of grade one if he happens to pick the lottery for grade one. His impartiality while distributing classes was also seen while assigning schoolteachers to be class teachers of all grades.



### *Team Management*

He was conscious on letting the schoolteachers know the decisions taken in the SMC meetings and the information received from the DEO and other organizations. When he has to go for outside school visit, he informs the teachers.

## **Creativity**

### *School Beautification Programme*

The school management with the initiatives of different committees and clubs has making flowering within the school. The child club's cleaning programmes not only focus on personal cleaning of individual students but also take care of the cleaning of drinking water, toilet, pits and wastage management of the school. The UNICEF also has made support the clubs directly support on these activities either in kind or in cash form. In our school visit, the research team found that the students came to the wooden stand mirror after going to the toilet and cleaning their hands. Then they wipe their hands with the towel and comb their hair looking at the mirror. They were also found to be cutting their nail. There was a very interesting story;

"There was a little child, who was not even going to the school but was coming to the school with his mother and was witnessing everything that goes around the school. It was the tiffin time and everybody was ready to take the snacks. When the child was handed the snacks, interestingly he said that he wanted to go to wash his hands with soap before taking anything. It shows that the little child has already internalized the very concept of cleaning and hygiene. The level of motivation found among the students in this school was not noticed in any other schools we visited".

### *Motivation through HT's Dynamic Personality*

The HT has the capacity of playing music, dance, painting and songs. He loves to work as a part time at Butwal FM service and sings, acts, and plays musical instruments. The students of this school have been performing better in the extra-curricular activities and stood first and second in RC and district level folk song competition three times, and folk dance three times. The school has received cash awards from RC on cultural program competition and fine arts competition. During assembly the HT, himself sings the song and motivates the students. This type of motivation with students brings regularity in the school and all students participate in each extra-curricular activity. Comparing with other school, the students of this school were smart in extra-curricular activities and so on.

## **Educational Quality**

### *Students Pass Percentage*

Out of total 252 students appeared in the final examination, 81.3 percent have passed and the girls' pass percentage was 87.9. In grade five out of total 35 students appeared in the examination 32 students succeeded, which makes 91.4 percent and the girls have passed successfully. Similarly, the lowest pass percentage was in grade two which was 76.6 percent on its total and girls pass percentage was 83.3. The following table shows the students' achievement status of the school.

### Students pass percentage by grade and sex, 2003

Grade	Appeared		Passed		Pass Percentage	
	Total	Girls	Total	Girls	Total	Girls
1	61	33	49	29	80.3	87.9
2	47	30	36	25	76.6	83.3
3	57	31	46	24	80.7	77.4
4	52	26	42	23	80.8	88.5
5	35	16	32	16	91.4	100
Total	252	136	205	117	81.3	86.0

Source: Field Survey, 2003

### Learning Achievement

The educational quality was measured in terms of achievement score of Nepali, Math and Social Studies in the final examination of 2059. In grade one the total average score in Nepali, Math and Social studies were 61.9, 64.9 and 45.0 respectively, with girls average scores were 60.1, 63.1 and 41.4 and that of the boys were 63.7, 66.6 and 48.6 respectively.

#### Average score in Nepali, Math and Social Studies on grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	63.7	66.6	48.6
Girls	60.1	63.1	41.4
Total	61.9	64.9	45.0

Source: Field Study, 2003

In grade two the total average scores in Nepali, Math and Social studies were 73.6, 52.3 and 39.5 respectively. The girls scoring on three subjects were 79.4, 56.2 and 45.8, while the boys scoring were 67.6, 48.3 and 32.3 respectively.

#### Average score in Nepali, Math and Social Studies on grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	67.6	48.3	32.3
Girls	79.4	56.2	45.8
Total	73.6	52.3	39.5

Source: Field Study, 2003

In grade three, the total average scores in Nepali, Math and Social Studies were 87.7, 56.7 and 45.2 respectively. Boys' average score in Nepali, Math and Social studies were 88.9, 61.5 and 46.6 respectively while that of girls were 86.6, 52.4 and 53.9 respectively.

#### Average score in Nepali, Math and Social Studies on grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	88.9	61.5	46.6
Girls	86.6	52.4	53.9
Total	87.7	56.7	45.2

Source: Field Study, 2003

In grade four, average scores in Nepali were 56.5 followed by Social Studies 51.5 and Math 34.4. The average scores of girls and boys were higher in each subject, i.e. 62.1 in Nepali followed by 55.7 and in Math 36.3, while the average score of boys in Nepali, Social Studies and Math were 50.8, 47.3 and 32.5 respectively.

Average score in Nepali, Math and Social Studies on grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	50.8	32.5	47.3
Girls	62.1	36.3	55.7
Total	56.5	34.4	51.5

Source: Field Study, 2003

In grade five, the total average score in Nepali was 63.3 followed by Social Studies 55.4 and Math 47.7. Girls scored 65.8 in Nepali while the average score of boys is 60.7. Similarly, girls' average score in Math was 41.6 while boy's average score in the same was 53.4.

Average score in Nepali, Math and Social Studies on grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	60.7	53.4	52.6
Girls	65.8	41.6	58.8
Total	63.3	47.5	55.4

Source: Field Study, 2003

The average total scores of the students from grade 1-5 in Nepali, Math and Social studies were 68.6, 51.2 and 47.3 respectively, with girls scoring higher in Nepali and Social Studies, that was 70.8 and 49.1 respectively compared to boys' average scores 66.3 and 45.5 respectively. Boy's average scores were higher in Math than that of girls. Boys have scored 52.5 and girls have scored 49.9 in Math.

Total average score in Nepali, Math and Social Studies on grade 1 - 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	66.3	52.5	45.5
Girls	70.8	49.9	49.1
Total	68.6	51.2	47.3

Source: Field Study, 2003

### Strategies Adopted on Improving Learning Achievement

From past three years the pass percentage was above 80 percent but the average learning achievement in Nepali, Math and Social studies was only 55. Some parents who used to send their children to the boarding schools have been transferred their children from the boarding schools' to this school because of the schools management motivation and dedication. The number of such transferred students was 15 last year. The HT plans to do better than the boarding school in every aspect. Some of the strategies adopted on improving learning achievement for this school were as follows:

### *Awards for the Deserving Students*

The schools had distributed prizes for deserving first, second and third students on the parent's day and offered some prizes every year for those students whose attendance was the highest.

### *Reading/Writing Contests among Students*

The school organizes reading/writing contests among students on each grade.

### *Parents were Informed about their Children's Progress*

The parents were informed about their children's progress on parent's day.

### *Increasing Schoolteachers and Student Regularity*

The average attendance of the teachers ranges from 74 percent to 83 percent excluding trainings, meetings, official work and other leaves. The average class running days were 170 days and the average attendance in grade five was 91 percent and boys' average attendance was 91 and girls were 92 percent respectively. Similarly, grade four average attendances was 85 percent and the boys and girls average attendance was 85 and 85 percentage respectively. In grade three, the average attendance was 81 percent and the boys' and girls' average attendance was 76 and 84 percentage respectively. Likewise in grade two the average attendance was 77 percent and the boys' and girls' average attendance was 81 and 76 percentage respectively. In grade one, the average attendance was 76 percent and the boys' and girls' attendance percentage was 78 and 82 percentage respectively. The highest attendance was found on grade 5 comparing with others grades and lowest on grade 1. It shows that there was irregular on grade one.

### *Regularity*

Out of 208 school open days, HT present was 77 percent in the school while other teachers' average attendance was 76 percent excluding the days spent in trainings. The other time spent by the HT was English language training 1.2 percent, DEO visit 5.2 percent, Radio training time spent 2.4 percent, HT management training conducted by RC 4 percent, UNICEF workshop on cleanliness in Kathmandu 4.8 percent and Educational Material display 1.2 percent respectively.

### *HTs Profile*

The HT was born in 2019 BS in Bohara village, Baglung and currently residing permanently in Banganga VDC - 2, Baijalpur and takes about 15 minutes for him to come to the school from his home. His wife also teaches in the same school, which is financial support for him. He did SLC from Janta Secondary School, Taulihawa and did IA from Taulihawa Campus and BA from Bhairahawa campus. His major subject in BA was Nepali, but he has been teaching English for grade 4 and 5 in the school. Earlier he was in Rajpur Primary school, Kapilvastu and in 2046 he was appointed as a HT in this school. In 2051 BS he received one week curriculum textbook introduction training from DEO, Kapilvastu. Similarly, he got ten months inservice-training from NCED and one month HT management training from PTTC, Bhairawa, ten days English subject training from DEO, three days Radio teaching training and fifteen days announcement training from Butwal. He also worked as a part time at

Butwal FM service. He takes 34 periods a week. He was the membership on Sarvodaya club and Supa Deurali Temple. He also involved in other community works. He sings acts and plays musical instruments. He was fond of playing music, dance and drama and often writes poems, and songs articles. He was the member of community forest, Supa Deurali Temple and Sarbodaya club.

### *Time Management*

In this school the classes start at ten in the morning. The HT was taking six periods per day which represents 55 percent and administrative time spent counts 18.6 percent. It shows that most of the time spends on the administrative rather than the classes. The meeting time spends at RC, SMCs and schoolteachers depend upon the need of the school and mostly these meetings were held once a month to once in two months. The time spent by the HT in different headings in this year is listed below:

Time spent on different headings, 2004

S.No.	Headings	Percentage
1.	Classroom Teaching	55
2.	Administrative work	18.6
3.	SMCs Meeting	2.6
4.	RC Meetings	3.3
5.	Visit to DEO	5.3
6.	Supervision & Monitoring	0
7.	Schoolteacher Meeting	5.3
8.	English Language Training	1.3
9.	HT Management Training	3.3
10.	Radio Education Training	2.0
11.	UNICEF Workshops	3.3
12.	Educational Materials Display	1.2
13.	Parents Gathering	0.7

The time spent by the HT in the supervision and monitoring was almost nil but according to the HT, "I observe the classes of the teachers while passing through the classes. If the teachers were not teaching accordingly the concerned teachers were guided". The other activities of the HT were meetings, trainings and UNICEF workshops.

### **Extra Curricular Activities**

#### *Cleaning Campaign*

Classroom environment is the obvious reflection of the teaching learning situation in the school and is one of the most important factors for attracting the students in the school. In this school there was a provision of peon to take care of the cleaning of the classrooms and the school premises, but mostly students under the supervision of teachers clean their classrooms, school premises, toilet and playground as well after the prayer.

### *Curricular Activities*

The students of this school have been performing better in the extra-curricular activities than the students of the boarding school. The school has been doing well in different programmes organized at the RC level has been awarded. From 2051 onwards school have received different awards and placed different position on its RC and DEO level competition. In cultural programme competition cash award received on its RC level. Similarly, on 2053 BS English competition, quiz contest and folk song competition was held and placed third and second position respectively. In 2055 BS sports competition was held and placed II position, in 2057 cultural programme III position, in 2059 cultural programme II and fine arts competition III position and in 2060 BS quiz contest, educational materials display contest II position was placed for this school. The educational materials were prepared in every six months period. The school was recently placed in the district level display of educational materials. When we visited the school the materials were in Pokhara because they were asked for. The materials include the playing objects for ECD students and other subjectwise objects covering all subjects placed first in the RC level and were displayed in the district level display on the education day.

