

**Education for All 2004-09
Formative Research Project**

Study Report 23

**Provisions and Conditions for Better
Classroom Pedagogical Practices**



Tribhuvan University
Research Centre for Educational
Innovation and Development (CERID)
Balkhu, Kathmandu, Nepal
2008

Provisions and Conditions for Better Classroom Pedagogical Practices



Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
Balkhu, Kathmandu, Nepal
2008

Research Team

Ganesh B Singh
Pramila Rajbhandari
Soviet Ram Bista

Language Editor

Arun Kiran Pradhan

Layout & Cover Design

Gautam Manandhar

Secretarial Service

Bishnu Bikram Giri
Bhakta Bahadur Shrestha

Formative Research Project, CERID

Project Coordinator: Dr. Kishor Shrestha Project Advisors : Prof. Arbinda Lal Bhomi, Ph.D.
Associate Researcher: Rom P. Bhattarai

ACKNOWLEDGEMENT

Classroom pedagogical improvement has been accorded as one of the major focuses in the educational programs in Nepal. Various programs from various governmental and non-governmental institutions have been launched for the pedagogical improvements in the classrooms of Nepalese schools.

This study covered programs run by the government institutions and some innovative programs run by the non-governmental institutions. The study was also based on review of relevant literature.

While undertaking this study the research team received support from various individuals, institutions and key stakeholders. The research team would like to express our sincere gratitude to all of them.

We are thankful to Mr. Halfdan Farstad, Senior Advisor, Ministry of Education and Research, Norway; Prof. Dr. Kristin Tornes, Technical Advisor, Norway; Prof. Dr. Arbinda Lal Bhomi, Executive Director, CERID; and Dr. Kishor Shrestha, Coordinator, Formative Research Project, CERID for entrusting us with the task of undertaking this study and providing necessary support to us.

Advice and technical supports given in connection with this study by Prof. Dr. Hridaya Ratna Bajracharya, UGC and Dr. Shreeram Lamichhane, KU have been very useful to us. Comments and suggestions received from the experts and FRAG were also instrumental in bringing out this report in this shape. Cooperation and support of IFCD, SC/N, SC/US, UNICEF/Nepal, TUKI, Nari Bikash and other institutions providing their support for the classroom teaching learning improvement at the school level were also very fruitful in this study. We express our heartiest gratitude to all of them.

Head teachers, teachers, students, parents and School Management Committees Parent Teacher Association of the visited schools; District Education Officers, School Supervisors, Resource Persons, and trainers of the visited districts were also of great help in the process of carrying out this study. We sincerely thank them all for their co-operation and supports.

More importantly, we thank CERID family members for their prompt logistic supports for facilitating administrative matters, and for providing all possible supports in the task of completing the study.

July 2008

Ganesh Bahadur Singh
Pramila Rajbhandari
Soviet Ram Bista

Abbreviations

| | |
|--------|--|
| ARNEC | All Round National Education Committee |
| BPEP | Basic and Primary Education Project/Programme |
| BS | Bikram Samvat |
| CDC | Curriculum Development Center |
| CERID | Research Center for Educational Innovation and Development |
| CFS | Child Friendly School |
| CFSI | Child Friendly School Initiatives |
| DEO | District Education Office |
| DOE | Department of Education |
| EFA | Education for All |
| FGD | Focus Group Discussion |
| FRP | Formative Research Project |
| HLNEC | Higher-Level National Education Commission |
| IFCD | Innovative Forum for Community Development |
| INGO | International Non Government Organization |
| KU | Kathmandu University |
| MOE | Ministry of Education |
| MOES | Ministry of Education and Sports |
| NCED | National Center for Educational Development |
| NEC | National Education Commission |
| NESP | National Education System Plan |
| NGO | Non Government Organization |
| NNEPC | Nepal National Education Planning Commission |
| PEDP | Primary Education Development Project |
| PEP | Primary Education Project |
| PNGO | Partner Non-government Organization |
| PTA | Parent Teacher Association |
| RC | Resource Center |
| SC/N | Save the Children/Norway |
| SC/US | Save the Children/United States |
| SLC | School Leaving Examination |
| SMC | School Management Committees |
| SSR | School Sector Reform |
| TOR | Terms of Reference |
| UGC | University Grants Commission |
| UNICEF | United Nations International Children's Emergency Fund |
| US | United States |

Executive Summary

Classroom pedagogy improvement is essential to enhance students' learning. From the first over all educational development initiative with the Nepal National Education Planning Commission (NNEPC) in 1956, pedagogical improvement has been major focus in the Nepalese education plans. This report clearly demands respect for the individual differences and intelligent adaptation of the curriculum to various local conditions and to the individual differences of children. In effect this is related to child-centered principles. ARNEC in 1961, NESP in 1971, NEC in 1992, and HLNEC in 1999 put insights regarding pedagogical improvements in the classrooms.

Nepalese educational development initiated from and progressed through PEDP, PEP, BPEP-I, BPEP-II, EFA and now reached to proposed SSR. Documents of these projects/programs stress and put forward child-centered education as vision and intention regarding teaching-learning in the classroom of Nepalese schools. EFA and SSR documents also envisioned diversity education to ensure quality education for all.

Intention and commitment for the 'quality primary education' is being reiterated from one project/program to another in Nepal. There is progressive refinement in defining and linking quality education to children's learning. For example BPEP emphasized use of appropriate method of teaching to achieve the objectives of the lesson. EFA concept note further pointed out a need to deemphasize rote learning and a need to develop further away from treating the students in classes as homogeneous units and away from rote learning. SSR now proposes promotion of independent learning by students, localization of curriculum, instruction in mother tongue up to grade three, flexible instructional arrangements, etc.

At present there are various programs from various governmental and non-governmental quarters launched for the pedagogical improvement in the classrooms of Nepalese schools. This study covers inputs from the government institutions and innovative programs from the non-governmental institutions. Based on finding from these two sources of the practices and broader review of literature, the study also attempted to propose a framework for the pedagogical improvement in the classrooms of Nepalese schools. This study attempted to explore answers to the following research questions:

1. How have the initiatives in the areas of curricular support and teacher preparation facilitated improvements in the classroom teaching-learning practices?
2. What should be the considerations for institutionalization of improvements observed in innovative programs?
3. What should be the framework for improvement in the classroom teaching-learning in terms of policy, teacher management, training, curriculum, instructional support and physical infrastructure?

This study used three major strategies - perspective (theoretical), perceptual, and practices. Research question-wise the study strategy undertook study and analysis of the classroom practices in terms of the initiatives in the areas of curricular support and teacher preparation (research question no. 1) and as implemented in the innovative programs (research question no. 2). Perceptual information from the policy, program and implementation level were useful to draw lessons from the recent initiatives and innovative programs. This was also helpful in developing

framework for improvement in the classroom teaching-learning (research question no. 3). Another important aspect for developing this framework is theoretical perspective in relation to the plan/activities of the support provisions and innovative programs as well as framework for classroom teaching-learning improvements in wider context.

This study was undertaken in Morang, Sunsari, Rasuwa, Kavre, Sindhupalchowk, Dadeldhura covering 12 schools.

Major Findings

This study found revised curriculum (2060) user-friendlier and it has increased relevancy with the provision of local curriculum and teaching in mother tongue. There is also emphasis in the life skills in the curriculum. With the curriculum revision better structured textbook has been developed. But still there is lack of orientation/training to the teachers on the revised curriculum and textbooks. Technical backstopping to the teachers is also lacking.

There are a number of features that could be learned from the innovative programs intended to improve classroom pedagogy such as school's physical management and school environment improvement. There is improvement in the classroom seating that allows flexible and free movement essential for effective classroom teaching learning. Provision of materials, classroom display, play-way method of teaching learning are also features to be learned from the innovative cases. In the innovative programs parental and community involvement has been increased.

There have been efforts to improve classroom pedagogy through curriculum revision and teacher preparation, physical infrastructure development and pedagogical improvement initiatives. There are also myriads of issues in teacher management, and teacher preparation. These have implications in developing framework for pedagogical improvement.

Suggestions

This study mainly suggests orientation/training to the teacher when new or revised curriculum is introduced. There is also need for clear strategy for the implementation and improvement in local curriculum, teaching in mother tongue and life skill education. A good mechanism needs to be developed to draw lessons from the innovative cases and pilot programs and implement them at the national level. This study also recommends wider discussion and finalization of the draft framework developed in this study in the coming years.

Table of Content

| <u>Title</u> | <u>Page</u> |
|---|-------------|
| Executive Summary | v |
| CHAPTER I | |
| Introduction | 1 |
| Pedagogy in the Education Plan | 1 |
| Study Background | 3 |
| Research Questions | 4 |
| Study Strategy | 4 |
| CHAPTER II | |
| Inputs for Pedagogical Improvement | 8 |
| Description of Recent Inputs | 8 |
| Curricular improvement | 8 |
| <i>Teacher Preparation</i> | 13 |
| Impacts of the Inputs at the Classroom Level | 14 |
| Lessons | 14 |
| CHAPTER III | |
| Pedagogical Practices within Innovation Programs | 16 |
| Pedagogical Importance at Global and National Experience | 16 |
| Findings from the Field | 19 |
| <i>Seating Arrangement and Teacher's Movement of the Observed Classes</i> | 19 |
| Blackboard Display and Use | 20 |
| Classroom Display | 20 |
| Classroom Transactions | 21 |
| Some of the Flaws Observed | 23 |
| Perception of the Stakeholders | 23 |
| Some of the Flaws Observed | 25 |
| Changes Perceived by the District Level Service Providers in Schools | 26 |
| Suggestions from District | 26 |
| Stakeholders of Various I/NGOs-Tuki | 27 |
| UNICEF Personnel | 27 |
| Naari Bikas Biratnagar | 28 |
| Inputs Provided by Naari Bikas | 28 |
| Classroom Process | 29 |
| Analysis and Interpretation of the Field Findings | 29 |
| The Strengths | 29 |
| Classroom Management | 29 |
| Improvement in Classroom Teaching and Learning | 29 |
| Changes Found among Observed Students | 30 |

| | |
|---|-----------|
| The Weakness | 30 |
| Suggestions | 31 |
| Lessons | 31 |
| CHAPTER IV | |
| Framework for Pedagogical Improvement | 32 |
| Framework for Institutionalization of Better Classroom Pedagogical Practices | 32 |
| Curricular Changes/revisions under the Auspices of MOES/CDC and the Lessons for Future | 32 |
| Issues Revealed from the Discussion with Officials of Physical Planning Section of DOE as Regards to Infrastructure Development and the Lessons for the future | 33 |
| Issues Revealed from the Discussion with DOE Officials as regards to Teacher Management and the lessons for the future | 34 |
| Issues Revealed from the Discussion with National Centre for Educational Development (NCED) Officials as Regards to Teacher Training and the Lessons Learned for the Future | 36 |
| Pedagogical Improvements under the Auspices of INGOS/NGOS and the Lessons for Future | 36 |
| The Framework for Improvements in the Classroom Teaching Learning | 37 |
| CHAPTER V | |
| Findings | 40 |
| Curriculum | 40 |
| Teacher Support | 40 |
| Innovative Cases | 40 |
| CHAPTER VI | 43 |
| Suggestions | 43 |
| Curriculum and Teacher Preparation Related | 43 |
| Classroom Practice Related (from Innovative Cases) | 43 |
| Framework Related | 43 |
| References | 45 |

CHAPTER I

Introduction

This chapter presents a brief discussion on the pedagogical emphasis laid by the various education commissions, background of the study, research questions, study methodology, sample of the study and limitations of the study.

Pedagogy in the Education Plan

Educational development in a wider scope and in a modern sense took its systematic planning with the establishment of the democracy in 1951. After the establishment of democracy in Nepal, first comprehensive educational development initiative was taken by forming Nepal National Education Planning Commission (NNEPC) in March 1954. The report (1956) of this commission emphasized both expansion of the education in terms of access and qualitative improvement of delivery. Quality of education has been a major educational focus since the commencement of report of this commission and quality obviously remained an anticipated vision so far. This report clearly demands respect for the individual differences and intelligent adaptation of the curriculum to various local conditions and to the individual differences of children. In effect this is related to child-centered principles.

All Round National Education Committee (ARNEC) also recognized that there exists differences among individuals physically, mentally and affectively. Like a doctor diagnoses a disease on the basis of medical history and pathological tests and then prescribes treatment, teaching should also be based on the diagnosis of student's academic history, physique, feeling, and mental development (MOE, 1961). This statement implies a diagnostic and individualized approach in teaching.

The National Education System Plan (NESP) was not explicit on classroom pedagogical approaches. It just indented to conduct research to improve teaching methods for each subject. The intention was on use of scientific methods (MOE, 1971).

The better prospects with regard to classroom pedagogical approaches as intended in 1956 and 1961 education commission reports seems to have not been implemented into classroom practices. The common classroom pedagogical practices seemed to be not effective as pointed out by the National Education Commission (NEC) in 1992. This commission's report stated, "The teaching-learning situation in primary schools is rather depressing.... Students are encouraged to learn by rote, and assessments are made on the same basis." Higher-Level National Education Commission (HLNEC) also raised some issues related to diversity education (1999). This report pointed out inability of primary level education to represent various language groups, cultural diversity and regional needs. This commission suggested reformative teaching at the primary level.

Pedagogical emphasis of these education commission reports indicates lack of a unified and coherent pedagogical development in the school system in Nepal. These endeavors seem not have been built upon what has been practicing what has been intended and building upon the existing practice.

In the development of primary education system in terms of access, quality and management of Nepal there came Primary Education Project (PEP) in 1984, Primary Education Development Project in 1984, Basic and Primary Education Project (BPEP)

- I in 1992, BPEP - II in 1997, and Education for All (EFA) in 2002. All these education plans focused on quantitative expansion as well as on qualitative improvement. BPEP (MOE, 1997) and EFA (MOES, 2002; MOES, 2003a) documents stress and put forward child-centered education as vision and intention regarding teaching-learning in the primary level in Nepal.

Another emerging concern in relation to classroom pedagogy is education for diversity. Nepal is a diverse country with great geographical, environment, and cultural variations. Topographically Nepal has plain Terai region in South bordering India and highest mountain peak in North bordering China and environmental variation from South to North. Population census, 2001 registered 101 different ethnic groups, 92 language groups, and 10 religious groups indicating cultural diversity of the country (DOE, 2003).

Interim constitution of Nepal respects this diversity with educational provisions such as, "Each community will have right to receive basic education in mother language as provided by the law" (MOES, 2007).

Intention and commitment for the 'quality primary education' is being reiterated from one project/program to another in Nepal. There is progressive refinement in defining and linking quality education to children's learning. For example 'Basic and Primary Education' emphasized, "Teachers will be able to use appropriate method of teaching to achieve the objectives of the lesson." (MOE, 1997). 'Concept paper for further support on Basic and Primary Education in Nepal 2004-2009' (MOES, 2003a) pointed out a need to deemphasize rote learning and a need to develop further away from treating the students in classes as homogeneous units and away from rote learning. Core document of EFA (MOES, 2003b) envisioned a classroom by 2015 as:

The classroom is a stimulating learning environment, designed to meet the learning needs of all students, thus ensuring that each student develops to their full potential. This recognizes that children learn in different ways at different rates and will achieve different levels of attainment. It is a caring environment, in which there is mutual respect between teacher and students, and from student to student. It is a safe and happy environment, to which students look forward to coming each day.

... The curriculum and educational materials are designed so as to ensure active, child-centered learning delivered through a wide range of teaching-learning methodologies. Teachers evaluate students through a range of formal and informal techniques, using these assessments to identify each student's strengths and weaknesses so that they may adapt their teaching methodology to cater for the needs of students as individuals, and so improve the quality of each student's learning.

Thus EFA documents pointed out the approach of emphasis on rote learning and teacher-centered approach as dominant pedagogical practices at the primary level. Child-centered approach, individualized instruction, formative assessments are pointed out to be practices for reforming classroom pedagogical practices. EFA also emphasized, "Inclusion of cultural, linguistic and other social values of the local communities in the education system." (MOES, 2003b). 'School Sector Reform' proposes, "... promote independent learning by students being educated under diverse situations... Local curriculum, content and materials will be developed... A child's mother tongue will be employed as the medium of instruction up to grade three... Flexible instructional arrangements will be developed and employed..."

(MOES, 2007). (Recent development and classroom practices will be described in detail in chapter II).

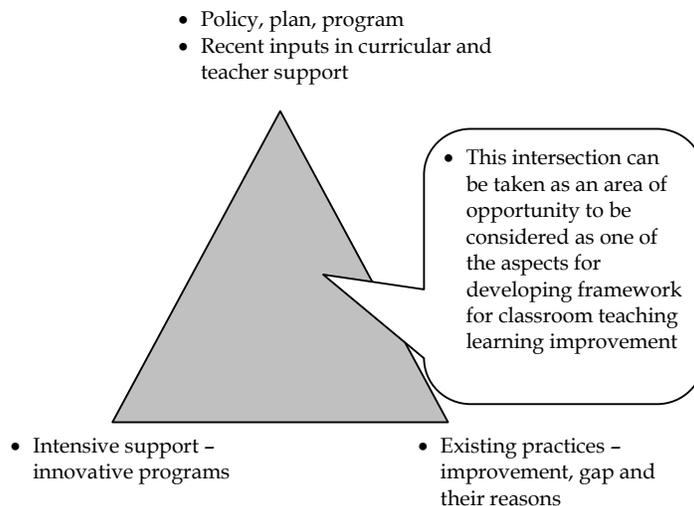
Study Background

A number of gaps were reported in several studies in the pedagogical practices in the Nepalese classrooms and intentions as stated in the commission reports and program documents. Classroom teaching-learning has been one of the major study areas in the Formative Research Project (FRP) from the beginning of the project in 2002. The studies covering various areas of the classroom teaching-learning such as classroom delivery, transfer of training skills, assessment practices, etc. from 2002 to 2006 had some common findings. It was found that classroom teaching-learning was mostly teacher dominated; there was more emphasis on rote learning; repetition of the textual materials was common practice in the classroom teaching learning. It was also reported that there was lack of instructional materials; classroom space and seating arrangement did not allow easy movement of the teacher and students; classroom display was negligible; etc. These findings were similar to and reconfirmed from other research studies.

In the 2007 FRP study selected innovative programs, intended to improve classroom teaching-learning basically in the line of child-centered approach, was covered. Compared to the findings of the previous studies, improved classroom teaching-learning practices were found in the innovative programs covered in the study. Some of the better practices observed in the innovative programs studied were training focused on providing selected skills for making classroom teaching-learning child-friendly; training modality was in the discuss, demonstrate, and practice approach; kit box of the required instructional materials was provided; program took up few important aspects at the beginning and other important aspects were gradually added up; awareness and involvement of the stakeholders (including parents and community people) was emphasized. There were however some limitations in the study that restricted information for triangulation of the information/data for rigorous validation (CERID, 2007). These limitations were – late start of the study impacting on the field work time; inability to observe the teacher training of the programs covered in the study and observation of limited number of actual classroom teaching learning as expected. Perceptions of the teachers have been collected and teacher training manuals have been analyzed, but only limited information on practice was not sufficient to triangulate with perceptual information.

Within these limitations the study reported that

Figure 1: Considering Intention, Support and Practice to Develop Framework



in the schools/classes covered by the innovative programs classroom transformation has been taking place. At the same time some cases were found where there were growing realizations of the importance and utility of the skills learned in the training teachers had previously. Another important aspect in the classroom teaching-learning improvement is emphasis laid on child-centered approach in the policy document/papers such as 'Education for All' and 'School Sector Reform' (draft). At the implementation level there has been emphasis on the child-centered approach in the school level curriculum and teacher training curriculum as well. CDC has revised curriculum and developed new textbooks. NCED has developed and delivered teacher training related to classroom teaching-learning improvement such as 'child-friendly school initiatives' and 'life skills education'. These aspects are presented as policy/plan/program and inputs in figure 1. In addition to governmental emphasis on classroom teaching-learning improvement for the improvement in the quality of education, the innovative programs have laid their emphasis on sustainability and utilization of the outcome of the program at the national level (shown as intensive support in figure 1). Otherwise the positive impacts that these programs have been able to bring would be lost.

Thus it was sought that working with concerned institutions that endeavors for the classroom teaching-learning improvement be continued as well as expanded to all the schools across the country. This juncture, where there are governmental intention for improvement and positive cases of improvement in the intensive support programs, (please see figure 1 in the box) provides an opportunity to explore proclivity classroom pedagogy such as child-centered approach. This opportunity need to be tapped and utilized to search for answer to the questions as given in the TOR.

Research Questions

Following are the research questions provided in the TOR that this study has attempted to find out answers to:

1. How have the initiatives in the areas of curricular support and teacher preparation facilitated improvements in the classroom teaching-learning practices?
2. What should be the considerations for institutionalization of improvements observed in innovative programs?
3. What should be the framework for improvement in the classroom teaching-learning in terms of policy, teacher management, training, curriculum, instructional support and physical infrastructure?

Study Strategy

The study area, as provided in the research questions in the TOR entailed to study how the initiatives for improving classroom pedagogy are working and how positive improvement observed in the innovative programs could be institutionalized. For this a framework for classroom teaching-learning improvement need to be developed. To accomplish this task three major study strategies are adopted: perspective (theoretical), perceptual, and practices.

Research question-wise the study strategy undertook study and analysis of the classroom practices in terms of the initiatives in the areas of curricular support and teacher preparation (research question no. 1) and as implemented in the innovative

programs (research question no. 2). Perceptual information from the policy, program and implementation level were useful to draw lessons from the recent initiatives and innovative programs. This was also helpful in developing framework for improvement in the classroom teaching-learning (research question no. 3). Another important aspect for developing this framework is theoretical perspective in relation to the plan/activities of the support provisions and innovative programs as well as framework for classroom teaching-learning improvements in wider context. For example: setting classroom standards and roles expected from teacher and students - ...demanding, informing, teaching, negotiating, and arising... (Kordalewski, 2000). Best use of time for preparation time helps teachers to improve the inventiveness and appropriateness of the pedagogy (Hargreaves, 1994). Using space more intelligently for space is essentially a learning resource and a vital skill for the teachers to manage (Cohen, Manion and Morrison, 1996). Similarly classroom environment need to be managed for the environment in the primary-school classroom should be aesthetically pleasing; should stimulate children's interest; should set high standard in the display and presentation of the children's work; and should be created in such a way that is practical to maintain (Pollard, 2006). The considerations for institutionalization of classroom teaching-learning process and development of such a framework need to pay attention to various important aspects such as stages of innovation process such as three overlapping stages suggested by Kinsler and Gamble (2001): initiation, implementation, and institutionalization or abandonment. How each stage is handled is crucial and can significantly affect the outcomes of both the succeeding stages and the innovation as a whole. Similarly building collaborative cultures is also equally important in developing framework for effective collaboration operate in the world of idea, examining existing practices critically, seeking better alternatives and working hard together at bringing about improvements and assessing their worth (Fullan and Hargreaves, 1992).

In this way this study examined, assessed, analyzed and came up with workable suggestions covering three important aspects in its qualitative analysis -- theoretical perspectives, perceptual information, and existing practices. Government policy, plan and related program documents were studied. Similarly related literatures were studied to narrate theoretical perspective related to the classroom teaching-learning practices. Existing practices were observed and analyzed in terms of government emphasis and theoretical cohesiveness. Perception and agreement of the concerned quarters (government institutions, donors, supporting organizations, schools, communities, etc.) was also sought for utilization and sustaining the positive outcomes of the innovative programs for classroom teaching-learning improvement initiatives in wider context. Engaged dialogue sessions were also used for this purpose. Basically classroom teaching-learning analysis form; interaction guidelines (in-depth interview, group discussion, FGD, institutional discussion both at the individual and collective level); specifications for document and literature review; specifications/format for desk work and sharing for the development of the framework; were the major instruments in this study. In this light the study undertook the following activities:

- **Document and literature review:** Program documents (BPEP, EFA), research studies and related literatures were studied in connection to pedagogical approaches as emphasized for the primary school classrooms. Related literatures were studied to provide theoretical perspectives for the framework development.

- **Classroom observation:** Observation of the classroom teaching-learning processes was supposed to be one of the important study strategies to examine classroom setting and instructional setting with the special focus on what pedagogical approaches were emphasized and how these were implemented at the classroom level. It was planned to have first a rapid assessment of the classroom practices in the selected schools to record on the classroom setting and instructional setting. These initial classroom observations were to be analyzed and recorded and also determine areas and questions for the follow up during second time visit to these schools. In the schools sampled to compare with classroom teaching-learning practices with the previous FRP study, a comparison note was also supposed to be prepared and discussed with the teachers and other concerned personnel at the field. But as only limited number of classes could be observed at the field, field work was severely restricted in this aspect. Following steps were followed in the classroom teaching-learning observation:
 - Maintaining comprehensive diary of the classroom teaching learning observation and other relevant aspects in the given format (form 1). Each of the observations was to be discussed, analyzed later -- each day at the evening in the field and in Kathmandu after returning from field visit.
 - Selecting the classroom on the following basis:
 - For the research question no. 1, observe the class that had been observed in the previous FRP studies for the comparison and analysis for the requirements for the improvement. (Use form 2.)
 - Observe trained teachers class in the innovative program schools.
 - Observe same teacher's classes 3 or more times as required in the same grade and same subject as far as possible.
 - Class observation by the team -- classroom setting (sitting arrangement, attendance, blackboard use, teacher movement, students' attention, extra activities, utilization of opportunity by teacher, display, method etc.) and non-verbal activities of the teachers by one of the researcher and teachers (T) and students (S) verbal interaction by other researcher(s).
 - Discuss the implications of the observed classroom, compare it with curricular materials, and draw out possible options for better classroom delivery. Use general format for analysis of the classroom observation (form 3).
 - Fill up the teacher background form (form 4) for the teacher whose class has been observed.
 - While observing classes also pay attention to:
 - Suggested activities followed or not as given in the manual
 - Impact/effectiveness
 - Possibility for improvements

- Creating situation
- Interaction: Interaction sessions (such as Dialogue, FGDs/Group Discussions, Interview) as well as informal talks were undertaken at the central level and field level to find out about the emphasized pedagogical approaches, effect of the implementation, lessons to be learned, issues and problems, and suggestion for better policy and implementation strategy. The perceptual information was supposed to be cross examined with the observation of the researchers. But only few numbers of classes could be observed due to unfavorable field schedule. Some of the sample districts were revisited to share the findings and suggestions of this study for validation from the field level. Schedules for the interaction were developed for the teachers (follow-up of the class observations); head teacher, students, SMC, PTA, parents, etc.; FGD, Group Discussions in a combined group; FGD, Group Discussions with teachers.
- Framework development: Based on the theoretical perspective, practices observed in the innovative cases and other general cases, and perceptual information framework for classroom teaching-learning improvement was developed in a collaborative manner, shared and finalized.
- Sharing sessions, consultative meetings: Sharing sessions and consultative meetings were organized at various points during the study period to share findings, validate it and refocus the study where needed.
- Data Collection and Analysis: At the field, first rapport was established with the concerned stakeholders. Local enumerators, where necessary, were also used for the assistance. Note taking as well as tape recording (where possible) was done. One of the research team members was assigned for note taking while another conducted the discussion session. During the evening time a discussion/sharing session was organized each day to 1) share information, impression on individual basis, 2) raise questions, points for clarification for the next day visit, and 3) sum up each days field work. Overall field summing was also done at the field itself.
- Data/information was supposed to be compiled and sorted in related themes and descriptions prepared. Data/information was to be triangulated (interaction, observation, classroom process as desired in the manuals, inputs provided, etc.). Triangulation (based on researcher's observation and interactions) and summarization of the field findings was done in terms of pedagogical practices using the window with better practices and their facilitating aspects, shortcomings and hindering aspects. (Please see annex 1 for the tools and analysis strategy for details).
- Preliminary findings and reports were shared; feedback collected and finalization of the report was done.
- Sample: The sample of the study was drawn from 6 districts covering 2-3 sites/schools in each district. For comparative analysis some of the schools were chosen from the sample schools covered in the previous FRP studies. Thus the study was undertaken in Morang, Sunsari, Rasuwa, Kavre, Sindhupalchowk, Dadeldhura. Altogether 12 schools were covered in this study from these districts. However for the interaction purpose personnel from more of the schools were invited. (Please see annex 2 for the list of sample schools.)

CHAPTER II

Inputs for Pedagogical Improvement

Pedagogical improvements have been in focus in the educational policy and programs of MOE. Various inputs have been implemented and varied impacts of these implemented inputs have been observed. This chapter describes and analyzes recent inputs and their impacts in the improvement of classroom pedagogy. This chapter also attempts to draw lessons that could be learned for further pedagogical improvements in the Nepalese schools.

Description of Recent Inputs

There have been a number of changes in the curricular and teacher preparation areas since FRP study 2001/02 that can have impact on classroom teaching learning practices. To list some important inputs, these are:

- Change in curriculum
- New textbook and other curricular materials
- Guidelines and orientation for the School Based Assessment - Continuous Assessment still in the plan
- Training
 - Competency based (NCED)
 - Need based training (NCED, DEO)
 - Life skills education (NCED, DOE, UNICEF) - was in the 6 months at the time of FRP study in 2006
 - Child-centered Education, Child Friendly School (Various INGOs, UNICEF, NGOs, training institutions)
- Change in RC structure - lead teacher to provide technical/professional support

FRP studies related to classroom teaching learning up to 2006 repeatedly concluded that classroom teaching learning has been teacher dominated, textbook oriented, rote learning emphasized, student learning in low profile in teaching/learning. FRP study (2007) covered innovative programs of UNICEF and Save Children Norway and US. Classroom teaching learning was found to be comparatively better than the previous studies in the innovative program schools. Therefore this study (2008) intended to revisit FRP study sample schools to study impact of recent initiatives in the classroom teaching learning practices. Due to reasons described in the Chapter I, only few of the recent inputs could be covered in this study. These are described in the subsequent sections.

Curricular Improvement

FRP study has covered curriculum and textbook among the curricular inputs for effective classroom teaching learning. These aspects are presented in the subsequent sections.

Curriculum: Use of the curriculum in the classroom delivery was substantially covered in the FRP study in 2002 (CERID, 2002). Use/consultation of curriculum for the classroom teaching learning by the teachers were found to be limited in 2002 as well as in subsequent FRP studies. Synthesis of CERID, 2002 study was as follows:

An analysis of the curriculum as well as perceptions of the teachers indicated that in some subjects curriculum objectives match with the content exposition in the textbook (such as mathematics) so that even if the teacher depends upon the textbook for classroom delivery, curriculum objectives would be fulfilled in most of the cases. In case of the language subjects (English and Nepali), curriculum objective is not directly related to the content exposition of the textbook. Teachers were found to deviating from curriculum objectives during classroom delivery to a large extent in language classes. Non-consultation of the curriculum was evident in language classes.

There was another type of discrepancy observed in case of curriculum and classroom delivery of social studies, environment education, and health education. Curriculum objectives related to lower levels of cognitive domain were fulfilled in the classroom delivery. However, higher levels of objective related to habit formation were not adequately covered in the classroom delivery.

There are no specific textbook for physical education and creative arts. Teachers need to depend upon curriculum and teacher guide for classroom delivery for these subjects. Only a few teachers seem to have been consulting curriculum for classroom delivery in these subjects.

FRP study 2002 made the following recommendation:

Analyze feasibility of attending higher level objectives at the classrooms. If curriculum objectives are clearly not possible to fulfill at the classroom, such objectives should be removed from curriculum. If curriculum objectives require different kind of treatment (methods, materials and evaluation), teachers need to be oriented accordingly. (CERID, 2002).