### *Supervision and Monitoring*

Supervision and monitoring was far from the reality. According to HT, he observed the class of the teachers while he was passing through the classes. If he finds schoolteachers teaching not accordingly to how it is supposed to be taught, he calls the concerned teachers outside class and informs and guides him/her. Sometimes he observes classes going in the classrooms and observing the classes for 5-7 minutes. He shares the findings with all schoolteachers in the teacher's meeting.

### **Conclusion**

The school is in the centre of the jungle and access to education is not the problem but lacking physical access. The school was serving mostly the tharu communities and some dalit population as well. The student teacher ratio in the school is 43:1 and the average class size is 52. In this school the SIP was being practiced only in Taulihawa as pilot programme, but here SIP was being implemented. Education access was not the problem of this school but the management has been adopted series of strategies to bring out of school children in the school. The most appropriate strategy to maintain its enrolment size was home visit approach. In this school home visit approach has been considered as a regular phenomenon because of collecting fund, cleaning campaign and maintaining enrolment size. Due to this approach the Tharu community has been sending their girls children to the school. The school has conducted ECD classes on the school management's own initiatives and receiving support from UNICEF and other stakeholders.

## **MAHENDRA PRIMARY SCHOOL, PRAHARI TOLE, KAPILVASTU**

### **Positive Aspects of the School**

The positive aspect of the school from the previous study is:

- School is located in an urban area.
- Has two permanent building
- School has some educational materials
- Student teacher ratio is only 35 students per teacher.
- All the teachers have received some training.
- Of all students, over 97 percent attend school regularly.
- School doesn't have it's own play ground but an other school's large play ground is open to the school for its use.
- School is close to the resource center and to the District Education Office.

### **Historical Background of the School**

Since there was no primary level teaching in Buddha Padma Secondary school and this school was established as Shree Panch Mahendra Primary school in 2020 BS in Buddha Padma Secondary school, Taulihawa. At that time grade 1-3 was conducted in the building of Buddha Padma Secondary school. The school was conducted separately on a separate south west field of Buddha Padma Secondary school. In 2031 BS when the new education plan was enacted this school was transferred to this newly built building with four rooms and grades 1-3 started to be taught. In 2038/039 BS grade four was upgraded to this school and in 2039/040 it was upgraded five. Now, grade 1-5 were conducted at this school. From 2020 to 2031 BS the HT was Kailash Chandra Gupta, and from 2031 to 2051 the HT was Jetha Kazi Bjracharya. From 2052, Mr Tulshi Ram Sharma has been working as the HT.

### **Access to Education**

According to the SIP data about thirty students who were supposed to get enrolled have not enrolled in the school. The out of school children were from Kohar, Kori, Chamar, Kurmi, Yadav and poor economic status of dalits family and some Muslim community sends their children to Madarsa. The average class size in this school was 32 and the teacher student ratio was only 1:40. The main reason behind out of school children were people keeps their children at home to look after their siblings and household chores. Access to education in the school was not the problem but severe causing on low enrolment was the availability of seven schools in the vicinity of the school and the growing tendency among parents to send their children to the boarding school, parents feel that girls should not get education because it is useless, early age marriage of Kohar, Kori, Chamar, Kurmi, Yadav family and feeling of discrimination terai and non-terian people. Facing these problems the school management has made some of the strategies to maintain its enrolment size.

## **Strategies Adopted to Increase its Enrolment Size**

### *Home Visit Approach*

The school management with SMC members has adopted home visit approach to maintain its size on enrolment.

### *Physical Improvement Activities*

This school is located on about 5 kattha land of Buddha Padma Secondary School. In addition, in ward no 9 of Dhankauli VDC, this school owns 9 bigha 7 kattha and 17 dhur land which was donated by Govinda Man Pradhan in 2024 BS. Presently, the school has three buildings of its own, of which two rooms on one building was constructed by BPEP I which cost Rs 230,000 of which Rs 184000 was donated by BPEP I, Bhagawan Das Gupta (MP) made nine bundles of tin available. The school spent about Rs 25000 to Rs 30,000 for the building construction. One building was under construction. Altogether there were eight rooms including a common room for HT and schoolteachers, five rooms for class conduction. The building built by BPEP I was constructed during the present HTs terms. There are two separate toilets, one for the school teacher's staff and another for the students. BPEP I also provided desks and benches for the building. There are 42 sets of desks and benches in the school for 160 students. So in average 4 students can fit in the bench. There are 13 chairs and tables, 3 wooded racks, 2 notice board, 3 zinc boxes, 1 steel almirah, 1 ceiling fan. The school doesn't have its own play ground and compound wall.

### *Fund Raising Activities*

The SMC was active on the development of the school work.

#### Support from Muslim Organization (Hudas)

The school has drinking water facility with the help of Muslim organization (Hudas) a person named Suresh's initiation. The water tank was made available with the help of the organization and the water pump was bought by the school's resources.

#### Providing Buildings and Land on Rent

The school owns 9 bigha 7 kattha and 17 dhur land and generating about Rs 10,000/- per annum. In addition, the school has three buildings of its own, altogether there were 8 rooms and 5 rooms for class conduction and remaining two rooms were used by gym and SLC coaching classes at Rs 500/- and Rs 1000/- rent respectively.

#### Support from Municipality

Bhagawan Das Gupta (MP) made nine bundles of tin available for the construction of the school.

## **Educational Quality**

### Students Pass Percentage

Out of 141 students appeared in the examination 110 passed in the final examination, which represents 78.0 percent and the girls' pass percentage was 75.6. In grade one, the pass percentage was lowest comparing to other grades only 50 percent students



succeeded and in grade five, 92 percent students passed the examination and girls passed 93 percent. The following table shows the students' achievement status of the school.

Examination information by grade and sex, 2003

Grade	Appeared		Passed		Pass Percentage	
	Total	Girls	Total	Girls	Total	Girls
1	36	24	18	12	50	50
2	24	15	19	10	79.2	66.7
3	24	13	21	12	87.5	92.3
4	30	16	27	15	90	93.8
5	27	14	25	13	92.3	92.9
Total	141	82	110	62	78.0	75.6

Source: Field Survey, 2003

### Learning Achievement

The achievement score have been measured in Nepali, Math and Social Studies in the final examination. In grade one the total average score in Nepali was 41.4. Similarly the average score in Math was 39.6 and in Social Studies were 29.3. Girl's average score in each subject was less than the average scores that of boys; girl's scoring 39.5, 38.0 and 27.0 in Nepali, math and Social Studies respectively while boys scoring 45.3, 42.6 and 33.9 respectively.

Average score on grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	45.3	42.6	33.9
Girls	39.5	38.0	27.0
Total	42.4	40.3	30.5

Source: Field Study, 2003

The total average score in Nepali is 42.4. Similarly, the average score in Math is 40.3 and in social studies were 30.5. Girl's average score in each subject was less than the average scores that of boys; girls scoring 39.5, 38.0 and 27.0 in Nepali, Math and Social Studies respectively, while boys scoring was 45.3, 42.6 and 33.9 respectively.

Average score on grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	48.8	49.4	35.2
Girls	46.5	48.7	30.0
Total	47.7	49.1	32.6

Source: Field Study, 2003

The average scores in Nepali, Math and Social Studies in grade 2 were 47.7, 49.1 and 32.6 respectively; boys scoring were 48.8, 49.4 and 35.2 followed by girls scoring 46.5, 48.7 and 30.0 respectively.

#### Average score on grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	43.0	55.4	37.8
Girls	63.8	65.7	43.2
Total	53.4	61.0	40.5

Source: Field Study, 2003

The total average scores in Nepali, Math and Social studies in grade three were 53.4, 61.0 and 40.5 respectively, Girls' scores were higher in each of these subjects, and girls scoring are 63.8, 65.7 and 43.2, while boys scoring were 43.0, 55.4 and 37.8 respectively.

#### Average score on grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	39.6	37.3	38.5
Girls	43.9	38.4	39.0
Total	41.9	37.9	38.8

Source: Field Study, 2003

The average total scores in Nepali, Math and Social Studies in grade 4 were 41.9, 37.9 and 38.8 respectively; girls scoring were higher than the boys in each subject. The girls scores in Nepali, Math and Social Studies were 43.9, 38.4 and 39.0 respectively while that if the boys were 39.6, 37.3 and 38.5 respectively.

#### Average score on grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	43.2	47.8	44.2
Girls	45.3	38.9	45.1
Total	44.3	43.4	44.7

Source: Field Study, 2003

The average total scores of grade 5 students in Nepali, Math and Social studies were 44.3, 43.4 and 44.7 respectively, boys scoring less than the girls in Nepali and Social studies and higher in Math. Boy's scores in Nepali, Math and Social studies were 43.2, 47.8 and 44.2 respectively and that of girls were 45.3, 38.9 and 45.1 respectively.

#### Total average score on grade 1-5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	44.4	46.7	38.8
Girls	46.5	44.6	35.5
Total	45.6	45.7	37.2

Source: Field Study, 2003

The total average scores in Nepali, Math and Social studies were 45.6, 45.7 and 37.2 respectively; girls scoring were higher in Nepali than the boys, while scoring was less in Math and Social studies. The total average scores of girls in Nepali, Math and Social studies were 46.5, 44.6 and 35.5 respectively, while that of boys were 44.4, 46.7 and 38.8 respectively.

## **Strategies Adopted on Improving Learning Achievement**

The school management have been adopted several strategies to improve the learning achievement of the school. During our discussion with the HT, "to improve the education quality the schoolteacher number should be increased as per the strategy of one teacher one classroom and ECD class should be conducted. He added that "we have already applied to run ECD classes and deposited 9000/- to the DEO. According to him there should be a compound wall so that the students wouldn't escape from the school. But some of the strategies were as follows:

### *Use of Educational Materials*

The school have been used educational materials in the classes and some were displayed on the classroom such as numerical charts, alphabetical chart, pocket charts, pictures of different animals. Students were let to hear the radio programme (45 minutes) after the tiffin.

### *Motivation for the Schoolteacher*

The schoolteachers have been rewarded annually and pens and diary were provided for correcting the answer papers during the examination time as a motivation.

### *Awards for Deserving Students*

According to the schoolteachers, the students who pass 5<sup>th</sup> grade from this school go to Buddha Padma secondary school and do better than other students. Even though the learning achievement has not increased, three students were selected as the best students in the RC level examination of grade five and were given Rs 1000/- each.

### *Discipline Management*

The schoolteachers and students were required to be present at the school level at 10 am. In the office room of the school a list of rules was stuck on the wall, which includes: the students should enter classroom in time, while going outside the class, students should ask class teachers, students should clean the classrooms, while talking in the classroom, students should wait for their turn, student should be regular, whoever comes late should entertain others and if students need leave, they should take approval from the teachers. Most of the schoolteacher and students were followed this rule and none of them have punished yet.

### *Support from a Canadian Citizen*

A Canadian citizen Mr. Van Haaren, VSO had donated about 35 sets of story books to the school.