Existing curriculum of Primary Level 2049 BS (i.e. 1992 AD) has been revised in 2060 BS (i.e. 2003 AD) and piloted. There have been some minor changes made in 2062 BS (i.e. 2005 AD) on the basis of outcome of piloting. The changes in the curriculum revision in 2060 BS were covered in FRP study 2005 (CERID, 2005). The revised curriculum was found to have considered the following aspects:

- Trimming of the curriculum to reduce content load;
- Stating guidelines for instructional methods and evaluation;
- Provision of local curriculum;
- Language of instruction - provision for use of mother tongue, and multiple languages in the classroom for catering to the needs of individual children;
- Incorporation and guidelines regarding life skills;
- Reiteration of child-centered approaches in the classroom teaching learning.

Curriculum coverage of 2049 BS and its revision in 2060 BS was compared with the sample of subjects and grades in order to examine the changes in the curriculum in which the following aspects were observed:

Table 1:**Comparison between curriculum coverage of 2049 BS and its revision in 2060 BS**

| Grade and subject | No. of curriculum objectives in 2049 BS | No. of curriculum objectives in 2060 BS | No. of same curriculum objectives in both | No. of curriculum objectives added in 2060 BS | No. of curriculum objectives excluded in 2060 BS | No. of curriculum objectives combined in 2060 BS | No. of curriculum objectives with minor changes in 2060 BS |
|--------------------------|---|---|---|---|--|--|--|
| Nepali, Grade I | 38 | 27 | 6 | 7 | 17 | 1 | 14 |
| Social Studies, Grade II | 24 | 17 | 2 | 5 | 12 | - | 10 |
| Health Edn., Grade III | 17 | 25 | 1 | 19 | 9 | 2 | 5 |
| Mathematics, Grade IV | 44 | 49 | 26 | 14 | 8 | 1 | 9 |
| Environment, Grade V | 38 | 30 | 2 | 23 | 29 | 2 | 5 |

The above table indicates that a number of changes have been introduced in the curriculum revised in 2060 BS. The changes seem to have been made with the intention to reduce the content load (specifically those emphasizing rote learning) and incorporating higher level objectives emphasizing behavioral changes. Trimming and incorporating the relevant objectives in the curriculum are reflected in the revised curriculum. This revised curriculum was piloted in 50 schools covering 10 districts in Nepal. Based on the piloting there were some changes made in the curriculum in 2062. These changes are indicated in three of the subjects in the following table.

Table 2:**Comparison between curriculum coverage of 2049 BS and its revision in 2060 BS and 2062 BS**

| Grade and subject | No. of curriculum objectives | | | No. of same curriculum objectives | | No. of curriculum objectives added | | No. of curriculum objectives excluded | | No. of curriculum objectives | | No. of curriculum objectives with minor changes | |
|-------------------------|------------------------------|-----|-----|-----------------------------------|-------------|------------------------------------|-----|---------------------------------------|-----|------------------------------|-----------|---|-----|
| | 049 | 060 | 062 | 049 and 060 | 060 and 062 | 060 | 062 | 060 | 062 | combined 060 | split 062 | 060 | 062 |
| Nepali Grade I | 38 | 27 | 27 | 6 | 19 | 7 | 2 | 17 | 3 | 1 | 1 | 14 | 4 |
| Social Studies Grade II | 24 | 17 | 17 | 2 | 14 | 5 | 1 | 12 | 1 | - | - | 10 | 2 |
| Health Edn. Grade III | 17 | 25 | 25 | 1 | 24 | 19 | 1 | 9 | 1 | 2 | - | 5 | - |

Above table number 2 indicates that there have been major changes in the curriculum of 2049 BS when revised in 2060 BS. This curriculum was further improved in 2062 BS on the basis of the piloting. These changes were minor ones. For

example, in the curriculum related to Social Studies at Grade I, one objective was replaced in 2062. Objective 'tell the names of working persons in the neighborhood' was replaced with 'tell the names of social workers in the neighborhood' in the revision of 2062. This improvement was done as similar objectives were repeated in the Grades I and II. In the Grade I the objective was 'identify the working persons in their own household and in the neighborhood' and in the grade II the objective was 'tell the names of working persons in the neighborhood'. In the revision 2062 the objective in Grade I it is 'tell the names of working persons in their own household and in the neighborhood' and in Grade II it is 'tell the names of social workers in the neighborhood'. Such minor changes helped to establish vertical linkages in the curriculum.

Another important improvement in the curriculum in comparison of the 2049 BS curriculum is content elaboration for each of the curricular objective along with tentative teaching learning activities and assessment process are proposed for each of the curricular objectives.

Perception from the field: Review and comparison of the curriculum 2049 and its revisions in 2060 and 2062 indicate improvement in the curriculum. Based on the desk review it could be stated that if properly used the curriculum should definitely help in better classroom teaching learning. Perception from the field regarding the curriculum is not similar as the desk review – it is rather mixed one. DEO personnel who were exposed to the revised curriculum thorough orientation/ training were explicit in identifying and narrating the better aspects of the revised curriculum and the ways in which the curriculum could be more supportive in effective classroom teaching learning.

Most the teachers contacted during this study have not seen the revised curriculum nor have they received any orientation/training on it. But when this issue was raised in the DEO, it was informed that all the schools at the district were invited for the orientation/training last year and this year's program was a bit delayed. This point was again raised during workshop to recheck the authenticity of the information about orientation/training on the revised curriculum. It was found that both were correct – teachers saying that they had no curriculum and orientation/training on it and DEO personnel saying that all the school had orientation/training on the new curriculum and textbook. The fact was that DEO, following cascade model, only invited head teacher or primary level in-charge at the school to participate in the orientation/training program. These participants (head teacher or primary level in-charge) were supposed to orient/train the subject teachers at the school. In most of the schools school level orientation/training program was not conducted and curriculum if happen to be taken to the school, it was kept in the closed cup board. In some districts this orientation/training program was not done at all. Due to these reasons most of the teachers contacted in this study were teaching in their classes not knowing what the revised curriculum require them to do for the classroom teaching learning. They were aware that there has been revision by seeing new, revised textbooks for Grades I to III. For example a teacher in Rasuwa expressed that teaching English in grade one was difficult. According to him grade one children should be taught English alphabets (A, B, C, D.....) at first but the first lesson of the grade one English textbook should contain words and sentences. The teacher was unable to understand why it was so. Perhaps an orientation to him regarding the revised curriculum and text books and their proper use could have solved his confusion.

Such gaps were pointed out in the previous FRP studies as well such as 'A Study on Multi-grade/Multi-class Teaching: Status and Issues (CERID, 2003), 'Life Skill Education: Nature of Issues and their Linkage to System Provision' (CERID, 2006). Therefore it was suggested to 'orient/train teachers before the curriculum is introduced in the classrooms'. As teachers were not oriented/trained before the introduction of the revised curriculum and textbook in the classroom, good intentions of the revised curriculum could not be properly translated in the classroom teaching learning practices.

Piloting of local curriculum: Provision of local curriculum is one of the improvements in the revised curriculum. FRP study (CERID, 2005) covered local curriculum in one of the sample districts and followed it up in the subsequent years (Please see annex 3 for the field finding of that study in 2005). During this study as well, support in the piloting of the local curriculum was still found to be very weak. There was lack of regular monitoring, follow-up and technical backstopping. After developing curriculum and textbook for the local curriculum, teachers/schools were left to themselves. Identifying shortcoming/difficulties, making timely corrections/adjustments and continuous refinement and development of the local curriculum was not in practice. The confusions faced by the teachers during FRP study in 2005 seemed to have compounded due to lack of technical backstopping during the piloting phase. This resulted to have 'potato farming' as local curriculum to have rejected and 'English language' as local curriculum included in the schools. Local curriculum was most confused in the non-piloting schools after introduction of the revised curriculum at the national level. The visited school had not started any thing in relating to the local curriculum. There was need for the clarity on local curriculum and national implementation strategy. The same is true with the continuous assessment system being used recently. A lots of confusion is found among teachers in these aspects due to lack of proper support at the implementation level.

Textbook: In the FRP studies it has been repeatedly found that primary level school teachers' classroom practice has been mostly influenced by textbooks. The usual classroom delivery practices were found to be as following:

- On entering the classroom, teacher asks students for a copy of the textbook if he/she has not carried one with him/her.
- He/she asks students where they stood in the sequential order of the lessons or ask students to turn to such and such page number.
- Teacher asks one of the students to read the text or the teacher himself/herself reads it adding his/her own interpretations here and there
- In lower grades chorus repeating of the text is the usual practice and in the upper grades (grade 4, 5) memorization of the question answer is done.
- Translation method is used most in the English language classes.

The above description from FRP 2002 could be used to describe most of the observed classes to date as well. It has been suggested that instead of providing a number of curricular materials and make it complex for the teacher in using those materials during classroom delivery, think over the feasibility of providing a single material in the form of a 'handbook' for each subject for each grade or develop more structured textbook incorporating most of these features within the textbook. Existing materials in the form of teacher guides, curriculum, content elaboration, learning outcome

indicators, specification grid, test item specimen should be brought together in a coherent, sequential manner. Where essential revision, addition, deletion need to be done in order to increase quality and utility of the handbook/structured textbook.

With the revised curriculum, CDC has developed better structured textbook compared to the old one and in use at the national level up to grade 3 in 2008. The better features of the revised textbooks are found as followings:

- New textbook provides guideline/instructions to the teacher in the textbook
- Two colors used in the textbook
- More illustrations
- Larger and readable letters
- Exercises within the textbook

Teachers' when asked to provide their view they perceived new textbooks to be better. The reasons they provided for the new textbook to be better includes all the above reasons. Besides they also expressed following reasons:

- Instructions provided in the textbook reminds them the methods they have to use during teaching learning
- Better linkage with the curriculum
- Language level appropriate to the grade level
- Exercises provided are in simple to complex format
- Lesson contents incorporate gender and inclusivity aspects.
- Emphasis on observation, exploration, consultation, inquiry and experience based learning discouraging rote memorization.

Teacher Preparation

Preparing teachers to deliver curriculum at the classroom in an effective manner is essential. During FRP studies as well preparing teacher before introduction of curriculum and curricular material were suggested. The revised curriculum has been introduced up to grade 2 at the time of field study. Following aspects were found in relation to the teacher preparation in the visited schools:

- Either there was no orientation/training in the revised curriculum and new textbook to any one in the school or not reached to the teacher level. Visited schools were not provided orientation/training in the revised curriculum and new textbook in Dadeldhura. In Rasuwa DEO had provided orientation/training in the revised curriculum and new textbook to the schools involving head teacher or primary level in-charge of the school. The person who was oriented/trained on the revised curriculum and textbook was to orient all the teachers in the school. In visited schools in Rasuwa school level orientation was not done and even the curriculum provided to the school from DEO was not informed and shared with the teachers at the school.
- Teacher expressed lack of required/suggested materials in the curriculum and textbook necessary for effective classroom delivery. Schools focused by

I/NGOs receive box of the required materials. Other schools covered by DOE, NCED receive training/orientation only.

- Technical backstopping, supervision & monitoring at the implementation level was reported to be weak, specially in the use of curriculum/textbook, implementation CAS and local curriculum.
- Most of the supervisors interacted were found not knowledgeable on the newly introduced concepts such as life skills and Child Friendly School. Because of it they were unable to monitor and/or provide needed feedback.

Impacts of the Inputs at the Classroom Level

Due to late start of timing of the field research, only few classes could be observed. Therefore there is not sufficient information to narrate impact of the recent inputs -- curriculum, curricular materials, teacher preparation, materials provided. However following issues can be brought forth in the practice at the classroom teaching learning:

- In some classes teacher's instructions were followed as provided in the textbook and in some the teachers did what they usually do – chorus reading, paraphrasing, etc. It was up to the teachers. One of the reasons for not following the instruction provided to the teacher in the textbook was due to teacher's confusion how to prepare themselves according to the instruction provided. Orientation to them before they were to use the new textbook at the classroom would have been helpful.
- Time on task has been always an issue and it was more so this time. Schools were supposed to open second week of April. Regular classroom teaching was not commencing in the mid May as well. FRP study in 2001 discussed time on task to be foundational support in the classroom teaching learning. 'Time on task' is still poor in the schools.
- Another repeating issue is availability of textbooks. As textbook would not be available in all the school at the beginning of the session, those schools/classes who did not get textbook, regular teaching learning would be hampered. No textbook means no teaching. Both aspects – one making available textbook on time and two managing classroom teaching learning with the help of curriculum even if there is no textbook – has not been adequately addressed.

Lessons

Mainly following lessons can be drawn from above findings as important ones:

- **More explicit curriculum helps in the classroom delivery.** Such content, possible teaching learning activities and possible ways of evaluation for each of the objectives as provided in the revised curriculum were expressed to be helpful by the teachers.
- **Orientation/training before introduction of curriculum is necessary.** Otherwise curricular intentions will not properly be translated in the classroom.
- **Piloting need to be undertaken in a proper manner.** Continuous monitoring, follow-up, correction measures, recording and reporting need to be done at the

piloting phase so that conditions for successful implementation of the tried out curriculum or other aspects would bring our desirable outcomes.

- **There is a need for clarity on local curriculum and national implementation strategy.**
- Teacher training needs to emphasize on how to conduct classroom teaching learning with the help of curriculum even if there is no textbook.

CHAPTER III

Pedagogical Practices within Innovative Programs

This chapter presents achievements made by the innovative programs tried out by various organizations and recommends expanding these achievements for sustainability and institutionalization. The main focuses of this chapter include; the pedagogical importance at global and national level, findings of field study about innovative programs including perceptions of the various stakeholders, analytical study of field findings and lessons learned.

Pedagogical Importance at Global and National Experience

As a pedagogical point of view, lot of efforts have been made to enhance the classroom teaching and learning in recent year. Based on the study, UNESCO Bangkok has published a series of books regarding the improvement of classroom pedagogy. These books are about developing child friendly schools, managing child friendly classrooms and transacting the classroom activities in child friendly manner. The innovative experiences collected and compiled in these books are very useful to understand the child friendly aspects of school education which help create better classroom pedagogical practices. It seems relevant to review some of these books in order to capture the key ideas and enrich our understanding wider. The book entitled "Positive Discipline in the Inclusive Learning Friendly Classroom"(1) entails that the understanding of punishment verses discipline, building positive teacher student relationship, positive and supportive learning environment, dealing with challenging students which help teachers in managing the students with different needs, interest and potentiality. Similarly, the book entitled " Becoming an Inclusive Learning Environment, ILFE"(2) which states about meaning and importance of ILFE, situation of our schools in the light of ILFE, steps to becoming on ILFE and lesson learned.. The book "Creating Inclusive Learning Friendly Classroom" (3) deals with learning about learning and learners, dealing with diversity in the classroom, making learning meaningful for all. Our proposed study is based on the classroom activities in the six areas of Child Friendly Schooling Initiatives pointed out in the heading of UNICEF program.

EFA Core Document: The EFA Core Document (2004-2009) has set 18 performance indicators to achieve within the program period. It has not directly talked about the classroom pedagogy. But it has envisioned the child, the school, the classroom and the teacher which intends to improve the classroom pedagogical process. For example, it states a child in 2015 is inquisitive to learn and has command over a level of knowledge comparable children of the same age group in the global context. Every child has a right to receive education of good quality and has access to and completion of free and compulsory basic and primary education irrespective of gender, ethnicity, religion, disability. A classroom by 2015 will be stimulating learning environment, designed to meet the learning needs of all students, thus ensuring that each student will develop their full potential. The room is spacious (at least 0.75 sq meters per child), clean, bright, well ventilated and adequately furnished. Furniture is well maintained and flexibly designed so as to allow for a variety of organizational layouts. A wide range of teaching aids are on display, and are used by both teacher and students as a regular part of the teaching- learning process. The classroom contains a range of reading and reference books, which are

used by students both as part of their lessons and informally at other times. A school by 2015 is envisioned well functioning, safe, and conducive and challenging environment for child learning and development, schools are equally safe and friendly to girls, children with disabilities and children of disadvantaged groups. Learning materials, laboratories, libraries and computer facilities of the schools are always stimulating to the innovative, creative and inquisitive minds of the students. A teacher by 2015 is expected academically sound and qualified, adequately trained, committed to the professional and devoted to create a stimulating and challenging environment for children's learning. She is always exploring and using new and innovative methodologies to enhance her students' learning and understanding of the curriculum. The Nepal EFA MTR conducted in May 2007 has concluded its remarks by stating; "most of the targets of EFA performance indicators set for 2009 at the present pace of progress will not be met. Only two targets of performance indicators on ECD and on the survival rate to grade five have a high probability to be achieved." The remark indicates that it has created the multiplier effect to the classroom pedagogical improvement.