### *HTs Profile*

HT's name is Tulshi Prasad Sharma and his ancestors were originally from Rampur, Palpa, which is his ancestral home. His ancestor then went to Syangja where he was born in 2008 BS. His uncle brought to him to Kapilvastu in 2020 BS where he started getting his education and finally started living permanently. His permanent address was ward no 5, sagar tole, Kapilvastu municipality. With the 1 bighas of land he owns, he gets sufficient food for his family for the whole year. Besides, he earns 15000/- to 20,000/- per year from the farming. The land was purchased from his sons

five years earning from Korea. His second son was in Malaysia these days. He has total of 1 katha and 4 dhur land alongside his house. He started his job in 2028 BS in irrigation project at Kapilvastu as clerk. He continued his job until 2031 BS. From 2031 BS he got appointed as the primary schoolteacher for social studies. From 2031 BS to 1036 BS he worked for DEO Kapilvastu. In 2036 BS he went to Biswo Maitri Primary school, Dohani and taught there for four months. He came to Mahendra Primary school in 2037 BS and has been working as a HT from 2052 BS. He is 52 years old. His teaching subjects were English and social studies. He did his SLC in 2030 BS from Buddha Padma Secondary school in 3<sup>rd</sup> division. He has received HT's trainings (22 days from DEO, Kapilvastu, one month from PTTC, Bhairhawa), on the spot training (10 months from mobile team from TU, which was focused on ECD, Nepali, English, orientation to Education. math and physical education), whole school approach training (DEO, Kapilvastu), English teaching training (10 days from DEO, Kapilvastu), Distance education (3 days from DEO, Kapilvastu), cleaning training (UNICEF), under the training the school was also provided soap, combs, nail cutter, mirror, towel and SIP training (RC). HT has received education award in 2045 BS from MOES. He is general member of Shanti Samaj Nepal.

#### *Team Management*

The HT does everything discussing with the schoolteachers. Schoolteacher's meeting was held once a month but informal discussions take place everyday. If any teacher is absent, the students of two grades were placed together and taught. According to a teacher, "the HT doesn't act like a HT in front of them and considers even if they are little life sometimes, they were not afraid of him". The HT hasn't punished them yet that kind of situation has not arises. The HT takes approval of everything from the SMC regarding anything to have done for the school.

#### *Punctuality*

HT comes in time and goes in time". HT wants them to come to the school in time and leave the school in time". Whenever they want leave, they take pre-approval from the HT. The HT's attendance in school was 75.7 percent, radio teacher training 5.3 percent, HT management training 5.3 percent, SIP training 0.8 percent, workshops 4.0 percent and HT training 2.4 percent respectively excluding personal leaves of the HT.

#### *Dedication*

HT spends time at the school even beyond the regular office hours. The HT takes care of financial activities by himself but the exams fee to be collected from the students was raised by the schoolteachers. Students were given receipt for the fees and the money was given to the HT.

#### *Impartiality*

The HT consults other teachers while preparing class routine. Another teacher says that: "When the HT goes to the DEO the classes were shared by all schoolteachers. The HT hasn't really observed classes; he only inspects classes from outside the classes. Teachers have requested the HT to observe their classes. In SMC, there was also a teacher's representation, but the decision taken at the SMC meetings were informed by the HT. He doesn't discuss about the financial activities with the schoolteachers.

### *Formation of Committee*

The school has made a construction committee under the chairmanship of SMC chairman, member secretary is the HT and schoolteachers were the members.

### *HTs Relation with DEO*

Present HT has worked for DEO Kapilvastu for five years and has cordial relation with the staffs. He knows the procedure and process of DEO. In addition, the school is near to the DEO and HT is able to bring some support from DEO. According to the teachers, the HT is very simple person and follows exactly what the DEO instructs.

### *Grooming Principal*

The research team visited sample schools HTs' were appointed before the 7<sup>th</sup> amendment of education act was in place, even after the implementation they were not given the acceptance letter. In this school also the HT appointment was made after the former HT was retired and he has not yet received any acceptance letter. HT is aware of his activities.

### *Time Budget*

The time spent of the HT in different activities are such as classroom teaching, administration, meetings with the schoolteachers, SMC meetings, RC meeting, DEO visit, Radio teacher training, seminar (SIP), HT management training, workshop and parents gathering etc. The time spent by the HT on year 2061 was; classes 6 periods per day which represents 53.6 percent and administrative time spent counts 18.2 percent. The meeting time spends at RC, SMCs and schoolteachers 2.6, 2.1, and 3.7 respectively. The school is near to the DEO office so the DEO visit is 2.1 only. The time spent by the HT in different headings in this year is as follows:

Time spent on different headings, 2004

S.N.	Headings	Percentage
1.	Classroom Teaching	53.6
2.	Administrative work	18.2
3.	SMCs Meeting	2.1
4.	RC Meetings	2.6
5.	Visit to DEO	2.1
6.	Supervision & Monitoring	0
7.	Schoolteacher Meeting	3.7
8.	HT Management Training	13.6
9.	SIP Seminar	1.0
10.	Radio Teacher Training	2.1
11.	Workshop	0.5
12.	Parents Gathering	0.5

Since the HT has spent less time in administrative and more time classroom teaching. The administrative works include assembly/prayer, taking care of the official letters from the different organizations including the DEO, involvement in the extra-curricular activities, informal meetings with the parents, etc.

### *Supervision and Monitoring*

Due to the heavy class loads, the HTs supervision and monitoring was not effective. Teacher's presence were noticed everyday since the school was close to RC, the RP comes to the school frequently, observes classes and gives suggestions to the teachers for improvements.

### *Extra Curricular Activities*

Every Friday, different extra-curricular activities such as quiz contest, cultural programme, song, poem, dance, cleaning programmes were held. Sometimes drawing competition also takes place. Sometimes students were gathered together, sometimes they were done in each class respectively. The school has a child club formed under the supervision of teachers and has 20 members from three to five grades. The main objective of this club was to maintain cleanliness in the school area. The schoolteachers were responsible for assigning the club to clean certain areas. With the supervision of the schoolteachers the cleaning of classroom of grade one and two - Sunday, grade three - Monday, grade four - Tuesday and Wednesday, grade five - Thursday and Friday. From the training received from UNICEF, teachers have helped from child club.

## **GAUTAM BUDDHA PRIMARY SCHOOL, SADAWA, KAPILVASTU**

### **Positive aspects of the school**

- School has a permanent building.
- School has some educational materials
- School has its own play ground.
- School has a pond for generating money.
- Student teacher ratio is 1:52
- Average class size is 42.

### **Historical Background of the School**

This school was established in 2045 BS in Sadawa village; ward no 10, Kapilvastu municipality. Even though the school was registered in Kapilvastu municipality, but it lies in Tilaurakot VDC. With the initiatives of Mr. Kedar Nath Gupta, this school was built near the side of the pond. Amar Nath Sukla was the first HT of this school and later on Mr Shanta Parajuli was appointed as HT after the school got approval from DEO.

### **Access to Education**

The school is currently serving to Thapa, Kohar, Kurmi, Gupta, Chamar, Teli, Hussein, Kori, Poudel, Regmi, Belwase, Bhattarai, Chaudhary, Nau, Shukla, Pandey etc. The average class size of the school was 42 and student teacher ratio was 1:52. The school has collected SIP information from each household and identified about 25 girls' children were out of school. Kohar, Kurmi, Chamar, Teli, and Kori children were out of school and some Muslim community sends their children to Madarsa. The main reason behind not attending the school was keep their children at home to look after their siblings and household chores. The access to education in this school

was not the problem but the number of enrolment was decreasing gradually. If the number of enrolment decreasing trend continue to exhibit, one day the time will show on run-out of students and such schools will eventually acquire slow and a painful death. To maintain its enrolment size the school management has adopted several measures to prevent its painful death.

#### *Home Visit Campaign*

The school management has adopted door to door campaign along with schoolteachers and SMCs and persuaded the communities to send their children in the school. Door-to-door campaign was launched by the school management focusing on those parents and families whose children were out of school. In this campaign, HT's visit in the homes was believed to make a substantial difference to the parents.

#### *Provision of Scholarships, Dresses, Pencils and Copies*

The school has provided scholarships to four girls including two dalits. However, this scholarship quota from the government was limited and the school had distributed copies, pencils and dresses for the student from this scholarship.

#### *Awareness on Importance of Education*

Generally, the parents' were gathered once a year on the beginning of academic session and discuss their children's performance and their regularity as well. On this day, the HT was presented the school budget and distributed students' progress report and made aware on the school's plan and future programme as well.

#### *Physical Improvement Activities*

Currently, there are three buildings, having seven rooms including the HT's office along with a toilet and drinking water tap without compound wall.

#### *Supports from Donors*

##### Support from JICA

JICA had constructed a building in 2059 BS with the partnership programme.

##### Support from Women Development Organization

Toilet and drinking water were established by the effort of local women development organization.

##### Donation from Individual

Kedar Nath Gupta had been provided few package of cement personally for the construction of the building..

##### Lease on Pond

The school has provided pond on lease per year generating additional financial support of NRs 6000/- per annum.

## Support from Parliament Fund

Mr. Bijaya Kumar Gupta had helped Rs 25,000/- from the parliamentary fund.

### Educational Quality

#### *Students Pass Percentage*

Out of 171 students appeared in the examination 97 passed in the final examination, which represents 56.7 percent and the girls' pass percentage was 42.9. In grade one, the pass percentage was lowest comparing to other grades only 42.9 percent students succeeded and in grade five, 76.5 percent students passed the examination and girls passed 60 percent. The following table shows the students' achievement status of the school.

Examination information by grade and sex, 2003

Grade	Appeared		Passed		Pass Percentage	
	Total	Girls	Total	Girls	Total	Girls
1	35	22	15	8	42.9	36.4
2	44	13	22	5	50.0	38.5
3	37	11	25	5	67.6	45.5
4	38	12	22	6	57.9	50.0
5	17	5	13	3	76.5	60.0
Total	171	63	97	27	56.7	42.9

Source: Field Survey, 2003

#### *Learning Achievement*

The educational quality was measured in terms of achievement score of Nepali, Math and Social Studies in the final examination. In grade one the total average score in Nepali, Math and Social studies were 39.9, 40.5 and 30.1 respectively. The scores of boys in all these three subjects were higher than that of girls. Boys have scored 46.4, 47.2 and 35.6 in Nepali, Math and Social studies respectively while girls have scored 33.3, 33.8 and 24.5 so on.

Average score on grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	46.4	47.2	35.6
Girls	33.3	33.8	24.5
Total	39.9	40.5	30.1

Source: Field Study, 2003

In grade two the total average scores of students in Nepali, Math and Social studies were 47.4, 46.5 and 34.7 respectively. The girls scoring on three subjects were 48.0, 45.9 and 35.0, while the boys scoring were less in Nepali and Social studies. The boys have scored 46.7, 47.1 and 34.4 respectively. In Math boys average score was higher than that of girls.

Average score on grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
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Boys	46.7	47.1	34.4
Girls	48.0	45.9	35.0
Total	47.4	46.5	34.7

Source: Field Study, 2003

In grade three, the total average scores of students in Nepali, Math and Social Studies were 53.0, 56.5 and 38.7 respectively; boys scoring 58.5, 61.2 and 41.5 and girls scoring were 47.4, 51.7 and 35.8 respectively. Thus, boys scored higher in each subject than girls.

Average score on grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	58.5	61.2	41.5
Girls	47.4	51.7	35.8
Total	53.0	56.5	38.7

Source: Field Study, 2003

In grade four the total average scores in Nepali, Math and Social studies were 26.7, 19.3 and 27.5 respectively, boys scoring were 30.0, 23.6 and 29.8 and girls scoring 23.3, 15.0 and 25.1 respectively on three subjects. Boy's average scores were higher in each subject than that of girls.

Average score on grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	30.0	23.6	29.8
Girls	23.3	15.0	25.1
Total	26.7	19.3	27.5

Source: Field Study, 2003

The average total scores in Nepali, Math and Social Studies in grade five were 38.9, 46.8 and 42.2 respectively; boys scoring were higher than the girls in each subject. The girl's scores in Nepali, Math and Social Studies were 33.6, 40.4 and 38.2 respectively while that of the boys was 44.1, 53.2 and 46.1 respectively.

Average score on grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	44.1	53.2	46.1
Girls	33.6	40.4	38.2
Total	38.9	46.8	42.2

Source: Field Study, 2003

The total average scores in Nepali, Math and Social studies were 41.1, 41.0 and 33.1 respectively; boys scoring were higher in each subject than that of girls. The total average scores of girls in Nepali, Math and Social studies were 36.9, 36.4 and 29.8 respectively, while that of boys were 45.2, 45.5 and 36.4 respectively.

Total average score on grade 1-5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	45.2	45.5	36.4
Girls	36.9	36.4	29.8
Total	41.1	41.0	33.1

Source: Field Study, 2003

## **Strategies Adopted to Improve Learning Achievement**

### *Awards for Deserving Students*

Students were awarded during the exam result time who secures first, second and third in the exam on parents' day. Similarly, those students who come on neat and clean were also awarded by soap and pencils.

### *Discipline Management*

The schoolteachers and students need to arrive at the school level at 10 am. Each and every student comes on the school's dress and those students who were out of dresses were reminded personally.

### *Maintaining Students Regularity*

The total class running days is 164 days up to Falgun 2060 BS. In grade one the average attendance was 46 percent and the boys' attendance was 43 percent only whereas the girl's attendance was 52 percent. Similarly, on grade two and three the average attendance was 57 percent and the boys and girls attendance is 52 percent and 62 percent respectively. In grade three, the boys and girls attendance was 57 percent and 55 percent respectively. Likewise in grade four the average attendance was 60 percent and the boys and girls attendance was 59 percent and 62. In grade five, the average attendance was 64 percent and the boys and girls attendance percentage was 64 percent and 65 percent respectively. The highest attendance was found on grade five comparing with others grades and the lowest attendance is found on grade one.

### *Use of Educational Material in the Class*

In each classroom teaching materials were used while teaching.

### *Team Management*

There was cordial relation with the schoolteachers and HT on school development activities. Teachers meeting were held 2-3 times a year formally, but informal discussions were held regularly. According to HT: " If the teachers were asked to stay even at 5 or 6 they feel no hesitation and they will complete the job whatever was asked to done". The HT does everything discussing with the teachers. The HT hasn't punished them yet that kind of situation has not arises. According to a teacher, "the HT is quite supportive and takes permission or explores on the meeting about the school development activities". When the HT goes to the DEO the classes were shared by all teachers. In this school, if more than two teachers were absent, and the peon was asked to teach in grade one and two. The HT consults other teachers while preparing class routine.

### *Motivation*

HT was providing salary on time to the schoolteachers and distributed copies and red pen during the exam time.

### *Punctuality*

HT comes in time and goes in time

### *Transparency*

The HT takes care of financial activities by himself and discusses about the financial activities with the schoolteachers. The HT informs the decision made by the SMC to the schoolteachers.

### *HT's Profile*

HT's was appointed as HT in this school in 2050 BS. The distance between his house and the school was about 20 minutes on bicycle. He started teaching in Kopawa secondary school from 2035 and became permanent in as a primary teacher in 2036 and continued up to 2050. He did SLC from Buddha Padma Secondary school in 2<sup>rd</sup> division and completed IA from UP board India in 3<sup>rd</sup> division. He did SLC from Buddha Padma Secondary school in 2<sup>rd</sup> division and completed IA from UP board India in 3<sup>rd</sup> division. HT has to take 39 periods per week and no time for other activities in the school. He has received fourth package training, one month HT management training and 10 days English modular training. He is 44 years old and teaching subject is English. He has received RC level award (Rs 300 and a certificate). HT is the member of teacher's organization committee and district level member of trade union and reukai.

### *Regularity*

Out of 201 school open days in 2060 until Falgun he was present 153 days, which makes 76% attendance. The casual leave was 7 days, 19 days on training, 12 days on RC, DEO and municipality meetings, 3 days gherao (with coordination of teachers association) and 7 days for examination purpose.

### *Supervision and Monitoring*

Due to the heavy class loads, the HTs supervision and monitoring were not taking place effective. The HT sometime observes the classes from outside the corridor.

## Annex 4

### JANATA PRIMARY SCHOOL, LANKURE, DHANKUTA

#### Positive Aspects of the School

The positive aspect of the school

- School was built by the community and still receiving some contribution.
- School is little away from the city centre.
- School has sufficient rooms for every class to be run in a separate room.
- School has separate toilets for both girls and boys.
- SMC members are supportive.
- Harmony between schoolteachers and the HT.
- School environment is nice and clean.
- Teacher student ratio is 1:38.8.
- Average class size is 39.

#### Historical Background of the School

This school is situated at 1330 meter height from the sea level in the rural areas of ward no 2 Lankure, Dhankuta established in 2039 BS with the initiatives of Mr. Dilli Bahadur Malla, Ganesh Bahadur Shahi, Tanka Bahadur Thakuri and the land was donated by Mr. Man Bahadur Rakshe.

#### Access to Education

Access to education was not the problem and most of the children of 5-9 years have attended the school. Currently, the school was serving about 179 households with 1069 population of Brahman, Chhetri, Newar, Rai, Limbu, Magar and Kami of its catchment area. Of the 1069 population, 116 of 5-9 years children have attended the school. The teacher student ratio was 1:38.8 and average class size is 39. The school management has collected SIP information and according to the HT, about 3-4 children of 5-9 years age group have been left out the school.

#### *Home Visit Approach*

The school management has adopted the home visit approach to increase the enrolment in the school. According the HT, the home visit campaign was approved by the SMC meeting and the school management was mobilized the schoolteachers and communities for promoting this campaign. In this approach SMC, PTA and other parents were actively participate for increasing student enrolment in the school

#### *Provision of Pencils and Copies*

The school has been providing pencils and copies to the students from dalit family and the girl students. This sort of local initiatives for the dalit family managed on satisfying larger demands. These activities on distributing pencils and copies were so simple yet so effective in increasing student enrolment in the schools.

### *Physical Improvement Activities*

Currently, the school has four building blocks and eight classrooms including one HT's/schoolteachers common room and one store room. The school has received donations from different stakeholders for physical development. Different donors have donated cash or kinds depend upon their capacity and focus of area. Some donors have constructed toilets and some have constructed drinking water and some have contributed on cash.

### *Donors' Contribution*

#### Support from VDC/DDC and Municipality

In this school municipality, VDC and DDC were providing continuous support for physical development. The municipality provided Rs 25000/- for permanent building construction and Rs 28,000/- to build the windows and doors. After construction of the building the furniture were also provided by the municipality.

#### Donation from the Schoolteacher

In this school, schoolteachers have contributed a fair amount of money which was equivalent of two days worth salary of Rs 1420/- for the construction purpose of the school. Similarly, a schoolteacher Ms Lakhi maya Blown have supported cash Rs 2021/- to the school.

#### Community Support

The school is receiving continuous support from different tole community, individual and Pancha Kanya gadi danda community forest. According to SMC chairman, "the HT presents the proposal on physical development then we mobilize the community for their support on their capacity". As it was found that about Rs 66850/- have been received from different tole community and individuals.

#### Earthquake Victim Relief Fund

In 2045 BS earthquake, the school building was dismantled and the earthquake victim relief fund was provided of Rs 10,000/- for the construction of the school buildings. The toilet was constructed with the help of earthquake victim relief fund in 2048 BS.

#### Drinking Water Supply Office

The drinking water facilities of the school were provided by Drinking water supply office and the tank was built with the help of Mohan Bahadur Shrestha, Ram Bahadur Shrestha and Chhatra Bahadur Shrestha.

### *Learning Achievement*

The educational quality was measured in terms of achievement score of Nepali, Math and Social Studies in the final examination. The total average score in Nepali, Math and Social studies were 55.5, 38.2 and 46.3 respectively. In grade one; girls have higher scores in each of the three subjects. Girl's scores in Nepali, Math and Social studies were 60, 43.3 and 51.8 respectively, while the boys average scores were 51, 33.1 and 40.8 in Nepali, Math and Social studies.

Average score in Nepali, Math and Social Studies on grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	51	33.1	40.8
Girls	60	43.3	51.8
Total	55.5	38.2	46.3

Source: Field Study, 2003

In grade two also girls have scored higher in each subject than the boys have. The average total scores on grade two in Nepali, Math and Social studies were 68.3, 44.9 and 64.3 respectively, with boys scoring 66.0, 38.7 and 60.6 and girls scoring 70.5, 51.1 and 68.0 respectively.

Average score in Nepali, Math and Social Studies on grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	66.0	38.7	60.6
Girls	70.5	51.1	68.0
Total	68.3	44.9	64.3

Source: Field Study, 2003

The average total scores of the students in grade 3 were 52.0, 37.9 and 65.5 in Nepali, Math and Social Studies. Girl's average scores were higher in Nepali and Math than that of the boys. Girl's average scores in Nepali and Math were 52.3 and 40.1 respectively while boys' average scores were 51.7 and 35.6 respectively. Boys' average score in Social studies in 66.1 and girls average score in 64.9.

Average score in Nepali, Math and Social Studies on grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	51.7	35.6	66.1
Girls	52.3	40.1	64.9
Total	52.0	37.9	65.5

Source: Field Study, 2003

In grade 4, the total average scores in Nepali, Math and Social studies were 55.1, 39.2 and 44.6 respectively with boys scoring higher in each subject than the girls. Boys' average scores in Nepali, Math and Social studies were 58.2, 40.2, and 48.1 respectively while that of the girls' was 51.9, 38.1 and 41.0.

Average score in Nepali, Math and Social Studies on grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	58.2	40.2	48.1
Girls	51.9	38.1	41.0
Total	55.1	39.2	44.6

Source: Field Study, 2003

In grade 5, the average total scores in Nepali, Math and Social Studies were 64.0, 53.0 and 53.3 respectively; with boys average scores being 65.2, 52.9 and 57.3 and girls' average scores being 62.8, 43.0 and 49.3 respectively.