School Sector Reform: It is at present under the model study process in three districts; it will be taking over EFA as a pool program of GoN after 2009 and envisioning a child, a teacher and a school as the followings:

A child enjoys learning and engages herself/himself in creative work in school and community, utilizing his/her full potentials. A child has survival life skills to co-exist in the competitive contemporary, global society and fight with the challenges; political, economic and social inequality, and firmly stands in support of democracy and human rights. A teacher enables a child to enjoy learning and engages her in creative work utilizing her full potentials. Similarly, a teacher has a pursuit of learning, and updates her knowledge and skills, delivers lessons in creative and lively ways to ensure children's learning. A teacher becomes a role model to her students. A teacher is regular in school and punctual in her class. A teacher never applies corporal punishment. A teacher respects children's integrity, identity and individuality. A teacher appreciates and applies children's culture and language. A school becomes a centre of knowledge and a forum for community interaction and learning. A school becomes inclusive and child friendly, and respects children's rights to education. A school through its own management system provides enabling environment and holds head-teacher and teachers accountable to ensure children's learning. A school has its SIP and meets its educational targets set against national standards. A school is transparent and shares information with stakeholders. A school ensures basic services such as teacher, textbook, classroom and learning environment. A school appreciates and applies local language.

The above provision incorporated in the SSR core documents (2009-2016 draft) indicates that the classroom pedagogical practice has been paid high priority; the implementation practice is yet to be observed.

The SSR is aligning the whole school education the primary, lower secondary, secondary and higher secondary sub-sector into a School Sector. The main difference between EFA and SSR is that one to five primary educations will have been changed into one to eight structure of primary education combining the existing primary and lower secondary level. Likewise, the secondary and higher secondary level are merged into grade 9-12 secondary level. Qualification of teachers is proposed for upgrading. The MTR 14 May 2007 also directed for the transformation of EFA into the SSR.

Innovative Programs: Several INGO, UN agencies in collaboration with their PNGOs as well as Government agency have been implementing CFS program to improve the quality of education at school level in order to meet the EFAs' goal number six that is, ensuring quality in all aspects of education.

Description, implementation strategies, and notable outcomes of the CFS program implemented by the various agencies had been incorporated in the previous years' research report entitled "Classroom Transformation for Better Conditions of Pedagogical Processes and Student-Centered Learning" conducted by CERID under Formative Research Project. The highlight of the key program components and strategies and implementing partners are presented below.

UNICEF: In technical support of UNICEF, IFCD has developed a training program entitled "Innovative Child Centered Teaching Learning Process." And series of resource materials for quality teaching and learning and student active learning have been developed and supplied to schools. These materials include the SMC orientation materials for newly selected or elected members, refresher materials for existing SMC members to aware them about the classroom pedagogy and identify their roles to play for schools' development. In cooperation with DEO officials, trainings have been provided to teachers to give knowledge and skills on joyful teaching and learning by considering the interest and ability of children. Under the innovative program, UNICEF has provided grade teaching training to grade one and two teachers, school management training to head teachers, CFS orientation to SMC/PTA members and parents. In addition, UNICEF has also provided CCTLP, school health and sanitation and SSA orientation. UNICEF in collaboration with the local PNGOs and CBOs has been conducting the program to carry out the implementation of CFSI at the local level (school and community). Likewise, UNICEF has supported blackboard (3 sides of the classroom), carpeting, cushion and tin trunk box and a white message board. The monitoring part has been laid on D.E.O.

The UNICEF has covered the six CFS's components as the followings:

- Proactively inclusive that is actively seeking to identify and facilitate access and participation of all children in quality basic education- including those children who have previously been excluded for a variety of reasons (ethnicity, culture, language, poverty, location gender, disability, conflict, amongst other),
- **Child centered teaching and learning** which is relevant to children' needs for life and livelihood knowledge and skills,
- **Healthy, health promoting, safe and protective** of children's emotional, psychological and physical well being,
- **Gender responsive-** foster equality in opportunity to develop to the best of individual potential,
- **Activity working in partnership with students, families, the local communities and other partners**, in all aspects of school; planning, management and monitoring school improvement and education for all, and the last is the achievement of each of the above requires effective implementation, and
- **Child centered school community leadership management planning and monitoring.**

Save Alliance: Likewise, Save Alliance have also supported for innovative program, especially for the improvement of quality of classroom teaching and learning through training on Child Friendly Schooling,(CFS) and active learning and teaching. The SCN has organized five days trial training for trainers and teachers to disseminate the training course developed by SCN in collaboration with Nepal Teacher Union, Kathmandu University and Department of Education. In addition, there have been conducted five regional workshops at Biratnagar, Dhulikhel, Pokhara Bharatpur and Nepalganga in the management and coordination of Nepal Teacher Union. Participants of the workshops were district level authorities of Nepal Teacher Union and coordinated by the DEO office. Gradually, the trainings have been expanded to the districts level in a cascade approach. CFS program focuses its activities for those schools whose classroom pedagogy is teacher centered; student punishment is prevalent; learning environment is poor; classrooms are crowded; and the dropout, repetition failure and student irregularity rates are high. The Early Childhood Development opportunity is none and infrastructure is poor. CFS program focuses on the rights of the child, child centered teaching and learning, child friendly classroom management, grouping of students' for cooperative learning, group working procedures, child centered communication, violence free teaching, school and community partnership (Identification of stakeholders and partnership) level, scope and type of partnership and role of teachers in community mobilization) For the purpose of the studies the child friendly schooling interventions supported by save alliance was selected in Sindhupalchok district.

Findings from the Field

Several studies were conducted in the field of classroom pedagogy. Under the Formative Research Project, this is the 2nd study carried out to explore the better classroom practices. The following description is presented on the basis of 8 schools visited, 18 classes observed in four sample districts.

Seating Arrangement and Teacher's Movement of the Observed Classes

It was found that in most of the classes' floor was covered with wood and jute carpet. There was cushion in some of the classes for individual child, which seemed comfortable to sit and to do activities. Some school like Sushichha in Morang had still set benches and desks in the classroom which was found uncomfortable for the children. Sarada PS in Karsia Morang had desks and benches but moveable and could be re-arranged easily as per the need of group activities. The Sarada primary school Morang had established the system of cleaning the classroom twice daily with involvement of children.

With regards to classroom space, some classrooms were found rectangular in shape 7' breadth by 21' length (Jalapa Devi, PS) which had really created the problem for children to carry out activities and teachers for their movement.

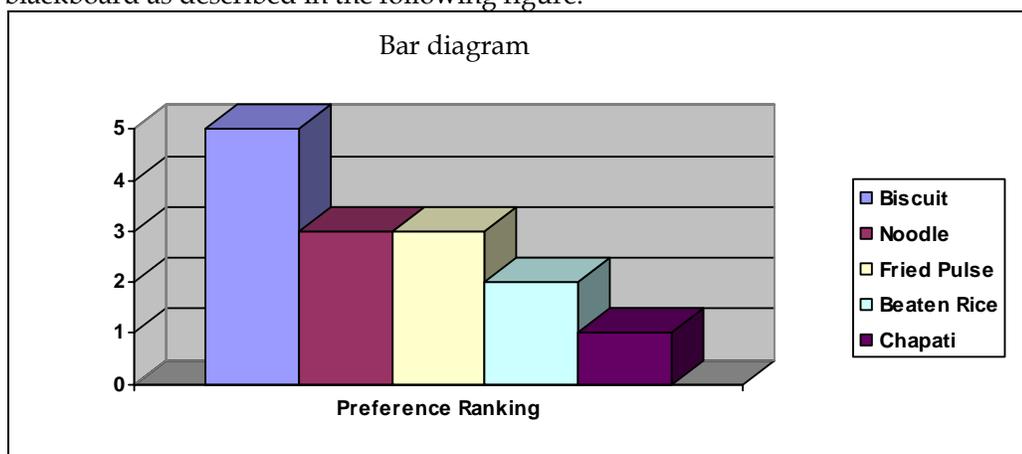
Seating pattern of the children in the classroom was found varied based on the available seating facilities, existing seating practice and skills learnt by the teachers during training. The children seated in the classroom were found row shaped (traditional), U shaped, V shaped, semi circle shaped and group shaped. Teachers realized the fact that the comfortable the seating arrangement the easy for carrying out learning and recreational activities. This had been noted in the previous studies too.

Blackboard Display and Use

The size and number of the blackboards were found varied in school to school and class to class. In some schools, the blackboard were fixed in front of the children that were above the eye level and hard to reach to the students. In such cases, the students could use only lower portion of the blackboard as instructed by the teachers. In some schools, there were separate blackboard for children in remaining other three walls of the classroom. Classroom wall set up blackboard was found easier and comfortable for students in presenting the activities and it had given more space to write for them. But the quality and maintenance of the blackboard and shortage of chalk had been found hampering to meet the objectives.

To begin the class, usually teachers were found using blackboard to write subject and topic in general in all observed classes. Then, the teacher used blackboard to give instructions, to write problems and assignment, to demonstrate students' group work and individual work results. The students' involvement in blackboard use was only found as instructed by the teacher.

A teacher in Sindhupalchok district gave the concept of bar diagram using blackboard as described in the following figure:



As given in the above diagram, the teacher used word chart of different food items which are used for Tiffin purpose in the hill schools of Sindupalchok district (biscuits बिस्कुट noodles, चाउचाउ fried pulse दालमोठ, beaten rice चिउरा, chapati रोटी). For preference ranking, she has given match box to every child. They put matchbox on their likely rooms. She asked students to count. The results found that five of the children preferred biscuit, three preferred noodles two preferred beaten rice and only one preferred chapati. She used blackboard as shown above together with giving the concept of bar diagram after providing visualization with activities. She followed the steps, such as; explaining the text, asking to open the book, asking to identify the text, instructing to do the class work based on the text book, observing the group work of each group, allowing student for discussion, asking individual question, asking group question, and explaining and facilitating in need and confusion. This study has explored a detailed classroom situations compared to previous studies.

Classroom Display

As stated above, eighteen classrooms were observed during the visits under innovative program. In most of the classes the classroom displays were adequately found with different teaching learning materials. These materials included;

- Subject related printings were found in the wall of the classrooms, such as; in mathematics- geometrical shapes and signs - triangle, rectangle and square, geo-board, time chart, Hindu, Arabic and roman signs, multiplication chart, measurement, even and odd number and number chart, time chart - day week, month and year and in health, human body's parts, balance diet chart, height and weight record chart. Similarly in language, animal chart, vegetable and fruit chart, flash cards, and in social studies, weather chart, globe and map, animals' pictures were displayed.
- Other display materials were posters, pocket chart, flash card, , day indicator, calendar, guardian's name, name of the SMC and PTA members, flash cards, booklets (word, letter, songs, books, cassette), blocks, flash news, message board (teacher's plan)
- The roles of the children as a group were also displayed in the form of daily and monthly job chart,
- Attendance board was fixed near to the door where children can easily access the board to display their attendance.
- Display of students' creation- These included children arts, story, poem, preparation of the book by collecting children' writings, poster, model etc.
- In most of the schools, there were a rack to keep students belongings and small desk to keep students bags shoes etc.

In addition, in Badrinath primary school, it was found the practice of using news display board, teacher's message board including the display of student's writing creativity.

In Kauldung Secondary School, all the instructional materials were systematically managed in a corner of the classroom and students know where these materials had been kept. During the class observation, teacher used flash card, letter card, model, word card, clock etc

In Kanchanbari lower secondary school, the classroom display included the pocket chart in four corners of the classroom, wooden block, (prepared with the initiation of the teacher). The other management was subjects' corner, materials' kit box etc. Compared to the previous study, the wooden blocks were developed by the initiation of the teacher.

Classroom Transactions

Lesson plan: Almost all the teachers of observed classes have learnt the skills and knowledge about the preparation and use of lesson plan in in-service training program. It was found that most of teachers did not apply these concepts of planning learnt in the training. Teachers said that they have plan in their mind about what should be taught and how should be taught in the classroom. Before entering into the classroom, teachers were found prepared with daylong activities and they wrote it in the message board displayed in the wall of the classroom. One of the students was told to read the message loudly and others were told to listen it attentively, so as to notify the students about the activities of the day. Teachers learnt this technique in the child centered and grade teaching training program.

Use of instructional materials: It was found that teachers have prepared and used pocket chart, flash card, number and letter card, blocks and other locally available

materials. In most of the classroom wall painting had already been existed and teacher used it frequently as per relevancy and context of the lesson. The most popular techniques used by the teachers in child friendly classroom were telling stories, singing songs, and poems, playing games, etc. based on the contents of the textbooks. These songs were repeatedly sung to forming the habit and bringing civic sense in the students. In addition, the manual of child friendly classes and active learning techniques were used by the teachers as teaching learning guide. Teachers were still focusing on the textbook as a main teaching learning material.

The research team observed that ECD materials were used heavily in primary grades. Teachers were still needed to be oriented them about primary level materials and use them in accordance with learning achievement. Apart from this, teachers had not created their own songs, games except provided in the training. The research team also observed that students were freely playing with blocks, puzzles etc asking each other

Instructional process: In most of the observed classes, it was found that the students usually welcomed the teacher in the classroom. In response, the teacher greeted the students and the usual classroom process begun. The rest of the processes found varied from school to school and teacher to teacher. One of the teachers followed the instructional process in Sindhupalchok district is presented below.

- Classroom song with dance related to mathematic, health and sanitation, moral and civic education was used. Students did it very systematically. It had created classroom atmosphere highly conducive and lively. In Nepali, students were making sentence based on their own' thinking. The play way method, activities were followed as what they learned in A.T.L training. Most of the activities were based on class song, weather, months, multiplication song, human body song etc. Teacher participated clapping with students and observed the activities in the classroom.
- Teacher checked the students' attendance of previous day and students were asked to give reasons about their absenteeism. Students were involved to find out the reasons of absenteeism of their colleagues. Teacher then kept absent record of the students.
- Groups were formed keeping attention to space for classroom activities.
- Teacher's participation with each group activities such as; encouraging, clapping, observing, participating, watching, instructing and supervising were seen. Teacher gave due instruction for group activities. Frequent movement of the teacher in class was found. Space for teacher's movement was automatically managed.
- In the classroom the materials were kept in systematic order, such as; keeping education materials in one corner, keeping Tiffin box in another corner, taking shoes off in a fixed place, fixing attendance board aside the classroom door, and student's belongings in a rack.
- Systematic and orderly activities (text, material use, activities, blackboard use, question and answer) were noted.
- Play way method was used (for example sentence construction through playing Hot Potato Game.
- Teacher maintained weekly diary as a form of lesson planning.

Some of the Flaws Observed

English song was sung in the rhythmic style of local song. The essence of pronunciation and phoneme were found lost. There was no time allocated for activity plan. Students followed the activities only as instructed by the teacher in arranging words in English subject.

Teachers did not create further activities related to learning achievements or CAS indicators based on the revised text book. They were in need of training to accelerate further activities based on previous learning. In English, teacher focused on making words. In math, teacher had not been able to teach additions with carryovers (हात लागि जोड). All the lesson were seemed to difficult to carry on activity base learning.

The teacher focused on competitive learning rather than cooperative. Saying, who stood first or which group stood first. In the classroom process, the teacher ignored the entire slow learners and average students. She provided chocolate to fast competitor followed the guessed system, which was head and tail meaning one of the students was asked to play the guessing game. Even the first competitor, who guessed wrongly, could not get chocolate. This system was not promoting children's logical thinking.

Perception of the Stakeholders

– Students

Students responded that they were happy with the varieties of activities conducted in the school and in the classroom rather than rote learning, teachers' lecture and memorization. They also started to play games, to draw arts, to listen and tell stories, poem, including singing and dancing. They were hesitated to be promoted in upper classes because they had to be back into traditional system again; the upper classes were not managed with child friendly perspective.