Average score in Nepali, Math and Social Studies on grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	65.2	52.9	57.3
Girls	62.8	43.0	49.3
Total	64.0	53.0	53.3

Source: Field Study, 2003

The total average scores of the students in primary level were 59.0, 41.6 and 54.8 in Nepali, Math and Social studies respectively with girls' average scores higher in each subject than that of the boys. Girls' average scores in Nepali and Social studies were 59.5, 43.1 and 55.0 respectively while those of the boys were 58.4, 40.1 and 54.6 respectively. The learning achievement was not so much satisfactory as expected because only the students from poor families go to the community school and there was no environment of study at home for these students. Comparing with national average the score was high in Nepali and Math and low in social studies.

Total average score in Nepali, Math and Social Studies on grade 1-5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	58.4	40.1	54.6
Girls	59.5	43.1	55.0
Total	59.0	41.6	54.8

Source: Field Study, 2003

### Strategies Adopted on Improving Learning Achievement

In this school, the overall average score on learning achievement in Nepali, Math and Social studies were 59, 42 and 55. Math has scores below 50. The data shows that, still the school need to improve on its educational quality. For this the school management has managed some basic strategies to improve its learning achievement. These were as follows:

#### *Child Centered Learning Modality in the Class*

In the school the mode of teaching learning was based on lecture and seven periods for grade four and five and 6 periods were for grade 1, 2 and 3. The classes were divided into 45 minutes each before the tiffin and 40 minutes each after the tiffin. There is a tiffin break of 30 minutes after the fourth period. There was grade teaching in grade 1 and 2 and subject teaching was grade 3, 4 and 5. Some of the alphabetical chart was found being used by the grade teacher of grade 1. According to grade one schoolteacher, there were 37 student were in grade 1 and weaker student were kept among the groups and group will support to these weaker student. In addition, grade teacher teaches personally to the weaker as well as other student.

#### *Parents were Made Aware on their Children's Progress*

Parents' day generally organized on the school's day. On that day the school distributes students' progress report to each student and schoolteacher keeps interaction with the parents regarding the students' progress, attendance status on that day.

### *Awards for the Deserving Students*

The school distributed the prizes for deserving first, second and third students on the parent's day. The school also offered some prizes for those students whose attendance was the highest.

### *Maintaining Schoolteachers and Students Regularity*

Most of the schoolteachers were regular and need to back and forth about 7 km for the school. The total average attendance of schoolteachers was 90 percent and female teacher's attendance was 95 percent. The schoolteachers rarely take leave and prefer to attend the school. The students' attendance was quite satisfactory. Earlier, the students' attendances were worst condition and most of them were irregular. Then the HT began to send the attendance record to the parents. Then slowly the attendance of the student became increase. Out of total 195 class running days in grade 5 the average attendance was 168 days, boys having 163 average attendance and girls having 159 days. Thus, in grade 5 boys have 84 percent and girls have 82 percent average attendance. In grade 4, boys have 156 average attendance and girls have 145 days, which makes boys average attendance 80 percent and girl's average attendance 74 percent. In grade 3, the average attendance was 75 percent while girl's average attendance was 77 percent. Similarly, in grade 2 the average attendance for boys was 85 percent and girls' average attendance was 75 percent. In grade 1, boy's average attendance was 69 percent and the girl's average attendance was 54 percent. The average attendance of the total students from grade 1 – 5 for boys was 78 percent and girl's was 75 percent. The student whose presence was high was rewarded every year.

### *School Discipline Management*

The schoolteachers and students were required to be present at the school level at 10 am. In the office room of the school a list of rules was stuck on the wall, which includes: the students should enter classroom at 10, while going outside the class, students should ask with class teachers, students should clean the classrooms, while talking in the classroom, students should wait for their turn students should be regular, whoever comes late should entertain others, if students need leave, they should take approval from the teachers. In an emergency they should inform the teachers orally. One interesting disciplinary note for the student was, those student who comes late should entertain to others in the class. This case was like an indirect penalty to the student for late comer.

### *Observation on Model Class Teaching Learning Situation*

The class observation was done by the HT and the school management has managed model class teaching learning situation from the RPs in the school. The HT observes teachers classes regularly. Sometimes he enters the class of teacher and spent about ten minutes and evaluates teachers' performance. Students' who don't complete their assignment at home were told to do so at the classroom.

### *Contest and Competition*

The school frequently organized speech, poetry, essay competition among the students and distributed awards for placing first, second and third.



### *Supervision and Monitoring*

The HT observes schoolteacher's classes frequently by observing 5-7 minutes inside the classroom and after supervision necessary suggestion were provided to the teachers regarding their classes.

### *HT's Time Budget*

The time management of the HT has been focused based on the time spent for the purpose of the school development activities. According to the schoolteachers attendance register the HT's regularity was found 82 percent. Out of 210 days, he was official work in DEO and RC for 20 days on leave 6 days on casual leave and 6 days on sick leave. The main functions of the HT were classroom teaching, administrative works, meetings with the schoolteachers, SMC meetings, RC meetings, DEO visit, and supervision and monitoring etc. The HT is fully trained and holds second class status while all others are 3<sup>rd</sup> class. The HT time budget is calculated on each function and described as follows:

HT's time spent on different headings, 2004

S.No.	Headings	Percentage
1.	Classroom Teaching	61
2.	Administrative work	28
3.	SMCs Meeting	1.6
4.	RC Meetings	2.2
5.	Visit to DEO	1.6
6.	Supervision & Monitoring	0.2
7.	Schoolteacher Meeting	3.8
8.	HT Management Training	0.5
9.	SIP	1.1
10	Parents Gathering	0.5

According to above table, most of the time HT spent on the classroom teaching which accounts 61 percent and administrative work represents 28 percent. The data shows that the HT has more loads on classes and less time has devoted for supervision and monitoring 0.2 percent only. The HT's remaining time has been spent on schoolteacher and RC meeting comparing with SMC meetings. The administrative works include assembly/prayer, taking care of the official letters from the different organizations including the DEO, involvement in the extra-curricular activities, informal meetings with the parents, etc.

### *HTs Profile*

The present HT has been working in this school since eight years as a teacher. His qualification was SLC and received 10 months training from the Dhankuta Campus, curriculum training from RC, Math and Science training from KHARDEP and 1 month HT management training from RC. He was the president of the local forest committee and the member of the tole committee. He has been teaching Math and social studies to grade 3, 4 and 5 and has to take 34 periods per week.

### *Grooming Principal*

The present HT has worked as primary-in-charge in a primary school at Hille for 2 years and Uttarpani for 18 years.

### *Team Management/Harmony*

There was a good team spirit among the schoolteachers and HT. The HT has cordial relation with SMC, parents and schoolteachers and none of the teachers have punished on breaching the rules and regulation. The SMC meeting was called by the HT as per the need of the school. The interaction between teachers and parents takes place once a year and the school related matters were discussed. SMC and parents have been involved in the construction of the buildings of the school. SMC chairman frequently observed the attendance and performance of the HT and schoolteachers. They were also involved in plastering, cementing floors and painting as well. Parents whose children were absent were informed to their parents. However, teachers were also found to be working delight for the overall development of the school. They were involved even up to the task of giving students haircuts. All teachers have keys to the office room, whoever comes first, opens the school. According to the teachers, the HT does everything consulting teachers and taking their advice and suggestions into consideration. HT asks teachers if they have any problems.

### *Formation of PTA*

According to Education act, 7<sup>th</sup> amendment the PTA has been formed. PTA selection procedure has been made from each tole committee. This tole committee has been keeping regularly monitoring in terms of regularity, leaving student after tiffin and improving learning achievement strategy.

### *Creativity*

The school have maintained plantation by different kinds of flowers on the front yard and back side of the school premises. Similarly, a Saraswati temple has also been built in the school.

### *Transparency*

The school has formed different committees such as construction committee, child clubs, and different sadans. Parents's gathering takes place once a year and on that day financial expenditure will present by the HT. In addition, class load sharing takes place on the conscience of the schoolteachers.

### *Conclusion*

This school is located in the periphery of Dhankuta municipality only 7 km far from the district headquarter. This school has been selected as reported best by the RPs and DEO. In this school, almost all 5-9 years age group children of its catchment area have attended school. The teacher student ratio and the average class size were almost 39. Still the school management has made specific strategies to increase enrolment in the school such as home visit approach and distribution of pencils and copies to the dalit students.

Similarly, the school management has been receiving fund from different stakeholders such as support from VDC/DDC/Municipality, schoolteachers were

more active and have supported few amount of money which was equivalent of two days worth salary. There were different tole community working in different field and supporting to the school as well. Other different organizations were earthquake victim relief fund drinking water supply office also supported building construction and drinking water supply to the school.

The overall average learning achievement of this school was not satisfactory and the HT has adopted different strategies to improve its learning achievement such as child centered learning modality in the classes, parents were made aware on their children's progress, awards for deserving students, maintaining student and schoolteachers regularity, observation on model class teaching learning situation and contest/ competition among the students.

Likewise, the HT has close and cordial relation with schoolteachers and from grooming principal. He presents financial income and expenditure on parents' day and he has formed different committee for school development.

## Annex 5

### ADARSHA SECONDARY SCHOOL, DIVYANAGAR, CHITWAN

#### Positive Aspect of the School

- Primary grade enrolment is 193.
- Student teacher ratio in the primary is only 32 students per teacher.
- School has permanent building and each class is taught in a separate room.
- School has a playground.
- Resource Center is located in the school
- Teachers have received some training.
- SMC is active in school management.
- School received substantial support from the community.
- School building is relatively new.

#### Historical Background of the School

The school is located in ward no 7 of Divyanagar village of Chitwan district and its primary level was established 24<sup>th</sup> Bhadra, 2017 BS. After seven years only the school upgraded at secondary level.

#### Access to Education

Currently, the school is serving the Brahamin, Chhetri, Chaudhary, Tamang population of Divyanagar, Jyotinagar, Chaunali, Juneligaon, Amritnagar, Bhimnagar villages. The access to education of this school was not the problem, still few dalit children were out of school. The interesting part of this school was, in all grades the male students were less than female. According to 2003, the student teacher ratio was 37, which shows that the number of student was decreasing in lower grades but in upper grades the number of student was increasing. With the decreasing trend of student on lower grades the school management has made some initiatives to maintain its class size. Some of them are:

#### Initiatives on Increasing Access

##### *Home Visit Approach*

The school management has organized home visit campaign to maintain its enrolment size in the school. The HT and schoolteachers visit such parents and guardians whose children were out of school and persuade them to send their children to the school. Generally, this type of campaign executes before admission week forming different teams and visits most of the students from the poverty stricken families. On this campaign, the area was selected by the team and the team is headed by the HT and asst. HT. The team formation depends upon the gathering of the SMC members and schoolteachers.

### *Physical Improvement Activities*

School has three buildings including one double storey buildings with sixteen rooms, out of which, one for HT, one for asst HT/schoolteachers and remaining rooms were used for classes. Of sixteen classrooms seven were used for primary level, so the school has no problems on physical facilities. Of the three buildings, one building was supported from BPEP I and remaining two was constructed with the initiatives of the community. The school was receiving continuous support from the community. Recently the school has built toilets for boys and girls with the support from VDC and buffer zone with water tap for drinking. The HT was also involved in getting furniture, fan available for the resource center by utilizing the resource of the RC, which is located at the school premises.

### *Fund Raising Activities*

#### Donation from VDC

The fenced compound wall and some furniture were supported by the VDC and a classroom was built with the help of the parliamentary fund (Rs 75000/-) and the school's own source.

#### Dhan Dhanyachal (Religious ceremony)

Recently, the school has been able to collect a sum of total 15 million for the school by conducting religious ceremony with the financial support from the community by mobilizing internal and external resources. The main objective of this function was to collect as much financial support as possible for the school. The community members were inspired to donate as much money as possible in the name of the religion. The most interesting story of this fund collection was that: "people who would donate more than NRs 100,000/- would be respected and they would be carried to their home by elephant riding with all kinds of religious music on" and they were also provided with the certificate of appreciation.

#### Support from the Community

The school was receiving continuous support from the community and two buildings were constructed in the initiative of the HT.

#### Support from Buffer Zone

In this school two separate toilets for the boys and girls have been constructed with the support from buffer zone (Community Forest) and the VDC.

#### Support from BPEP

One building was constructed by the BPEP I period.

### **Learning Achievement**

In this school, CAS was implemented only in grade 1, 2 and 3. In grade four and five there is no CAS. In grade four an average achievement score of 42 in Math, 40 in social studies and 40 in Nepali. Likewise in grade five an average achievement score of 35 in Math, 32 in social studies and 35 in Nepali. The learning achievement score of this school was not so satisfactory comparing with national average on Math,

social studies and Nepali. In grade 10, out of 175 students only 148 were appeared in sent up examination and the SLC pass percentage is 60 percent and grade 8 district level pass percentage was 55 percent. The data on learning achievement reflects that educational quality of the school is very weak and it is needed to dig out whose part was weak either from the school or from the parents. The school management has adopted some of the best strategies to increase learning achievement score of the students on their own initiatives. Some of them are:

#### *Conduction of Coaching Classes*

In this school the students of grade ten only were provided coaching classes on major subjects, English, Math, and Science etc but in lower grades only weak students were treated on special manner. The school management feels that if the pass percentage on SLC increases the number of enrolment automatically increase in all level with the fame of the SLC result.

#### *Supervision and Monitoring*

The class observation was done 4-5 times a year of each schoolteacher with the help of asst. HT. After the assembly, the HT observed each class to make sure it was run smoothly. According to the HT, "if more than ten percent students were failed in the examination on certain subjects, the concerned teachers was called and asked and the necessary suggestions were made to the concerned schoolteachers for improvement. Though the supervision was not regular basis, the schoolteachers were feeling that they have been receiving important guidance from the HTs' supervision.

#### *Discipline Management*

Students were not permitted go outside on class hour. After first two periods there was ten minutes break but students can't go outside the class except for toilet but only in the tiffin they can go outside. During the assembly, students were instructed by the HT regarding discipline and other school related matters. If a student needs to go home early, he/she has to take permission with the schoolteachers and need to sign on the register. Students who come late were given warning by the class teachers. If any teachers come late he/she was asked not to sign in the attendance register and go home.

#### *Regularity*

Regularity is another major concern in the school. HT, schoolteachers and SMCs were always conscious on the regularity of the students. HTs concern was on the schoolteachers and schoolteachers on the students and SMC's on the HT. The average attendance of HT and schoolteachers during the past seven months was 92.5 percent excluding the HT visit to RC, DEO and other organization. The total school opening days were 150 and class-running days were 135. The total average attendance of the student of primary level was 28 percent only, which shows that attendance is quite low. In grade 1 the average attendance was 25 percent, in grade II, 26 percent, grade III 27 percent, grade IV 30 and grade V was 33 percent. The attendance trend shows that higher the grade higher the attendance and lower the grade lower the attendance in the school. So, to increase the attendance of the student, the school management was consulted parents on reason of absence for three days.

### *Inclusion of Additional English*

Besides the national authorized textbooks an extra English books are taught for grade 7<sup>th</sup> and 8<sup>th</sup> in the school for improving the educational quality of the school with the permission of the SMCs and DEOs.

### *Awards for Deserving Students*

The school management distributes awards for deserving students who score first, second and third in the final examination on parent's day.

### *Provision of Monthly Test Mechanism*

Another method for improving educational quality was after finishing each unit schoolteachers were asked for monthly test.

### *Profile of the HT*

The HT is Mr Chandra Dutta Subedi. He is 57 years old. His family occupation is agriculture, which is the major source for their livelihood. He was transferred from the DEO from Janaki Secondary School, Meghauri. His permanent address was Kushma, Parbat district and now he lives in Parsadhap, Meghauri. He is a simple person; he is not so strict. He has done Bachelor's degree in education from Tribhuvan University, Nepal. He has been working in this school for 5 years as HT. His teaching experience is about 32 years and he worked as a lower secondary HT for 12 years and as a HT for 11 years in previous school. He is a permanent teacher and teaching subject is geography and also teaches English. He teaches geography for grade 9 and 10. He got 7 days adult education supervision training from Sanothimi, seven days supervision training in social studies from Secondary Education Development Project, Sanothimi, one months HT management training and 7 days SIP training from NCED and SEDU respectively. He has been working here in this school for 5 years. He was requested to come to this school by the then SMC.

### *Exposure*

His articles were published on education in school's bulletin and Redcross bulletin. He has been awarded from DEO, Redcross, Scout Office of Chitwan and MOES as well and the member of Teacher's association of Chitwan.

### *Impartiality*

He seems to be impartial while sending teachers to the trainings and also maintains balance while assigning school activities. HT is the senior among the schoolteacher and has been assigned as a facilitator by SEDU to conduct different training programmes for schoolteachers from different schools in social studies. With his 23 years of experience as a HT on neighboring school he has developed skill and quality to be an effective HT.

### *Team Management/Harmony*

There was good relationship between schoolteachers and the HT in the school. If the HT has to go somewhere he delegates the authority of running the school to the asst HT. There was a provision of asst HT in the school. Asst HT has been taking all the

responsibilities of the HT in the school. The asst HT frequently discusses with the schoolteachers and tries to solve their class problems in the school. The research team interacted with eight lower level schoolteachers were interacted regarding the roles and activities of the HT. On the group discussion the schoolteachers express that the asst HT has been playing crucial role in the school. From the discussion it was found that the HT knows how to place the right person at the right place. The asst HT was responsible for all the academic and administrative activities, while the HT was busy mainly in community relationship and making relationship with DEO, RC, VDC and other organizations. There was close harmony between schoolteachers and asst HT. The schoolteachers seem to be readily available to teach any classes if any schoolteacher was absent. According to the Asst. HT, "The HT is senior and well experiences and if he puts all his experiences into action, it would take all the differences". On the 4<sup>th</sup> of every month schoolteachers meeting take place and on the 7<sup>th</sup> of every month RC level HT's meeting was perform and the problems of the schools were discussed. There is a primary in-charge along with asst HT, who takes care of the primary level teaching learning and all other academic activities. The HT seems to believe in authority delegation to the asst HT, primary in-charge and other schoolteachers.

#### *Motivation*

Each and everyday the HT makes addresses to the students regarding the school related issues after assembly. The HT was short temper person and some pens and diaries were provided to the schoolteachers.

#### *Transparency*

As soon as the HT enters the school, he checks the presence of the schoolteacher. The average class load of the HT is 12 periods per week. On the preparation of class routine all the schoolteachers were consulted and make their agreement. Each year the school organizes its anniversary day, which was also popularly known as parent's day. All the parents were invited to attend the function in written. On that day the result of the students' final examination was presented and those who come first, second and third in position were rewarded. Similarly the parents were invited to discuss on the progress report of their children. The HT also presents the annual income and expenditure report on the parents' day. The schoolteachers and parents discuss on progress and problems of the students.

#### *Punctuality*

Mostly the HT comes to the school at or before 10 am and other schoolteachers also come on time.

#### *Future Plan*

The future plan of the HT is: to run 10+2 in the near future, to expand the buildings, to increase the achievement level of the student and expand the area.

### **Conclusion**

The research team observed and interact with the HT's activities in the school. The HT of this school was transferred from the DEO from Janaki Secondary School, Meghauri because there was no permanent secondary teacher in the school. He has



been working in this school for five years having several training skill and maintaining balance among the teachers while assigning school activities. With his 23 years of experience as a HT on previous school has developed skill and quality to be an effective HT.

Recently, a remarkable achievement made by the HT is the collection of Rs 15 million for the school by conducting a religious ceremony. His initiatives and creation made received toilets for the boys and girls and fenced compound in the school. In this school the primary enrolment was very low and the HT has put efforts on collection of students by door to door campaign activities. The teachers were regular and responsible on classroom activities and the HT has managed coaching classes for grade 10 students on the major subjects, English, Math, and Science etc. In our observation we found that HT was busy in community related activities in receiving support from the DEO, RC, VDC and other organizations and the asst HT is taking all responsible of the school. The HT supervises the classes but the teacher feel that the supervision was not on regular basis. The teachers seem to be readily available to teach any classes if any teacher was absent. HT meets parents and provides suggestions about their children to the school; he even talks to them outside the school on his way to school or way back to home and tries his best to solve them. The future plan of the HT is to run 10+2 in the near future, to expand the buildings, to increase the achievement level of the student and expand the area.

## **MALPUR LOWER SECONDARY SCHOOL**

### **Positive Aspect of the School**

- School received substantial support from the community in the past.
- Organized groups and I/NGOs and business entrepreneurs have provided significant support to the school.
- School is located in the rural area but is an area of tourist attraction.
- School building is relatively new.
- Student enrolment is high – over 500 students in the primary.
- There is a harmony between the HM, schoolteachers and the SMC.
- SMC is active in school management

### **Historical Background of the School**

This school was established in 2014 BS (1957/58AD) in Mainaha village of Chitwan district near the tourist centre. It received approval for teaching primary grades only in 2028 BS (1971/72AD). In 2051 BS (1994/95AD), the school was upgraded to lower secondary.

### **Access to Education**

This school is serving Tharu, Tamang, Mushar, Brahmin, Lama, Chhetri and Gurung community. The poorest in the community were “Mushar” which were socially deprived ethnic groups and major occupation was fishing and wage-labor as secondary occupation. Access to education was not the problem but it was reported that some of the Mushar children were not attending schools. Those who were not

attending schools have just chosen not to come. They have all seen schools at least once. There were about 30-35 Mushar children of school-going age in the community. Of which, only about 20-25 were currently in schools. Of the 20-25 currently in schools, thirteen were enrolled in this school. The average class size was 98 and teacher student ratio in the primary section of this school was found to be over 62 students per teacher. One private school was also running in the same community and all schools were within the commuting distance and offer several choices for the parents. Thus, school location doesn't seem to be a problem in the community.

### **Support Mechanism on Increasing Access**

#### *Support from a Holland Based Organization*

A Holland based organization was supporting to the Mushars family living in this community to build their houses, food and NRs 100/- to kick-start a permanent living. These supports from the organization was for promoting to these families in the society and make habit on going to the school and also provided notebook, pencil, school dress including summer and winter clothes for the Mushar children annually.

#### *Incentives for Dalit Students*

The school management has provided a sum of Rs. 250/- to the dalit students with the support of VDC.