Students enjoyed the class because they were involving in recreational activities in time to time and between the classes. They could easily do their class work sitting on the floor. It was easier to discuss among groups and classes. They could play and sing making a circle. One could teach other in group. They were not given corporal punishment, mental and psychological torture in the school and in the classroom.

They liked to continue this type of classroom management and teaching learning system in the higher classes also.

Students stated that they liked songs and they had learnt a lot from the songs. There were game used by the teachers; these includ, hiding handkerchief (रूमाल लुकाउने), cat and rat (मुसा विरालो) – jumping in round circle (गोलो घेरामा उफ्रने र डोरी नाच्ने) we are rabbit we jump (उफ्रि उफ्रि हिाड्ने खरायो हामी आदि) etc.

– Teachers

The research team organized an interaction program with teachers and head teachers. Questions were focused on how the teaching learning improvement in CFS initiative were being possible and what were the contributing and hindering factors as they perceived. The followings were the responses given by the teachers.

- **Child friendly classroom** The CFS has created appropriate classroom management with focus on children's interest, availing ease environment for activity based teaching learning methods and enough space for curricular and extra curricular activities.

- **Grade teaching** As per the versions of the teachers, through the grade teaching training, they were able to understand the individual child; their strengths and weaknesses. This had developed a cordial relation between the teachers and students, improved sense of respect to each other and created interactive classroom learning environment. The grade teaching system had increased teacher's accountability. At first, they would deny to be a grade teacher, now they liked to be grade teacher. They understood the essence of grade teaching as a pedagogical choice. They had also found easier to conduct the class, if they well understood students; knew their progress as well. Interrelationship between teacher and students was found increased
- **Health and sanitation of the student.** Regarding health and sanitation of the student was found improved, the research team observed that health and sanitation check up practice was usually happened in the classroom by group leader or the child assigned. Children were aware about the health and sanitation through singing songs repeatedly. A collaborative feeling has emerged in students.
- **Increased students' self confidence.** Teachers were discussed every child's progress afterward planned to make further progress. Teachers said that student's shows friendly behavior and were becoming less hesitant. The research team observed that students without hesitation frankly told their name, classes and address when the research team entered into class, classroom observation had been proven the facts.
- **Materials displayed** Both the students and teacher usually collected and prepared local materials which had made the classroom more attractive.
- **Teacher's preparation** Teachers said that they begun to maintain diary note of their teaching learning activities and it has found improved sense of responsibility.
- **Teacher's plan** Teachers planned the activities in the beginning of the session. School's educational plan had been prepared in the beginning of the session. Once the school's management responsibility had been owned by the school community, a real sense of school's ownership to parents and community as well as SMC had been found increased. In addition, community and parents had begun to pay interest in children's learning and been ready to accept all sorts of responsibilities.
- **Motivated Students.** Students were found highly motivated and inquisitive. They learnt individually through co-operative process. They were free from fear. Their regularity in the school was found increased. Student's participation in learning activities increased.
- Teachers told the research team that they further needed the training on action based classroom activities covering the whole textbook and learning indicators based on the new curriculum. They had realized that it was the duty of the teacher to transform learning to students. So teacher's capacity should be strengthened to accomplish the new role. When a teacher knew something about learning, she shared it to other teachers. It means a sharing culture was established. Schools had also established ECD. centre viewing the importance of quality education in primary grades.

- Teachers realized that classroom monitoring was weak. RPs and school supervisors seldom visited school and class. If they visited, they did not fully involve in the process of classroom activities. There should be quality monitoring and feedback mechanism to be provided Resource Centre.
- Teachers had known the child friendly teaching/learning techniques, inclusive techniques, use of instructional materials, though they said that they were not using it due to large number of students in class.

Some of the Flaws Observed

In fact, the training might not only be enough for child friendly classroom. Lack of regular monitoring and supervision, the contents delivered in the training were not fully applied.

Though, there was a white board in the classroom to display teacher's messages and activities but the board was too small to write the message in detail.

Students have developed listening and speaking at expected level, but writing and reading was found very weak which was proven by the written test paper of the children. Teachers were in need of training on how to write message on the board as per the objectives of teaching respective subjects.

– District level service providers

The personnel at District Education Office expressed that CFS and ATL initiative had brought changes in classroom management. These initiatives had increased friendly relationship between teachers and students leading to reduced hesitation and fear among students. Now there is no stick in the hand of teachers. Students usually greet the teachers and new comer. It had also helped the parents to understand the effect of punishment at home. Active participation of the children is seen in the class due to activity based teaching/learning. Senses of responsibility among students had been increased due to provision of job chart that had (ultimately) created conducive working environment in the classroom. Collective involvement of students' in formulation of class rules had resulted morally bound obligation to both students and teachers to implement these rules, it had also created supportive environment for facilitation. Emphasis on peer educating and group works had been helpful in creating cooperative learning. Students were developing skills such as news exploring, news presentation, leadership (child club), life skills etc. Teaching/learning was no longer perceived as a boring thing by students and teachers.

Emphasis on interactive teaching/learning had revealed the students as fluent speaking, logical and analytical. Students were found involved in activities in class even in the absence of teacher. Students were encouraged to do (explorative) project works from early age. Teaching/learning was not examination oriented rather knowledge, understanding, skills and application oriented (based on learning achievement). Display of student's works in class had led to high morale of students. Parents had become more concerned about the teaching/learning of their children and the activities in the school. Flexible teaching/learning (due to rescheduling of the periods) and integrate lesson plan was found in practice. (Teacher's message) Activities and interactive methods had produced implicit/intrinsic learning in students.

Changes Perceived by the District Level Service Providers in Schools

The message of classroom management needed to be circulated throughout the district. In a sense, psychosocial consideration was in the process of being considered. Voice of students should be praised and recognized. Self - learning practice among the students increased. Schools had started ECD, understood the concept of CFS and ALT. Sense of ownership had been emerged to parents. Classroom display, greeting, seating and activity oriented class were the major outcome of CFS and ALT.

Suggestions from District

Further trainings are required for teachers. To conduct activity oriented class, quality monitoring, continued evaluation system and parental orientation as well as involvement are essential. Teachers are needed to understand and do much more activities based on understanding of child psychology. Teachers - team building is necessary for better classroom pedagogical process. Old age and passive teachers should not be used for taking class. Teacher's union should play active role to collaborate with the resource persons and teachers at RC level

– SMC Members and Parents' Opinions

In the community owned or community managed schools, community and parents begun to pay greater attention to school's activities. The community ownership emerged in collaboration between teachers, students and parents. The community, parents and teachers decided to do everything in transparent way. When different organizations provided support to the school in classroom management, it encouraged teachers, parents and community to do the remaining things for school by themselves. They told the research team that the rights/power such as teachers' appointment, school's planning, infrastructure development, follow up support to day to day school operation of school were to be laid on school management committee to sustained the school. Parents quoted that they are fish in the water. When children of class 3 denied going to class 4 where there was no carpet and classroom management, SMC, parents and community were compelled to manage carpet for them also. The good thing found in school was mother interaction in every month. It had also helped parents to understand classroom situation and participation of their children. SMC/Parents quoted that visit of other district to observe classroom situation had encouraged them to make school better in the district. Teacher's devotion, team work among them was found encouraging parts.

SMC members mentioned that the school's better physical infrastructure is the prerequisite for classroom teaching and learning. They said that the school has followed a rule of compulsorily attending the school both by teachers and students at 10:00 am. They agreed to close the school gate after 10:15 am. School compound is useful to retain students after tiffin time. They stress that tiffin needs to be provided for children to detain them in the school for the whole day. Some students attended school without meal at home because parents went to work early in the morning. They feel that child-friendly classroom is not possible in a state of hunger.

Further responses given by SMC/ parents were:

- Parents felt that their involvement plays a vital role for effective classroom pedagogical practice. They participated the regular meeting organized by the school, so that they could identify their roles to play such as sending their

children in the school regularly, buying copy and pencil and taking care for cleanliness and washing dresses.

- Parents were in favor of providing homework to children.
- They appreciated the teacher loving to their children, but they are equally conscious about maintaining discipline.

Stakeholders' Views

Tuki

Tuki is one of the NGOs working in Sindhupalchok, one of innovative program study districts and is providing its support to schools for quality education. The research team recognizes the supports provided by Tuki for innovative program. Lastly, the research team organized an interaction session with Tuki personnel. Responses given by them are presented below:

They expressed that students should play the leading role to solve the problem by themselves. Teachers should play the facilitating role only. The classroom teaching learning process had been changed into child centered approach by replacing the existing traditional teacher centered approach. Students had to proceed further to learning process (pedagogical aspect) rather than examination oriented learning. The environment of learning by doing was to be introduced. Teaching learning environment and management awareness had been increased. TEAM work had made the teaching learning process easier and supportive. Mobile meeting was conducted on regular basis participated by head teacher, parent, class teacher. Awareness about classroom teaching and learning among the parents increased Earlier, they reproached the teachers and children for playing the musical instruments in the school but now they were happy because the children became regular in the school. They further added, package training was impressive, short-term package training with refresher course was highly demanded. In pedagogical part, interrelationship between teacher and student, adaptation of learning achievement, simplicity in evaluation, behavioral change in student and use of local material and child friendly classes had been the remarkable achievements of innovative program.

UNICEF

UNICEF as an UN organization is working in Nepal for long time. Through DEO, it has provided its supports to schools in Kavre, Morang and Sunsari districts for better classroom pedagogy.

UNICEF has also provided training supports for capacity building of the personnel working at district and school level. Further support had been provided in the form of learning materials. In the training part, supports were:

- a) 12 days training of CFSI and child centered teaching learning.
- b) 5 days training to head teacher on CFSI and child centered approach
- c) 1 day orientation to parents, SMC and PTA members
- d) 4 days training on School Self Assessment (SSA)

The training transformation modality followed by the UNICEF seems that the DEO was made responsible for selecting the schools based on the agreed criteria; The schools selection criteria are: low number of students, high number of teachers, DAG population areas, active and effective school management committee, high number

of girls children, low achievement level, school's commitment to retain the teacher at least for five years, positive attitude of school's stakeholders, recommendation of Resource Persons on behalf of DEO and Village Facilitator on behalf of UNICEF.

In 12 days children' dignity training (calling full name of the students), teachers behavior, classroom management, children's approach to materials and activity oriented teaching learning had been introduced relating to curriculum and text book. Training for head teacher was provided to fully co-operate the grade teacher in classroom transformation, He/she had been expected to help her in material preparation and further expansion into other classes.

Parents were oriented about the child friendly approach adopted by school and transform the same activity at homes too. They were told to send their children on time, to keep their children neat and clean, to send children to the school with copy and pencils, to provide tiffin and to monitor the school or class in time to time to identify what their children were doing, how they were learning and how they are treated by the teacher.

Naari Bikas

World Education (WE) has conducted quality Education program in support of Naari Bikas, Biratnagar, a partner NGO of WE. The program has been implemented in 10 primary schools within the periphery of Biratnagar Sub- Metropolitan Municipality.

Inputs Provided by Naari Bikas

Naari Bikas has provided two days quality education training to teachers and one day orientation to SMC, PTA about the training module prepared jointly by WE,UNICEF and MOES/DOE. It has also provided quality education resource package as a self-learning materials focusing on the primary level subjects based on school curriculum; Mathematics and Nepali. Likewise, Naari Bikas has provided awareness materials about the roles of SMC entitled "our responsibility to school management."

Naari Bikas have been organizing on the spot meeting once a month to every school turn by turn participated by teachers, PTA and SMC in coordination of DEO staff. Focus of the discussion in the meetings was given on how to use modules and assess progress of the students.

Child Club as well as Tol Samitee was being used to watch whether the children regularly came to school or not, whether the children regularly did home work or not and children interacted each other or not. The effect of module was just started. Module could be applied only after classroom management

Community members watched the regularity of teachers, students. They watched children's regularly, teacher's regularity and teaching/learning. On monthly meeting, discussion were being focused on which lessons were learnt by the students faster, what progress had been made by what activity and how. In absence of teachers, students asked causes of teacher's absence. Class monitor conducted the class. Students themselves told stories, poems, wrote letters, dialogued etc. Here Nepali package had been applied.[while implementing the module, teacher conducted Nepali regularly for 3 months and math afterward.

Naari Bikash had been found playing a co-coordinating role in setting up physical management of the schools in collaboration with other partners; such as UNICEF, DDC, VDC, community, political parties and other stakeholders.

Classroom Process

Usually, the teacher entered into the class and observed seating arrangement, inquired students regularity and irregularity, took attendance, asked homework, asked the reason for not doing and asked to do. Teachers also organized activity according to lesson (Drill - by student) It was meant that the module part had been left here. In the Networking meeting, concerned class teacher presents the class activity progress made by the students and plan of modules (ug{ ;lsPsf, ug{ g;lsPsf / cj ug]{ tl/sf _ While asking these issues with the coordinator, she answered that it was just in starting phase

A synthesis of Findings

The Strengths

Classroom Management

Teachers were alert to manage classroom keeping attention to various activities; such as use of message board, sitting arrangement etc. Seating in floor on the carpet and cushion seems comfortable to perform classroom activities. Teacher's participation (mixing with students) and access to teacher's support to children were highly considered. Students enjoyed in sitting carpet. It had helped keep classroom clean by taking shoes off in one place (In a corner of the classroom) and students' belonging such as Tiffin and bags on the other corner (In a open cup board). On going improvement in classroom management seems to be encouraging.

Improvement in Classroom Teaching and Learning

Teachers usually entered into the classroom after studying curriculum and teacher's guide and textbook. Teachers used to conduct the classroom activities paying attention to student's needs, interest and feelings. Uses of variety of materials, participatory and interactive methods, were useful. Teachers developed their practice of learning and acquired teaching skills after initiation of CFS and ATL. The grade teaching system had brought changes in traditional teaching and learning; parental involvement in schools' activities increased, varieties of interactive and participatory techniques used, low cost and locally available education materials constructed and used, children' regularity increased, habit of cleanliness started even at home. Teachers used to follow variety of methods and inclusive techniques. Teacher pupil interactions in the classroom had been increased. The most important changes found in the classroom were the teachers keeping away the stick with them. Teacher's full time devotion in class was found a remarkable change.

This improvement had been possible due to skills based trainings to the teachers, managerial training to the head teachers, parental awareness through orientation on CFS and ATL, and active involvement of PTA, SMC and community. More importantly, the TEAM (Together, Everyone Achieve More) spirit of the teachers and headteacher had made these changes possible. Technical supports and coordination of different organizations for educational activities and resource centre' level head teacher meeting had brought positive impact in teaching/learning. Three

dimensional coordination between the teachers, students and guardian (Parent, SMC, PTA) were an instrumental to enhance the teaching and learning in the classroom. Under Welcome to School program, student enrolment campaign and different scholarship scheme had also helped to enroll the children and increase their regular attendance.

Teachers and head teachers opined that if students were joined in class I with E.C.D background, they could do better. CFSI and child centered learning had been launched in appropriate time because the issue of child rights was in place in national scenario

Changes Found Among Observed Students

- No hesitation and fear were observed in the students.
- Students were found free against physical punishment and psychological torture.
- Student's participation and involvement were found increased in teaching learning activities.
- Attendance rate of student had been increasing.
- Parents did not engage their children in work.
- Student begun to discuss each other, and they raised questions..
- The message of child centered learning and CFSI was appropriate methods for pedagogical practices. Only the implementation was to be geared ahead.

The Weakness

The traditional teaching attitude of teachers was still found the hindering factors to cope with the new innovative techniques. They preferred lecturing, rote memorization and book based methods Teachers did not show interest to acquire and apply new information and methods to classes. Their ability to grasp knowledge and methods did not bring change in classroom transformation. Clear direction about the implementation of CAS was lacking. There was still confusing about the CAS and examination system. Analytical capability of teacher to identify student's learning problem was lacking. There was negligible transfer of good impacts of innovative program within the school (in other grade not focus by the program) and to other schools. Most of the teachers and head teachers argued that students could not develop writing skill even if students were less hesitant. It had been proved by the written test of the students.

There was no provision for encouragement/ reinforcement to the best teachers. Lack of teacher's management in accordance to new technology and educational structure such as old-age or old model teachers who like to enjoy teaching/ learning activities, dominantly of traditional teaching. More resources were used in the beginning of the program and gradually the resources were reduced. In doing so, nobody took ownership.

There were some flaws observed in the classroom management; these included, Wall blackboard in remaining three wall of the classroom for the use of children was found rarely used due to shortage of chalk and lack of the teachers' practice. Cleaning and maintaining carpet and cushion was found extra problem for the

school because the rural school environment with full of dust and lack of electricity did not allow keeping the classroom clean for long time. On the other hand, short durability of carpet resulted sustainability issues.

Suggestions

Monitoring and supervision should be made regular and effective. Teachers' recruitment procedures should be revised in line with selecting the qualified, competent, creative and committed teachers. And the golden handshake system should be introduced to farewell incompetent and inefficient teachers. They were not useful for child friendly approach of classroom teaching and learning. More resources need to be allocated to the schools in cooperative and collaborative manner. Community' awareness in classroom teaching learning process and community' involvement in school management was fundamental. Low performing and weaker students should be paid high attention through remedial teaching and mentoring. Child friendly teaching learning activities based on school curriculum should be adopted in terms of children's age and level. Local level stakeholders were to be widely consulted in curriculum development process giving them the technical capacity needed. Students of the class focused by the innovative programs were found poor in reading and writing skills that needs to be immediately addressed.

Lessons Learned

- A fully aware SMCs and parents about the child friendly schooling can only pay full attentions to the school, such as; they attend meeting regularly, provide necessary supports, monitor classroom teaching and learning, develop positive attitude toward the school, send their children regularly in the school and identify their roles.
- TEAM spirit of the teachers and head teachers can bring expected changes and improvement in the school in all aspects of school' development.
- It is found that resource can bring adequate improvement in classroom teaching and learning.
- Classroom blackboard can be fully used for display the diagram to clarify the difficult concepts. Most of teachers do not have such practice to differently use blackboard.
- The change in classroom is observed if there are limited students and active teacher.
- CFSI has kept away the discriminatory environment in school
- Indicative reward based policy and recognition practice needs to be introduced in order to continue the teacher's enthusiasm of child friendly initiative.
- Capability of head teacher is vital for school improvement.
- Regular monitoring and supervision provide mentoring and technical support to the teachers which are very crucial for the improving the achievement of children.
- In community managed schools, the school's ownership is led by the community in which the stakeholders are found empowered.

CHAPTER IV

Framework for Pedagogical Improvement

Framework for Institutionalization of Better Classroom Pedagogical Practices

Better classroom pedagogical practices brought about by MOES efforts and various innovative programs in the schools have been described in the previous chapters. It is obvious that the need/concern of MOES lies upon drawing lessons from these programs/inputs so that these could be institutionalized as well as transformed at the national level. Thus, in this chapter attempt has been made to present the lessons drawn from these programs for better pedagogical practices. Also, a draft framework has been developed for discussion and adoption by MOES for bettering the pedagogical practices in the schools.

Curricular Changes/revisions under the Auspices of MOES/CDC and the Lessons for Future

As per the usual process of revising curriculum after each ten years of implementation, CDC a responsible agency for developing, disseminating, implementing and revising school level curricula under MOES, has revised the existing curricula (developed and implemented since 1992) in 2002. As per the versions of CDC personnel, apart from the traditional approaches of curriculum revision endeavor, 2002 revision has utilized the research findings (10 Action research reports). Revised curriculum has made English Language compulsory from grade 1 and along with this, provision of local curriculum has been made for which authorities have been delegated to the school level /community level people to choose the subjects and prepare the curriculum as per the local need and aspirations.

However, it has also been revealed that the dissemination amongst the implementers/users has not taken place at wider scale due to financial crisis. In this context, field level interactions (DEOs, Supervisors, School Teachers) have shown that though efforts for pedagogical improvements have been made in the curricula, implementation part has remained to be discouraging. For instance, lack of orientation about the revised primary level curriculum among the real actors/teachers of the schools have left them unaware of the areas of changes/improvements made and the evidences clearly revealed that these new improvements were far from operationlizing them in the classroom for bettering its practices. To reiterate, this has been caused by the flaws like, lack of sharing culture among the teachers themselves (curriculum just kept in the cupboards, not consulting each other who are knowledgeable/who had participated in the orientation program), orientation programs not being inclusive of all the teachers of the respective grades, continuation of cascade approach of training/orientation programs, etc.

Based upon these situations it can be concluded that the efforts for pedagogical improvement in terms of curriculum development process, product and the implementation part have not been able to come out from the traditional taboos. **Hence, the lessons to be learnt for the near future to achieve the aim of making needed provisions and conditions for better classroom pedagogy have been as following:**

- The Orientation training programs should avoid cascade approach in its programs so that the value/weightage of the program will not diminish at its various levels
- The learning outcomes need to be self-explanatory/clear vision i.e. intent of teaching learning process and product need to be highlighted clearly.
- A mandatory condition/provision for reaching the new curricula to each teacher to be made by MOE/CDC
- New ways (curricula be printed in the journals of DEOs, CDs) of disseminating curricula and related materials need to be identified and used.
- Curriculum dissemination amongst the real implementers/users need to be made a mandatory provision of CDC and a regular practice.
- MOE/DOE/CDC/DEO should not allow the teachers to take classes without having orientations. All these real actors need to be well prepared, oriented/made aware and educated through various ways to develop positive attitudes to imply new changes in the classroom for better pedagogy. The CDC/ MOE could disseminate the new information/inputs through various media also, like print (daily newspapers, magazines) and electronic (TV, Radio, etc).
- Efforts on improving physical infrastructure under the auspices of MOE/DOE need to be more strengthened for their extension.

Issues Revealed from the Discussion with Officials of Physical Planning Section of DOE as Regards to Infrastructure Development and the Lessons for the Future

Interactions with the concerning high level personnel of Physical Planning Section (PPS) of DOE have revealed that with the new joint initiatives of DOE and the INGOs, some remarkable steps towards developing physical infrastructures i.e., constructing schools/classrooms have been taken place. This initiative was taken to provide space to new entrants specially the un-served children who were brought in the schools with the effort of Welcome to School (WTS) program (initiated since 2004). Shared responsibility amongst the donors to supervise the construction works in the districts for ensuring quality has been the remarkable initiative. For example, in order to supervise construction works in 41 districts, Save the Children Norway has taken the responsibility of 20 districts, Rural Reconstruction Nepal 9 districts; PLAN international 6 districts, Room to read 3, Save the Children US 2 and Save the Children Japan 1. With these efforts, till date 10,000 schools have been constructed.

It has also been noticed that apart from the good exercise of sharing responsibility amongst the donors themselves, attempts made for making the classrooms, toilets, sitting arrangement much more child-friendly have been the other remarkable features for creating a conducive learning environment to the learners. Some of these features have been as following:

- Provisioning classroom i.e. 0.75 square meter per student against the world standard of 1 to 1.2 square meter,
- Two doors in one classroom (one door for accessing the students using wheel chairs)
- Separate toilets for boys and girls with water supply facilities

- Sitting arrangements with desks, benches or carpets,
- Well lighted and ventilated classrooms, etc.
- Provision of ramp slope in the school

Another interesting feature of this joint initiative has also been the construction of playground and fencing works assigned to school authority for enhancing the local ownership of the efforts.

Some of the lessons for further improvements in these physical infrastructures based upon the observations made are:

- For better pedagogical practices, there needs to be enough space inside the classroom to perform and interact. Classrooms with carpet flooring and low desks in lower classes naturally keeps children at ease
- The present schools having CGI sheet roof (being very hot in summer and very cold in winter) should be replaced by UPVC to control temperature and sound insulation,
- For quality control of the construction works of the schools, the recent approach of shared responsibility among the INGOs need to be continued while extending the interventions in other districts.
- The recent contribution from the GON for classroom constructions being very low, and majority of community schools are suffering from lack of basic minimum physical infrastructures, GON should allocate its bulk amount of national budget.
- For institutionalization of the present efforts, making the school authorities responsible for construction of play ground and fencing, need to be continued. However, amount of contribution of the schools should be based upon their affordability. So, the schools situated in very remote corners with very weak/difficult financial conditions, their contributions need to be waived.

Issues Revealed from the Discussion with DOE Officials as Regards to Teacher Management and the Lessons for the Future

It has been noticed that though DOE is heading towards improving the pedagogical practices under the EFA program, there are still various pressing problems in teacher management, training, etc. Some of these problems directly hampering to boost up the instructional conditions of the schools had been as follows:

- DOE not being able to fulfill the demand for permanent posts of teachers raised by schools, social workers and political leaders due to lack of resources. Demand is for class-wise teachers however the government can not go beyond the policy/provision. The government policy regarding the Student Teacher Ratio (STR) is 50, 45, 40 in Terai, Hill and Mountain respectively. In reality even the MOES has not been able to fulfill this ratio.
- Here it will be relevant to cite the findings of the previous FRP study on "Gender Equality and Gender -friendly Environment in School (2006). This sturdy reports that "an inequitable distribution of teachers as against the government's norm on STR has been rampantly found. For instance, in Gosaikunda primary School the students number is less than 100, but there are

5-6 teachers while in some schools like Panchakanya Primary school, there are more than 125 students having only 3 teachers and due to having heavy load of classes, the quality of instruction in this school has been found deteriorated. It also writes that MOES is found to be in-congruent between policies in words and actions. Thus, re-allocation of teachers both male and female is the dire need of the time”.

- Regarding the very less number of teachers as against the huge mass of students (below the given norm on STR), DOE as a temporary measure, has been providing “Rahat” Teachers’ grant in the schools, which enables the schools to hire the teachers for certain period of time. So distribution of this grant as revealed by the discussion seemed to be based upon high STR, schools managed by community, etc.
- Now the question is to what extent those teachers hired under “rahat quota” always having insecure feeling and devoid of the facilities of permanent job (provident fund, pensions, etc) will be contributing towards enhancing pedagogical practices. On the other hand, the challenge is how/when can the MOES/DOE manage for the needed number of permanent positions of teachers and how can it minimize the in-equitable distribution of teachers.
- Bringing in the un-reached children to school system is another challenge for the government to ensure the educational rights of these children. And to retain them in the schools by improving the physical and instructional conditions of the school has still been a challenge, too.
- Per Capita Funding a new initiative adopted by the DOE since the recent year (2007/2008), has addressed the national priority of creating the favorable condition in the school by providing the grant for teacher’s salary on the basis of the number of un-served children enrolled. But the issue is whether or not this can be instrumental as a permanent solution for bettering classroom pedagogical practices.
- The professional capacity and positive attitude of teachers towards making teaching learning environment more conducive for learning still could not be enhanced as expected in spite various interventions.
- Monitoring/supervision system in the schools, which is the very crucial aspect for enhancing quality of instruction could not improved irrespective of various efforts of MOES/DOE
- Reward and punishment system also could not be applied in the schools.

Based upon above stated issues or weaknesses, some lessons for the future drawn have been as following:

It is obvious that though there are policy changes and various programs like BPEP and EFA are implemented at the national level to raise the quality of school education through various ways, the basic minimum provisions and conditions are still lacking seriously (provision of class-wise teachers, permanent teachers, etc).

Hence it is clear that the interventions towards making provisions and conditions for better pedagogical practices are still very inadequate. The lesson in this regard is that without concerted efforts/commitments from the

Government, INGOs and NGOs level for permanent solutions to reach the class-wise teachers and other inevitable instructional provisions, ensuring better pedagogical practices will never be a reality.

Issues Revealed from the Discussion with National Centre for Educational Development (NCED) Officials as Regards to Teacher Training and the Lessons Learned for the Future

NCED was established in 1993 with the mandate of acting as a leading institution under MOES for developing and organizing teacher development, manager development and conducting research studies. In 2004, Secondary Education Development Centre and Distance Education Centre were merged into NCED with the in tent of having a coordinated effort and execution of human resource development activities of MOES.

Interaction with NCED personnel has also revealed that for better classroom pedagogical practices, the existing 10 months training package needs to be revisited. They had stated that the existing package lacks practical exercises, so application of the training (knowledge & skills) in classroom has been below the expectations. On the other hand, Educational Training Centres (ETCs) do not have the tradition of monitoring the transformation of training skills in bettering the classroom pedagogy after the trainees complete their training in the training centres.

Similarly, the training deliveries through its Alternative Providers (APs) and Private Primary Teacher Training Centers (PPTTCs) has been questioned from various corners.

Specially, the experiences and the research reports have revealed that the quality of majority of PPTTCs (excluding the female teacher fellowship program) had been very discouraging. A Report on Technical Review of Teacher Education Project Implementations (2006), has revealed that the quality of teacher training deliveries in terms of regularity of classes, learning environment, availability of curricular and resource materials, trainers' qualifications/experiences, etc, were below the satisfactory levels.

On the other hand, the same report has cited that there has been a departure from the traditional ways of training delivery mechanism at the ETCs, as such the overall training delivery mechanism being very encouraging.

As such it has been a challenge for NCED to make uniform level of training deliveries in ETCs and its PPTTCs. Otherwise, the prospective teachers (graduated from those low quality training PPTTCs) while working in the school as teachers will not naturally help to enhance the pedagogical practices in the school.

Now the lesson is in order to enhance the pedagogical processes in the schools, NCED either should try to close those PPTTCs having sub-standard level performances or make efforts to boost up the level of performance of those PPTTCs.

Pedagogical Improvements under the Auspices of INGOS/NGOS and the Lessons for Future

Regarding pedagogical improvements, field visits of the schools of the six sample districts, where INGOS/UN organizations (in collaboration with the Government and the NGOs) have been concentrating their interventions, especially to achieve one of the EFA goals, i.e to ensure quality in all aspects of education have revealed very

encouraging findings. For example, as described in the previous chapter, the CFS interventions supported by UNICEF and Save Alliance have made headway in terms of improving physical set-up of the classrooms, teachers' preparations for the class, preparation of instructional materials using locally available materials and making the overall classroom instructional processes joyful, lively and motivating to learn. Additionally, the comments & opinions of DEOs, students, teachers and head teachers as described in the previous chapter have converged upon the fact that there are some significant gains of CFS interventions in bringing pedagogical improvements in terms of classroom management, implementing grade teaching with willingness, team spirit, activity-based teaching learning, a pleasant classroom environment (free from terror/ reluctances), increased level of collaborations of parents, etc. Besides these gains, some of the flaws of these interventions revealed were lack of training inputs in implementing CAS, regular/ quality monitoring from RPs/ Supervisors for feedback, teachers not encouraging the weaker and shy students, etc.