#### *Physical Improvement Activities*

This school is located in the rural area of tourist attraction centre having three "U" shaped permanent buildings with twelve rooms and fenced compound wall. Out of the twelve rooms, one room was for schoolteacher and HT, one was for science lab/library/computer room and remaining rooms are used for class conduction. It has an area of 1 "kattha" 17 "dhur" donated by social workers Mr. Jangi Lal Shrestha and Amrit Lal Shrestha.

#### *Donations Received from Different Donors*

Due to its location at the heart of the tourist attraction centre of Chitwan, the school has been able to generate a significant amount of financial support from the individual foreign donors and some donor organization.

#### *Donation from Netherland Based Organization*

A local resident hotel owner Mr. Ram Prasad Rijal informed the HT, the school might be able to receive support from German and Netherland based organizations. Then the HTs and SMCs made contacts with them and were able to construct three rooms for the school.

#### *Support from Baghmara Community Forest*

One building with four rooms was constructed with the assistance of Baghmara community forest and the school made available the woods.

### *Support from District Water Supply Project and UNICEF*

The school has constructed a toilet for boys and girls. For this District water Supply project donated 33 percent and UNICEF, VDC and Buffer zone donated 67 percent for its construction. The VDC also provided 34 sets of furniture to the school.

### *Support King Mahendra Trust*

King Mahendra Trust was supported a fencing compound wall to the school.

### *Donation from German*

A German citizen provided five computers, science lab instruments and some footballs to the school.

## **Learning Achievement**

Educational quality is indeed a matter of concern among majority in this school-community. Achievement level among primary school children is generally low. Not only the parents but also the schoolteachers and SMC members agreed that education quality vis-à-vis learning achievement in the school is generally poor. Data collected on student achievement last year also reveal rather low achievement levels in this school. In this school, CAS was implemented in grade 1, 2 and 3. In an average, student in grade one last year achieved an average score of 33.2 in Math, 38.5 in Social Studies, and 39.6 in Nepali. In grade four, an average achievement score of 33.3 in Math, 38.7 in social studies and 36.7 in Nepali. Likewise in grade five an average achievement score of 35 in Math, 37.5 in social studies and 39.4 in Nepali. Although the average scores, on grade four and five is generally low. The learning achievement score of this school is quite low comparing with national average on Math, social studies and Nepali and most of the parents are also raised on this concern. To increase the educational quality the school management has adopted several strategies on their own initiatives. Some of them are:

### **Strategies Adopted on Improving Learning Achievement**

#### *Maintaining Students/Teachers Regularity*

In this school, schoolteacher's daily-attendance was found regular and the HT was conscious on the regularity of the schoolteachers. Parents, RP and the SMC members agreed that schoolteachers were mostly regular in this school. No more than two teachers have taken leave at one time and teacher's daily-attendance register also didn't show absenteeism. The average attendance of the teachers was found 88 percent and the average attendance of the students was 67 percent as well. Higher the grade higher the attendance and lower the grade lower the attendance was common on this school. In grade 1 the average attendance was 50 percent whereas in grade 5 the average attendance was 79 percent. The HT was also regular in the school and his average attendance was 88 percent excluding his visit to RC, DEO and other school related visits. To increase attendance the HT have adopted re-attendance strategy after tiffin also in each grade.

### *Poor Performing Student on First Bench*

According to the HT, it is instructed to schoolteachers for giving positive attention to the poor performing students in the class. He added that those who are weak they were managed on first row in the bench.

### *Coaching Classes*

The students of grade five and eight were required to take the pre-test before the RC level and district level examination respectively and students who were found weak in any subjects were taught separately by conducting coaching classes.

### *Awards for the Deserving Students*

The school has distributed prizes for deserving first, second and third students on parent's day or on school's day. According to a schoolteacher, the distribution of prizes for deserving students helps improve the learning achievement of the students by increasing the level of motivation on them. On parent's day, the schoolteachers were rewarded for their hard work with the approval of SMC. Until now about six teachers had received the award. The school also rewarded to the former SMC chairman and members.

### *Inclusion of Extra Subject*

The school management has taught an additional English grammar for grade seven and eight.

### *Maintaining Discipline to the Student*

The students who arrive after 10:15 were not permitted to enter the school premises. There was a provision of compulsory uniform for the students. Every year the school celebrates its anniversary day and the parents were invited to attend the function. On that occasion the progress report of the student was presented before the parents. Similarly the parents were invited to discuss on the progress report of their children. An interaction session, round table with SSMC members and the parents was organized to discuss school management and the roles and function of the HT and the SMC members and the parents seemed satisfied with the present HT. The teacher and parents discuss on progress and problems of the students individually. Sometimes the parents were requested to come to the school orally to discuss on the issues of the students problems. Parents were called if a discipline problem arises regarding their children. After each terminal examination, if necessary parents are called to the schools to talk to them about their children's weaknesses.

### *Profile of the HT*

The HT comes from the middle class family of Chitwan district. His family's main occupation was agriculture. He was a simple person; he was not as strict as his predecessor and was reasonable. He loves to manage the school administration according to the regulations. He is a close friend, a good inspirer and an excellent facilitator who performs his duty honestly. He tries his best to convince others make them realize their responsibilities, which do not perform their duties well knowingly or unknowingly. He was nearly 40 by age. He has done Bachelor of Management from Tribhuvan University, Nepal. He has been working in this school for 24 years as an asst HT for 17 years and as the HT for seven years. He got basic education

training in 2044 from Sanothimi, Math teaching training and HT management training from, Secondary Education Development Unit in 2050/052 and 2055/056 respectively and grade wise subject teaching training from DEO. He teaches math on grade three to eight. He is the member of teacher's association.

#### *Grooming Principal*

He has worked closely with the predecessor about 17 years as an assistant HT and generated skill and quality to be an effective HT.

#### *Punctual and Dutiful*

The HT and schoolteachers were punctual and honest on duty and were ready to go to any class whenever necessary. The class starts at ten and most of the schoolteachers present at assembly. During our visit, the schoolteacher were attended on band day and when we enter in the school, HT and the schoolteachers entered the class with chalk and duster in his hand as soon as the bell rings.

#### *Team Management/Harmony*

HT has a cordial and good relationship with the schoolteachers. There was a good team spirit in the school, however the teachers were of the opinion that it would be even better if the HT would consult the teachers prior to any SMC meetings and hear about their concerns. Teachers meetings take place at least once a month. If it is needed, sometimes the meetings take place 3-4 times a month. With the help of schoolteachers the HT was directly involved in preparing the annual programme calendar, preparation of questions for the examination and development of SIP. The HT also takes support from the schoolteachers for procuring the materials, maintaining financial records, keeping daily income and expenditure account; supervising the constructional activities of the school area, cleaning and organizing extra curricular activities. While preparing the class routine he consults with schoolteachers. As far as sharing the class load with the teachers is concerned the HT was teaching 33 periods, which was equal to all teachers.

#### *Impartiality*

HT seems to be impartial while sending teachers to the trainings. Even with so many classes to teach the HT was involved in the direct and indirect supervision of the classroom teaching. HT rarely supervises the classes of the teacher but he indirectly asks with the student on the teaching method of the teacher.

#### *Schoolteachers Motivation*

The primary teachers were teaching to lower secondary grades. There are only three lower secondary teachers for 216 students in its lower secondary grades. Teaching in the lower secondary grades was not only lucrative due to economic incentives but was also rewarding as high status among teachers. The school management has provided Rs 200/- additional allowances to the schoolteachers for teaching in higher grades.

### *Transparency*

The school has six persons advisory committee besides SMC and the main role of the committee is to advise the HT for overall development of the school. HT is the focal person who manages all the activities of the school. Most of the responsibilities lie upon the HT, he is not only a manager but a monitor as well. The financial report and the school's overall development records were presented before the mass on school anniversary day.

### *School Management Activities of the HT*

HT is the authorized person to implement the decisions made by the SMC. Other responsibilities of the HT are filling up the forms sent by the RC/DEO/MOES and other organizations, filling up the efficiency forms of the schoolteachers, organizing the parents gathering and providing scholarships and clothes to the students, making free books available, and collecting provident fund.

### **Conclusion**

The research team observed and interacted about the school related developmental activities performed by the HT. The role performed by the HT was on the basis of team spirit, transparency, impartiality, interaction, laborious, supportive, and dedicative. It was found that the school has achieved significant progress in physical development and his relationship with SMC seems to be that of cooperative and understanding.

The HT was able to receive continuous support from the community for the physical development as well as academic development of the school. As incentive for teachers were provided with the additional 250/- per month and rewarded on parents' day along with other people from the community whose contribution for the school was vital for its betterment. His quality to treat the teachers as his equal seems to be having a very positive impact on the attitude of the schoolteachers. Though the school is doing pretty good in terms of quality improvement and management it has a long way to go to achieve the better results. Even though the school was organizing pre-tests and extra classes for the needy students for better results. We asked about the future plan and HT replied that expand of the buildings, upgrade the classes up to the secondary level, increment on the achievement score of the student and expansion of the school area.

## Annex 6

### SIDDHESWORI PRIMARY SCHOOL, BARBOTE, ILAM

#### Positive Aspects of the School

The positive aspect of the school

- School is near the highway and far from the city centre.
- School has sufficient rooms for every class to be run in a separate room.
- School has drinking water facility.
- School has separate toilets for both girls and boys.
- SMC members are supportive.
- Harmony between schoolteachers and the HT.
- Average class size 25.4.
- Teacher/student ratio is 32.

#### Historical Background of the School

This school is situated at Barbote – 5 north east side of Ilam headquarters, eight km far and established in 2034 BS. The founder president of this school, Tika Prasad Luitel and the local social workers Khadga Mata Rai and Buddha Bahadur Rai provided 3 ropani and eight ana and one ropani respectively. In 2034 when grade one was run, teachers from Amar Secondary school used to take turn to come to this school to teach the classes. In 2035 BS teacher's quota was approved. Around, 2044 and 2045 BS the teacher's quota was six when students' number was high and now the number reduced on three.

#### Access to Education

Access to education was not the problem but the number of students was thinning annually. All children of 5-9 years age group have attended the school. The ethnic groups served by this school were Brahman, chhetri, Rai, Limbu, Mukhiya, Jogi and Sarki. The main reason behind on thinning the students was parents prefer to send their children in the private boarding school rather than the public schools. Student number was low because other schools such as Suryodaya primary school, Barbote and Barbote English boarding school were open nearby and there was a tendency among educated families to send their children to the boarding school. Some of the parents feel that the community school's educational quality was low. Poor and uneducated people sent their children to public schools. Currently, there were 127 students in the school, out of which 59 were girls. Girls' number was higher in grade five than the boys and all other grades have higher number of boys than the girls. The average class size was 25.4 and the student teacher ratio was 32.

#### *Home Visit Approach*

To increase the enrolment, the school management was engaged in door to door campaign from last years. Only few students were enrolled from this campaign. According to a HT, the home visit campaign was approved by the SMC meeting and the schoolteachers feel their own jobs and some SMC members also accompany on it.

The HT and schoolteachers were trying their best convincing the parents on bringing the children in the school. HT visits every parent's house to deliver letter to invite them to gathering in the school as well.