Based upon these, the lessons learnt for future in terms of institutionalizing these good happenings have been as following:

- It is obvious that the Technical and financial support can bring pedagogical improvements to a visibly large extent. So these interventions of CFS are to be continued for at least some years (five or more) for their permanent effects. More specifically, in order to sustain these positive gains or not to loose the enthusiasm of all the stakeholders of the school, there should be some provision of indicative rewards from the government or the INGOs.
- for equity purposes, interventions of these INGOs/ UNICEF need to be much more inclusive in terms of the coverage of the classes/schools (to include the other grades and other weaker schools) so that other schools/students will not be deprived from these improvements.
- some of the weaker areas (as pinpointed above) need due attention of the concerning agencies so that its positive gains will not be mingled with the flaws.
- let the other schools learn/be exposed from the positive gains of CFS
- try to transform these positive gains of CFS through giving first priority while making School Improvement Plans
- identify and mobilize the potential organizations for resources (technical and financial)

The Framework for Improvements in the Classroom Teaching Learning

The Framework for improvements in the classroom teaching learning in terms of policy, teacher management, training, curriculum, instructional support and physical infrastructure is presented in the following table:

| Provisions | Conditions | Expected Results |
|---|--|--|
| Provision of class-wise teacher, to comply with the STR as prescribed by the MOES A mandatory requirement to | Inside the classrooms <ul style="list-style-type: none"> • Classrooms with carpet flooring and low desks, space to each child to perform/interact/ and | <ul style="list-style-type: none"> – Enhanced child centered and inclusive teaching/learning environment – Affectionate behavior between teacher and student |

| | | |
|---|--|--|
| <p>acquire training for teachers on grade teaching along with other TT packages before practicing. The grade teaching package needs to be</p> <p>-gender responsive -more inclusive</p> | <p>flexible seating as required</p> <ul style="list-style-type: none"> • Walls decorated with time chart, messages, job chart, students' work samples, season charts, math / geo shapes, balanced diet chart, etc • Blackboard as per the height of the students and appropriately placed • Space for keeping the belongings of students • Play materials, grooming materials, • Space for group work, singing dancing, dramatizing with ease convenience and flexibility | <ul style="list-style-type: none"> - Caring environment in terms of health, hygiene, grooming and mutual respect/ cooperation - Opportunities for employing varieties of interactive/ participatory techniques created - Locally available materials constructed/used - Increased regularity and parental involvement - Habit of cleanliness at home also established |
| <p>Policy: Applying activity-based/interactive learning methods</p> | <ul style="list-style-type: none"> • | |
| <p>Let the regulations clearly reflect the mandatory requirement to employ activity-based/interactive learning methods</p> | <ul style="list-style-type: none"> • A viable/conducive environment in terms of space, availability of learning materials • Enough contents be included in the teacher training curricula (FOE and NCED) and practical exercises employed • Ensure the availability and use of curriculum | <p>Development of the skills of exploring, fluent speaking and making presentations</p> <p>Teaching learning geared to bringing out the hidden talents ensured</p> <p>Opportunities for intrinsic learning</p> <p>Teaching/learning as a Joyful activity practiced.</p> |
| <p>Policy: Creating, maintaining and extending the CFS environment in terms of gender, caste/ethnicity, marginalization due to economic, spatial, social discriminations, etc</p> | <ul style="list-style-type: none"> • | |
| <p>Let the rules/regulations clearly specify the need of creating, maintaining and extending the CFS environment in terms of gender, caste/ethnicity, marginalization due to economic, spatial, social discriminations, etc</p> | <ul style="list-style-type: none"> • Revision in the training curricula & refresher training programmes to incorporate inclusive education (pedagogical concepts and practices) • Inclusion of these CFS interventions in many more schools as possible through collaborative efforts of various INGOs and the government • Avail short-term trainings of | <ul style="list-style-type: none"> • A good rapport between the teacher and student ensured • Active participation of students (due to inclusion, reduced fear & hesitations) practiced • Increased sense of responsibility, ownership and enthusiasm to learn more.. |

| | | |
|--------------------------|--|---|
| | <p>CFS to all the teachers of lower grades</p> <ul style="list-style-type: none"> • Prepare materials for intensive application of CFS environment on various themes for the policy makers, managers and teachers • Avail these materials through various media (print/television/radio, etc.) | |
| | Provide required materials in a kit box for each grade and orient teachers on use. | Availability of essential materials to the teacher ensured and knowledge/ skills to use them imparted/developed. |
| Teacher preparation | Provide training in discussion, demonstration and practice modality. | Teachers have knowledge as well as skills to improve their classroom teaching learning practices |
| | Arrange for on-the-spot technical backstopping | Regular feedback and timely support to the teachers ensured. |
| Partnership | Form a constium of Gos, INGOs, NGOs and private agencies to plan and work together for classroom pedagogical improvement | Works for improving classroom teaching learning is effectively implemented in a consolidated and cohorent manner. |
| Managing crowded classes | Explore ways for managing over crowdnness in the classroom and pilot them such as multiple shift, sections in extented school time. | Manage smaller/ appropriate classsize to make improved pedagogical practices in the classroom. |

CHAPTER V

Findings

In this chapter major findings of the study are presented under the headings of curriculum, teacher support, innovative cases and proposed framework for pedagogical improvements.

Curriculum

- Revised curriculum is more user-friendly and clearer as it elaborates learning achievement/content and exemplifies teaching methods and assessment strategy for each of the curriculum objectives.
- Provision of local curriculum and teaching in mother tongue has increased possibility of making the learning more relevant and meeting the needs of learners. But piloting of the local curriculum was not found to be able to provide support needed and learning lessons for successful implementation of local curriculum at the national level. Subject and content selection, instructional strategies were found to have been confused in the piloted schools.
- Incorporation and guidelines regarding life skills is another major improvement in the revised curriculum. But life skills in the classroom delivery were poorly incorporated.
- With the curriculum revision, CDC has developed better structured textbook with improved features such as guideline/instructions to the teacher, two colors, more illustrations, larger and readable letters, and exercises within the textbook. Both teachers and students expressed new textbook to be more helpful.

Teacher Support

- Though the curriculum was revised and new textbooks introduced, most teachers knew about it when they had new textbook in the new session of the school. Prior orientation/training in the revised curriculum and new textbook was not done in most of the schools. Introducing revised and new textbooks at the classroom level without adequately preparing the teachers should be taken as a serious fault in the curriculum revision process.
- Desk review of the curriculum and textbook gives impression of better features, but implementation suffers due to lack of required/suggested materials.
- Technical backstopping, a necessary feature for the successful implementation of the revised curriculum and textbook, was lacking.
- In the schools 'no textbook meant no teaching'. Teachers were not comfortable to deliver class when there was no textbook.

Innovative Cases

Schools

Schools' physical management and environment of the school in terms of health, safety and protection point of view enhanced, the roles and responsibilities of

school's stakeholders defined and implemented, involvement of stakeholders' meeting increased, and child rights ensured. Relation between teachers, students and guardians increased

Classrooms

Seating on the carpet and cushion seems comfortable to perform classroom activities. Students enjoyed in sitting carpet. It had helped keep classroom clean by taking shoes off in one place (In a corner of the classroom) and students' belonging such as Tiffin and bags on the other corner (In an open cup board). Any way on going improvement in classroom management seems to be encouraging. In the same way classroom displayed with charts and poster related to subjects including student' creative works found encouraging. And the blackboard is found managed for access to children.

Children

There have been developed the sense of ownership and self-confidence in the children. Likewise, school going habit and interest of children to go to school has been found increased. Similarly, rate of participation and regularity increased compared to other non-CFS classes. Level of achievement is also found increased. Rate of dropout is reduced. Hesitation and fear in children decreased. Students are found happy in the classroom activities. Students' involvement in the teaching-learning activities increased. Students have developed very good relation with teachers.

Teachers and head teacher

Teacher's participation (mixing with students) and access teacher's support to children found excellent. Child centered methods of teaching and learning started. Use of educational materials increased. Teachers begun to praise and encourage to children, the stick is away in the hands of teachers.

Parental and committee involvement and supports

The relation between schools and community improved. The feelings of school ownership in the community increased. The community' attentions to the schools' activities increased.. Positive attitude of the community towards the community school increased. Community's awareness level increased. Community's responsibility towards the management increased.

Framework

Curriculum revision not backed up by Dissemination/ Orientation Programs. With the intention of bettering Pedagogical practices and to meet the changing demand of the county, the primary curriculum has been revised and implemented since 2002. It has been revealed that this revision has taken into consideration the related research findings in the process of its development. However, it has also been revealed that its disseminations /orientations regarding its intended visions, classroom practices for pedagogical improvements have not been conducted in a wider scale. As a result, majority of the primary level teachers have remained unaware of the kind of changes made in the curriculum. Obviously, the visions of pedagogical improvements in compliance with the new revisions has remained far from accomplishments.

On the other hand CDC is still using cascade approach in its orientation training programmes and there is lack of sharing culture in the schools. All these flaws reveal

that CDC is still following the same traditional processes to operationalize the implementation part of curricular changes.

- DOE has not been able to fulfill the demand for permanent and class-wise teachers. Though the MOES has set the STR, it has not been able to stick with this set value in a real sense. In the schools, where the students number exceed 100/150 in one class (especially in Terai region), and if these students are divided into sections, the MOES or the DEO of the respective district remains unable to provide class-wise teachers/ permanent teachers. The immediate or the temporary solution adopted to manage this situation in some of the schools has been recruiting the teachers from "rahat quota". The respective district DEO and the MOES opine that they are not able to create new posts of teachers and at the same time they have not been able to relocate the teachers where teachers number exceed the set STR. This situation again raises the question of to what extent those teachers hired under this temporary measure, being devoid of the facilities of the permanent post and having always insecure feeling of the job, will be working with enthusiasm towards enhancing quality education.
- It has also been found that regarding the quality of training deliveries through the various wings of NCED, especially the APs and PPTTCs, questions have been raised for their dissatisfactory performances.
- Encouragingly, field visits of the schools, where there are the interventions of UNICEF and SAVE alliance, physical set-up of the schools/classrooms, its management, teachers' preparedness and other pedagogical improvements have been observed. There has been a departure from the traditional system of teacher directed classroom transactions to the child -directed pedagogical mechanism. Interviews with concerning stakeholders (DEOs, Parents, SMCs) have also revealed their satisfactory responses regarding pleasant /joyful & motivating learning classroom learning environment , students active participation without any kind of fear/ reluctances, implementation of grade teaching by teachers with willingness and interest, etc.
- However, besides these gains towards pedagogical improvements, some lacking in terms of implementing CAS, regular as well as technical monitoring /supervisions for feedback, etc were found.

CHAPTER VI

Suggestions

Based upon the findings this chapter provides suggestions which have been presented in the following paragraphs.

Curriculum and Teacher Preparation Related

- **Orientation/training before introduction of curriculum is necessary.** Otherwise curricular intentions will not properly translated in the classroom.
- **Piloting need to be undertaken in a proper manner.** Continuous monitoring, follow-up, correction measures, recording and reporting need to be done at the piloting phase so that conditions for successful implementation of the tried out curriculum or other aspects would bring our desirable outcomes.
- **There is a need for clarity on local curriculum and national implementation strategy.**
- Teacher training need to emphasize on how to conduct classroom teaching learning with the help of curriculum even if there is no textbook.

Classroom Practice Related (from Innovative Cases)

- Expand the CFS up to grade five
- Identify resources at local level for the sustainability of CFS.
- Build capacity of teachers and head teachers and provide additional incentives to those of hard workers.
- Organize more orientation program to the parents and school's stakeholders as extent possible to make them understood the program and obtain their positive supports.
- Make provision of child friendly school in educational policy, act and regulation. So that CFS planning, programming and budget allocation could easily be possible.
- Identify potential partners to work in collaborative manner for technical and financial matters.
- Create the school environment and provide training for enhancing the TEAM work.

Framework Related

- To ensure better pedagogical practices and operationalize the curricular visions (new primary curriculum), CDC needs to apply the following steps:
 - Make available the curricula to each school. In case of reaching the curricula in the schools of the remoter/remotest parts of the country, CDC may print the curricular contents in daily national news papers, educational magazines, journals produced by respective DEOs.

- For the teachers working in those schools where electricity is available, CDC will have to start broadcasting the major changes or major aspects through electronic media for wider disseminations.
- A regulation should be made not to allowing the teachers (using the new curricula) to take classes without having orientations. In order to include all the teachers for orientations, responsibility of disseminations be devolved to respective DEOs.
- The recent efforts of joint collaborations of Donors and DOE regarding improving school constructions and its supervisions be continued and its good lessons, efforts be employed in other districts where there are serious problems of physical infrastructures hindering the pedagogical practices. For institutionalizations, the present efforts of having collaborations with school/SMC for some of the parts of physical infrastructures be continued, however the size of cost sharing from the school be based upon the affordability of the school itself.
- Considering the acute flaw of teacher management by DOE/ DEO to provide class-wise teachers or to relocate the teachers where they are needed as per the set STR, serious efforts are to be made. In this regard it is highly recommended to start dialogues by MOES with the main political parties to make them realize the magnitude of the problem of teacher management for creating permanent posts and the instructional problems caused by lack of teachers and the problems regarding inability of relocating the teachers as per the need.
- It has also been recommended that NCED should close the PPTTCs delivering sub-standard level teachers' training so that the chances of having further degraded trainings be avoided
- Considering the encouraging results of CFS program on pedagogical improvements, these interventions need to be continued for some years and for sustaining its good results it needs to be extended to upper grades, at least up to grade V.
- Form and work thorough a consortium for pedagogical improvement.

References

- CERID. 2002. *Effective Classroom Teaching Learning (Phase 1: Classroom Delivery)*. Kathmandu: FRP for BPEP: Author.
- CERID. 2003. *Effective Classroom Teaching Learning: Transfer of Training Skills in the Classroom Delivery*. Kathmandu: FRP for BPEP: Author.
- CERID. 2005. *Meeting Learning Needs of Children of Indigenous Peoples and Linguistic Minorities*. FRP for BPEP, Kathmandu: Author.
- CERID. 2006. *Life Skill Education: Nature of Issues and their Linkage to System Provisions*. FRP for BPEP, Kathmandu: Author.
- CERID. 2007. *Classroom Transformation for Better Conditions of Pedagogical Processes and Student-Centered Learning*. Kathmandu: CERID.
- Cohen, L; Manion, L and Morrison, K. 1996. *A Guide to Teaching Practice (4th Edition)*. London and New York: Routledge.
- DOE. 2003. *Education in Nepal*. Kathmandu: DOE
- Fullan, MG and Hargreaves, A. 1992. *What's worth fighting for in your school?* UK: Open University Press.
- Hargreaves, A. 1994. *Changing Teachers, Changing Times*. London: Teacher College Press.
- HLNEC. 1999. *The Report of Higher-Level National Education Commission*. Kathmandu: HLNEC.
- Kinsler, K and Gamble, M. 2001. *Reforming Schools*. London and New York: Continuum.
- Kordalewski, J. 2000. *Standards in the Classroom*. New York and London: Teacher College Press.
- MOE. 1961. *Report of All Round National Education Commission*. Kathmandu: MOE.
- MOE. 1971. *Report of the National Education System Plan*. Kathmandu: MOE.
- MOE. 1997. *The Basic and Primary Education: Master Plan 1997-2002*. Kathmandu: MOE.
- MOES. 2002. *Concept paper for further support on Basic and Primary Education n Nepal*. MOES/HMG, Kathmandu, Nepal.
- MOES. 2003a. *Education for All 2004-2009 Core Document*. Kathmandu: MOES.
- MOES. 2003b. *Education for All National Plan of Action (2001-2015)*. Kathmandu: MOES.
- MOES. 2007. *School Sector Reform Core Document: Policies and Strategies*. Kathmandu: MOES.
- NEC. 1992. *Report of National Education Commission*. Kathmandu: NEC.
- NNEPC (1956). *Education in Nepal*. Kathmandu: Bureau of publications, College of Education.
- Pollard, A. 2006. *Reflective Teaching (2nd Edition)*. London and New York: Viva-Continuum Edition.

UNESCO. 2004. *Becoming an Inclusive Learning Environment, ILFE (2)*. UNESCO: Asia and Pacific regional bureau of Education.

UNESCO. 2004. *Creating Inclusive Learning Friendly Classroom (3)*. UNESCO: Asia and Pacific regional bureau of Education.

UNESCO. 2006. *Positive Discipline in the Inclusive Learning Friendly Classroom, a guide for teachers and teacher educator*. UNESCO: Asia and Pacific regional bureau of Education.

ANNEX

Annex 1: Tools of the Study

A. Guidelines for Field Work

Pay Attention to the Following Research Questions and Make them as Base for the Field study.

1. How have the initiatives in the areas of curricular support and teacher preparation facilitated improvements in the classroom teaching learning practices?
2. What should be the considerations for institutionalization of improvements observed in innovative programs?
3. What should be the framework for improvement in the classroom teaching learning in terms of policy, teacher management, training, curriculum, instructional support and physical infrastructure?

1. Classroom Observation

- Maintain comprehensive diary of the classroom teaching learning observation and other relevant aspects in the given format - form 1. Each of the observations will be discussed, analyzed later -- each day at the evening in the field and in Kathmandu after returning from field visit.
- Select the classroom on the following basis:
 - For the research question no. 1, observe the class that had been observed in the previous FRP studies for the comparison and analysis for the requirements for the improvement. Use form 2.
 - Observe trained teachers class in the innovative program schools.
 - Observe same teacher's classes 3 or more times as required in the same grade and same subject.
- Class observation by the team -- classroom setting (sitting arrangement, attendance, blackboard use, teacher movement, students' attention, extra activities, teacher utilization of opportunity, display, method etc.) and non-verbal activities of the teachers by one of the researcher and teachers (T) and students (S) verbal interaction by other researcher(s).
- Discuss the implications of the observed classroom, compare it with curricular materials, and draw out possible options for better classroom delivery. General format for analysis of the classroom observation is given in the form 3.
- Fill up the teacher background form (form 4) for the teacher whose class has been observed.
- While observing classes also pay attention to:

- Suggested activities followed or not as given in the manual
- Impact/effectiveness
- Possibility for improvements
- Creating situation
- Note taking as well as tape recording (where possible) will be done. One of the team members will be assigned for note taking. During the evening time a brainstorming session will be organized each day to 1) share information, impression on individual basis, 2) raise questions, points for clarification for the next day visit, and 3) sum up each days field work. Overall field sum will also be done at the field itself.

2. Interaction

- Interview the teacher (follow-up of the class observations):
- Clarification on the observed classes
- Possibilities for improvements, support requirement, creating an environment
- Understanding about better pedagogical practices that could be employable in their respective classes and requirement for these.
- Training and classroom practices
- Curricular provisions and classroom practices
- Etc.

2.2 Head teacher, students, SMC, PTA, parents, etc. – formal and informal interactions

- Start with the general open questions about school and teaching learning practices, about their expectation from school/educational provision for enhancing students' learning.
- Lead to what improvements been made in the pedagogical practices; what improvements were expected; reasons for unmet expectations, etc.
- Draw lessons for the framework (research question no. 3).

2.3 FGD, Group Discussions in a combined group

- Compare past and present pedagogical practices (2 two good practices as lessons to learn and two weakness as to be improved – individuals in the meta cards)
- Reasons for improvement or non-improvement (meta cards followed by panel discussion)
- Lessons that can be learned from successes and failures (group work, presentation, panel discussion)

- Suggestion for pedagogical improvements (group work, presentation, panel discussion)

2.4 FGD, Group Discussions with teachers

- Educational environment for better teaching/learning (physical facilities, teacher students interaction/relationship, parent meet)
- Structure of/ relation between classroom teaching/learning and teacher training
- Problems in teaching/learning in Primary Education (attitude, gender, socio-economic, aptitude, facilities, language, enrolment)
- Curriculum weightage, credit hour (lesson plan, instructional plan, general plan)
- Planning base on curriculum objectives (Instructional Plan)
- Team-work skill (Planning, evaluation, material construction etc.)
- Support system from the RC and others -- quality/frequency of training, follow up/supervision, feedback/suggestion, material support
- Supports for pedagogical improvements - note down and discuss in the group
- *Also put important questions you deem necessary on the basis of your observation of the teaching/learning at the classrooms.*

5. From 5. Analytical Framework

Triangulate (based on researcher’s observation and interactions) and summarize field findings in terms of pedagogical practices:

| | |
|------------------|----------------------|
| Better practices | Facilitating aspects |
| Shortcoming | Hindering aspects |

Form 1: Class Observation

**Provisions and Conditions for
Better Classroom Pedagogical Practices
FRP/CERID/MOES, 2008**

Name of the school, address:

Name of the teacher:Gender:
M/F

Grade: Subject:

1. Note down classroom setting

| |
|---|
| Draw seating and teacher movement and note down teacher approach to students, etc. as it occurs |
|---|

| | |
|----------------|-------------------|
| Blackboard use | Classroom display |
|----------------|-------------------|

2. Class interaction

Note down teacher and students activities as it occurs at certain time duration (symbols: T=Teacher, S(s)=Student(s), TQ=Teacher Question, SA=Student Answer, F=Teacher Feedback, (G)=in group, (I)=individual, add more as you feel required)

T=

S=

TQ=

Etc.

3. Other important aspects Form 2: Comparison Analysis
Provisions and Conditions for
Better Classroom Pedagogical Practices
FRP/CERID/MOES, 2008

Name of the school, address:

Name of the teacher:Gender:
M/F

Grade: Subject:

Provide descriptive and analytical comparison

| Particular | Previous (date=) | Present (date=) |
|------------------------------|--------------------------|------------------------|
| Seating arrangement | | |
| Classroom display | | |
| Blackboard use | | |
| Teachers' lesson preparation | | |
| Teacher movement | | |
| Methods used (3 most used) | | |

| Particular | Previous (date=) | Present (date=) |
|--|------------------|-----------------|
| Materials | | |
| Questioning | | |
| Feedback | | |
| Teacher utilization of opportunity | | |
| Students' activities and participation | | |
| Non-verbal interactions | | |
| | | |
| | | |

Form 4: Teacher's Background

**Provisions and Conditions for
Better Classroom Pedagogical Practices
FRP/CERID/MOE, 2008**

Teacher's Background Form

Name of the school, address:

Name of the teacher:Sex: M/F

Grade(s) taught: Subject(s) taught:
.....

Work experience (both temporary & permanent tenure): total years..... Years
in this school

Academic qualification (mention above SLC and major subjects):
.....

Training received (mention types, not I.Ed., B.Ed. or M.Ed.):
.....
.....
.....
.....

Information on the observed classroom

Grade:

Subject:

Lesson:

| Students' Number | Girls | Boys |
|----------------------------|--------------|-------------|
| Enrolled | | |
| Present during observation | | |

Sample: Description of classroom delivery - same lesson repeated thrice

| First day class | Second day - teacher's own preparation | Third day - combined preparation |
|--|--|---|
| <ul style="list-style-type: none"> • Demonstrated picture cards • Asked questions to students demonstrating different picture cards • 'Who is he/she?' • 'What does he/she do?' • Question asked only to three students no prior modeling • Language structure suggested by TG is: 'What is he/she?' • 'What does he/she do?' • Provided reinforcement wherever necessary. • Teacher conducted repetition drill for whole class, girls group (one column) and boys group (another column) and individual. • He/she is a chemist/farmer/baker. • He/she sells medicine/grows crops/prepares bread and cake etc. • Asks a boy and a girl in turn to conduct Q/A drill for the whole class • 'Who is he/she?' • 'What does he/she do?' • Teacher holds two picture cards one by one and asks students to write Q/A about each picture. | <ul style="list-style-type: none"> • Writes on BB • New vocabulary • A hairdresser cuts hair • A farmer sells grows crop • A chemist makes medicine • A baker bread & cake • Conducts repetition drill for vocabulary practice (to introduce new vocabulary • h-a-i-r (hair) • d-r-e-s-s-e-r (dresser) • A hairdresser • Asks students to read the words pointed by the teacher. • Demonstrates different picture cards and describes (modeling) • This is a farmer. • A farmer/ he grows crops. • This is a hairdresser • A hairdresser/ he/she cuts hair, etc. • Conducts repetition drill in chorus. • This is a farmer etc. • A farmer/He /She grows crops. • Class work- match the words written on BB. • Conducts chain drill. (students hold the cards and ask question and answers) | <ul style="list-style-type: none"> • Demonstrate words cards (Introduction of new VDC) and models by saying the words. • Teacher holds the word cards in turn • Conducts repetition drill (chorus and individual) • Write those four words on BB and asks children to read the word pointed by him • Demonstrates words cards and says • 'a chemist' • immediately turns the cards and says, 'sells medicine' • It is written on the backside relating job and work. • Conducts repetition drill (chorus and individual) • Demonstrates picture cards and says (modeling) • 'This is a baker.' • A baker/he/she prepares bread and cakes • Conducts repetition drill (chorus group individual) • Models Q/A drill • 'What is he/she?' • 'What does he/she do?' • Conducts chain drill and pair drill with the help of picture cards. • Organized role play • A girl plays the role of a hairdresser and a boy that of a chemist. • Conducts Q/A drill in pair • Models new Q/A drill like • What are you? • I am..... • What do you do? • I..... • and conducts pair drill between role player and other students • Relates the lesson to the students |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Teacher calls the students (4) to write on BB copying from their copy (only one part) • Asks the students to correct the mistake in his copy (when he finds grammatical mistake in the written work of a student on BB. But teacher does not correct it on BB) • Gives homework from TB. | | <p>themselves and their environment by modeling Q/A drill like</p> <ul style="list-style-type: none"> • "What is your father/mother/brother/uncle/sister/etc?" • He/she is a • "What are you?" • "I am a student" • "What do you do?" • "I study in a school." • Students perform pair drill with the teacher as well as the observer. • Home work from TB given. • Students enjoyed a lot, participated actively. They liked the role-play very interesting. • Even the teacher admitted that the class was more lively and systematic. • Students were found asking each other questions like, 'What are you?' etc. |
|--|--|--|

Annex 2: Sample Schools

Kavre District

1. Navajyoti Primary School, Bhatgaon
2. Saraswati Secondary School, Badalgaon

Dadeldhura District

1. Ghatal Secondary School, Nueakot
2. Janajyoti Primary School, Aaditypur
3. Mastabajinath Primary School, Dandaban

Rasuwa District

1. Bhimali Primary School, Bhimali
2. Rasuwa Secondary School, Dhunche
3. Narayansthan Primary School, Gombudanda
4. Barahi Primary School, Banuwa Danda
5. Shivalaya Primary School, Majhgaon

Sindhupalchowk District

1. Koldong Secondary School, Timure - 8, Thumpakhar
2. Jalpa Primary School, Pauwa - 8, Sirubary

Morang District

1. Lower Secondary School, Kanchanbari
2. Sushiksha primary School, Hatkhola
3. Sharada Primary School, Karsia, Morang

Sunsari District

1. Badrinath Primary School, Dharan

Annex 3: Field finding on the Local Curriculum Piloting

Local Curriculum

The provision of local curriculum has been strengthened with the 2060 BS revision by the CDC. The need for the local curriculum has been felt to be necessary to adequately address the diversity of the country. The revision of curriculum in 2060 blends 80% of the central curriculum and 20% of the local elements as decided at the local level in Social Studies, Creative Art and Physical activities subjects. Besides, there is a provision of 100 marks of local subject which could be mother tongue or a local subject as decided and developed at the local level. Curriculum development has to be theoretically correct. For this, guidelines have been provided by the CDC.

Local curriculum is currently piloted in 50 schools of 10 districts. One of the local curriculum piloted districts is Rasuwa. There was nothing significant found to be introduced in developing 20% of the local curriculum at the time of the field visit. Local curriculum carrying 100% weightage was developed and implemented. Local curriculum has been developed in two themes for the piloted schools of Rasuwa. Two of the themes in the local curriculum is 'Potato Farming' and 'Nepali Language'. The five schools of Rasuwa district where local curriculum is piloted are in Laharepauwa Resource Center which is in the southern part of the district. 'Potato Farming' is used in the three schools and two of the schools where the majority of the children are from the Tamang community use 'Nepali Language' curriculum. In case of 'Potato Farming', curriculum for grades 1-5 has been developed. In case of 'Nepali Language' curriculum has been developed for grade 1 only.

Curriculum on 'Potato Farming' has been designed to develop knowledge, skill, and interest of the children towards potato farming. Potato farming is the major crop in Rasuwa and the local variety of the potato is famous as 'Langtang Special Potato'. The curriculum expects to cash this specialty in supporting the income generation as well. In the introduction of the 'Nepali language' curriculum it is mentioned that developing curriculum in 'Nepali language' instead of local language was a special way of thinking such as - being proficient in the language would be helpful in better learning (DEO, Rasuwa, 2061 BS). During community visit and interaction with parents it was found that Nepali language was their priority as they see a lot of advantage in learning Nepali language. Curriculum, thus developed, would be suitable more as local need-based curriculum than a local curriculum.

Classroom transaction was observed in five schools of Rasuwa including the ones where the local curriculum is being piloted. While teaching a lesson, teachers were found to be asking questions to students (but in chorus) to bring to bear their experiences, information and concept so as to relate these to the classroom teaching/learning. Except this slight improvement in the classroom delivery, all the other aspects were found to be the same old stuff i.e. repeating after a teacher/student, reading a poem/story/passage in chorus, teachers teaching in class without clarity of objectives (in his mind), English vocabulary learning through spelling and translation, questions to the whole class and answers in chorus, chalk and blackboard teaching. Self-learning activities were confined to either reading loudly in chorus poem/story/passage from a Nepali book or drawing with colored pencils. Furthermore, there was not any remarkable difference in the classroom deliveries in between a general class and a local curriculum class.

An analysis of the curriculum of the 'Potato Farming' gives an impression that five-year course for potato farming alone is quite time-consuming. There is also the

challenge in linking classroom activities with the reality in the local potato field. Another aspect to take note of is that the local curriculum would be an addition of one-more-period in the daily routine to make school legitimate to claim for one more teacher's quota. As local curriculum is in the piloting stage all these aspects need to be closely studied and monitored.

DEO, Rasuwa emphasized, "Potato farming" as local curriculum for all schools, but schools are also free to develop and use the curriculum in the area as they deem it useful for them. The intention of the district office was to study how the local curriculum fares. It is generally agreed that local curriculum is a useful concept, but it is difficult for implementation. It is also the intention of the district office to study implementation strategy for the local curriculum.

One session in each of the workshops in the sample districts was devoted to discussion on local curriculum. First the purpose and development process of the local curriculum was explained to the participant's viz. community people, teachers, trainers, DEO personnel. As full fledged curriculum could not be developed in such a short period, the participants were asked to work in groups to discuss and enlist at least a probable list of the content that could be covered in local curriculum for their school. The content listed was usually related to some vocational areas. Few of the groups also included local culture, religious monuments, sanitation, identification of local problems and their solutions, etc.

ANNEX 4

A case related to innovative program

One of the schools in Kavreplanchowk was included in the innovative case study in FRP study last year as well as this year. Last year due to late coming for the field work and strike of the teachers, none of the regular classroom teaching learning could be observed in this school. However teachers were contacted and interaction was done. School head teacher was requested to let the researchers look at the classroom setting even when the school was closed. Up on the request of researchers and staff from DEO, the head teacher opened the school and let the researchers look at the classroom physical set up and environment. The finding of the study were drawn on the basis of the interaction, observation of the physical setting and materials, and descriptions of the head teacher and teachers about how they utilize the physical set up and materials available in the classroom and school. During field visit this time two of the classes could be observed at the grades which were cases for the last year's study. Last year there was no classroom teaching learning observation. Following matrix depicts comparative findings in these two years:

| Classroom setting as observed without students in it (2007) | Perception of the head teacher and teachers on the physical set up of the classroom and use of the available materials (2007) | Classroom teaching learning in practice (2008) |
|---|--|---|
| <p>Observation of the classroom setting indicated following possible positive aspects compared to general classroom setting:</p> <p>Seating arrangement -Desk and benches were replaced with carpet and cushions. There was enough space for the 15 - 20 students in the class. The seating arrangement was flexible to arrangement for the group work, individual work and whole class activities.</p> <p>Movement - The teachers informed that they use to move around for group work supervision as well as reach individual student when required. Flexible movement was possible for the teachers. They also informed that students also worked in groups, individual basis and as a whole class as needed. Flexible movements of the students were also possible in their classes.</p> <p>Display in the classroom - There was impressive display of the materials (posters, pictures, teacher works, and some students' works) in the classroom. These were relevant to the lessons as well.</p> | <p>play way</p> <p>learning with joy</p> <p>no rote</p> <p>material use</p> <p>seemed to have change in the educational belief</p> | <p>word meaning - emphasis on rote</p> <p>lacked bringing in experience, use of real objects and surroundings</p> <p>what others ways not clear to teachers - limited to one and only one method and material</p> <p>learning styles and needs not catered to</p> |

| | | |
|---|--|--|
| <p>Materials – Apart from the materials displayed in the classroom there were instructional materials (toys, dices, picture cards, flash cards, geometric shapes, blocks, books, etc.) provided in the kit box. Flash cards, matching cards, word cards, etc. were also made by the teachers.</p> <p>Blackboard – In the classrooms there were blackboards for the teachers (at a height) and the students (at a lower height) so that students can also write on the blackboard.</p> | | |
|---|--|--|

Implication – study on pedagogy without observation and analysis of the actual classroom teaching learning of any value?