#### *Provision of scholarships*

All dalit students were received scholarships from government quota for promoting their educational status. Last year five students were received scholarships and this year seven dalit students were received the scholarships.

#### *Physical Improvement Activities*

In this school there were there building blocks having six rooms on the four ropani of land. One building was built with the help of BPEP I in 2048 BS and the SMC was directly and actively involved in fence the building.

#### *Support for Physical Improvement Activities*

##### Support from DDC

DDC is supporting continuously and has built two buildings to this school and also supported a bundle of zinc for its physical development.

##### UNICEF Contribution

UNICEF has supported a toilet to the school but still the condition of toilet was not good.

##### Selling Grasses and Trees

The school has some trees and grasses for generating income. Last year about Rs. 1100/- were earned by selling the grasses and there were some trees also in the process.

### **Learning Achievement**

The educational quality was measured in terms of achievement score of Nepali, Math and Social Studies in the final examination. The total average scores in grade one were 60, 44.3 and 42.7 in Nepali, Math and Social studies. Girls have scored higher than the boys in Nepali, while boys have scored 59 only. In Math and Social studies boys average scores were higher than the girls'. Boys have scored 46 and girls have scored 41 in Math. Similarly, boys' average was 44 in Social studies while girls' average score was 39.

Average score in Nepali, Math and Social Studies on grade 1 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	59.0	46.0	44.0
Girls	61.0	41.0	39.0
Total	60.0	44.3	42.7

Source: Field Study, 2003



In grade II, the total average score in Nepali, Math and Social studies were 52.5, 50 and 50.7 respectively, with boys having average scores were 54.1, 49.6 and 50.6 and girl's average score in each subject were 50.6, 50.5 and 50.7 respectively.

Average score in Nepali, Math and Social Studies on grade 2 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	54.1	49.6	50.6
Girls	50.6	50.5	50.7
Total	52.5	50.0	50.7

Source: Field Study, 2003

In grade III, students' average scores in Nepali, Math and Social Studies were 60.6, 51.9 and 58.5 respectively; boys having higher average scores in each subject than the girls. Boys have 64.4, 54.9 and 60.0 average scores in Nepali, Math and Social Studies, while girls have 54.7, 47.1 and 56.2 average scores respectively.

Average score in Nepali, Math and Social Studies on grade 3 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	64.4	54.9	60.0
Girls	54.7	47.1	56.2
Total	60.6	51.9	58.5

Source: Field Study, 2003

In grade IV, students' average scores in Nepali, Math and Social studies were 35.4, 31.7 and 21.8 respectively. Boys' average scores were 34.4, 35.4 and 22.9 while girls' average scores were 35.9, 29.4 and 21.1 respectively.

Average score in Nepali, Math and Social Studies on grade 4 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	34.4	35.4	22.9
Girls	35.9	29.4	21.1
Total	35.4	31.7	21.8

Source: Field Study, 2003

In grade V, students' average total scores in Nepali, Math and Social studies were 49.4, 28.9 and 45.4 respectively. Boys' average scores were higher in each subject than that of the girls. Boys have 53.0, 29.7 and 50.2 average scores respectively while girls have 44.7, 27.8 and 39.4 average scores respectively.

Average score in Nepali, Math and Social Studies on grade 5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	53.0	29.7	50.2
Girls	44.7	27.8	39.4
Total	49.4	28.9	45.4

Source: Field Study, 2003

The total average scores of 1 to 5 students' in Nepali, Math and Social studies were 51.2, 41.2, and 43.4 respectively. Boys' average score were higher in each subject than that of the girls'. Boys have 53.0, 43.1 and 45.5 average scores in Nepali, Math and Social studies, while girls have 49.4, 39.2 and 41.3 average scores respectively.

Average score in Nepali, Math and Social Studies on grade 1-5 by sex, 2003

Sex	Nepali	Math	Social Studies
Boys	53.0	43.1	45.5
Girls	49.4	39.2	41.3
Total	51.2	41.2	43.4

Source: Field Study, 2004

### **Strategies Adopted to Improve Learning Achievement**

#### *Awards for Deserving Students*

The school management had rewarded for scoring first, second and third students in each grade on parents gathering day. Students who were the most regularity were rewarded in the parent's day.

#### *Maintaining Regularity*

In this school, if a student was absent for a week or so, neighbours' of the absent were asked about his/her and the parents were called if deemed necessary and mostly asked about the absent student. The parents need to send the request letter mentioning the valid reason for being absent of their children. The student whose presence was high was rewarded every year. The average class running days were 188 days and the average attendance at grade one is 75 percent of which boys have 72 percent and girls have 78 percent. Similarly, in grade two the average attendance was 79 percent and boys have 78 percent and girls have 81 percent. In grade three, the average attendance was 87 percent and boys have 89 percent and girls have 85 percent. Likewise, in grade four the average attendance was 87 percent and boys attendance was 86 percent and girls was 88 percent. In grade five, the average attendance was 88 percent and the boy's average attendance was 88 percent and the girl's average attendance was 88 percent. Of the total students from grade 1 - 5 the average attendance was 83.5 percent and the boys was 83 percent and girl's was 84 percent.

#### *Discipline Management*

The students were required to arrive with clean at the school before assembly. In the assembly, the cleanliness of the students is checked. In the office room of the school a list of rules was stuck on the wall, such as the students should enter classroom before entering the schoolteacher, while going outside the class, students need to ask with their respective class teachers, if students need leave and they should take approval from the class teachers.

#### *Proper Utilization of Educational Materials*

The school had managed on the utilization of the educational materials for lower grade and the school has hired a skilled manpower to prepare the educational materials.

#### *Contest and Competition*

The school frequently organizes and participates on contest and competition. In 2054 BS, Reukai Nepal have organized the quiz contest and stood second. It came first in

inter primary cultural competition in the district during 2049 BS and stood first in 2058 BS on RC level educational materials exhibition.

### *HTs Profile*

The HT's name is Yuva Raj Dahal. He has been working as a HT in this school for the past 14 years. His teaching experiences are 21 years. HT has received HT management training from RC. His qualification is IA and untrained. He was working as a teacher from 2040 BS and was appointed HT in 2046 BS. He has been working as a HT for the past 14 years in this school. He was working as a teacher from 2040 BS and was appointed HT in 2046 BS.

### *Grooming Principal*

He has followed the previous HT's quality and characteristics such as politeness, team work and so on. Before 2046 BS, Keshav Prasad Dulal was the HT of this school and at that time present HT was a teacher. After his retirement, present HT has been working as the HT. The previous HT was very polite and he proved role model.

### *Kind Hearted with Politeness*

The present HT is also softhearted person and quite polite with schoolteachers and students as well. He never hurt to anyone. There was a teacher who used to the school toxicant. The HT convinces him several times but never took any action against him and later he was transferred to other school. According to a teacher, "the HT is very simple person and follows exactly what the DEO instructs".

### *Team Management*

There was a good team work in the school and good understanding among schoolteachers if any training programme comes for the school, teachers meeting were held and the person is decided. The HT takes help from every teacher while preparing routine, in filling up the data collection and tabulation. If any teacher was absent, the students of two grades were placed together and taught. According to the SMC chairman, "the HT doesn't do anything on his own and takes approval from the SMC and parents. The HT does everything discussing with the teachers. The HT takes care of financial activities by himself but the exams fee to be collected from the students was raised by the schoolteachers. The HT added that, "teachers come to the school even during the holidays and vacation to get the administrative jobs done". Another teacher says that: "When the HT goes to the DEO the classes were shared by all schoolteachers accordingly. The formal meeting of teachers was once a month but informal discussions take place almost everyday.

### *Punctuality*

HT comes in time and goes in time and wants the schoolteacher and students to come to the school in time and leave the school in time.

### *Supervision and Monitoring*

The HT hasn't really observed classes; he only inspects classes from outside the classes.

### *Impartiality*

The HT consults other teachers while preparing class routine. A teacher says: "most of the time the HT prepares routine". Grade 1-3 students are taught with multigrade teaching method, whereas grade 4 and 5 are taught with subject teaching method. Due to the lack of enough schoolteachers to teach, all teachers including the HT takes 34 periods per week, which was equal to all other teachers. Every Friday there was teachers' meeting in the school.

### *HT's Time Budget*

Out of total 220 school open days until Falgun 2060 BS the HT's attendance in school was 127 days excluding trainings, seminar and leave. The total school attendance percentage was 61 percent excluding official visit and other leaves. He was in first package in-service trainings for 60 days, nine days for DEO, casual leave six days, festival leave one day and sick leave one day. HT's classroom teaching accounts 40 percent and administrative job score is 20 percent only. It shows that more time have been spent by the HT is on classroom teaching. This year HT spent his time on in-service training also which counted as 22.3 percent. The supervision and monitoring was found weak in this school. The time spent by the HT in different headings in this year is listed below:

HT's time budget on different headings, 2004

S.No.	Headings	Percentage
1.	Classroom Teaching	40
2.	Administrative work	20
3.	SMCs Meeting	2
4.	RC Meetings	2
5.	Visit to DEO	1.5
6.	Supervision & Monitoring	0.5
7.	Schoolteacher Meeting	2.5
8.	HT Meeting at DEO	4.5
9.	HT Management Training	3.5
10.	Parents Gathering	0.5
11.	In-service Training	22.3
12.	SIP Training	1.5

### *Extra-Curricular Activities*

Cleaning was done daily with the help of the students under the schoolteachers' supervision. During prayer, teachers observe student's cleanliness and were instructed. There were four houses of students namely rhododendron, marigold, rose and suryamukhi. Each house decides students into five members group and does the cleaning and involves students in extra-curricular activities.

### *PTA Establishment*

PTA has been established under the chairmanship of Mr. Hari Krishna Baral, who was the schoolteacher of this school. The main objective of the PTA was to maintain the education quality in the school, to get information about the environment of the school.

### *Transparency*

Parent's gathering takes place about 2–3 times a year and financial report was presented by the HT in front of such gathering. The SMC and PTA meetings were held jointly and discussed on improving the educational quality of education by providing educational materials to the students.

### **Conclusion**

This school is situated about eight km far from the district headquarter and access to education was not the problem but the number of students was decreasing because most of the parents prefer to send their children in the private boarding school rather than the public schools. The school management has made significant strategies to increase the enrolment such as home visit approach and distribution of scholarships etc. The community people were actively involving increasing enrolment and providing support either on cash or in kinds as well. The school was receiving support from DDC, UNICEF, selling grasses and trees etc.

The learning achievement was not satisfactory so far but the school management has adopted different strategies to improve its learning achievement. The school management has rewarded for scoring first, second and third students and regular student as well. The students required arriving in time with maintaining cleanliness and the classroom learning modality was used by the utilization of the educational materials. In this school, there was a good team work with understanding among schoolteachers and no one has been punished by the HT. The HT takes help from every teacher while preparing routine, in filling up the data collection and tabulation and the activities were decided on the schoolteachers meeting. HT comes in time and goes in time and wants the schoolteacher and students to come to the school in time and leave the school in time.

Figure 1: Focus Group discussion with Mothers Group







Figure 2: School beauty programme in Mills Secondary School, Morang



Figure 3: Primary classes during winter season



Figure 4: Classroom situation in a terai school





Figure 5: School building in a hill school