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

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<td>BPEP</td>
<td>Basic Primary Education</td>
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<td>DEOs</td>
<td>District Education Officers</td>
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<td>DOE</td>
<td>Department of Education</td>
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<td>ERO</td>
<td>Educational Review Office</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>HTs</td>
<td>Head Teachers</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NASA</td>
<td>National Assessment of Student Achievement</td>
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<td>PTA</td>
<td>Parents Teacher Association</td>
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<td>RCs</td>
<td>Resource Centers</td>
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<td>RPs</td>
<td>Resource Persons</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>SLC</td>
<td>School Leaving Certificate</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>SSRP</td>
<td>School Sector Reform Program</td>
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<td>SSs</td>
<td>School Supervisors</td>
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<td>STR</td>
<td>Teacher-student Ratio</td>
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<td>STs</td>
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Executive Summary

This study has covered geographical, ecological and development regions representing the diversity of the country focusing on the students’ learning achievement of grade five to ensure the critical transformation of the research findings. The cases were selected from six districts which included twelve schools (two from each district high and low performing schools in English, Nepali and Mathematics). For English subject, the cases included Maharaswaswati Secondary School, a high performing school, and Banedhungra Lower Secondary School, a low performing school, from Doti; Kalika Higher Secondary School, a high performing school, and Bhanudaya Secondary School, a low performing one. For Nepali subject, they included Samajee Secondary School, a high performing school, and Siddhartha basic level Scool, a low performing school from Kanchanpur; and Sarada Higher Secondary School, a high performing school, and Sarada basic level School, a low performing school, from Shankhuwasawa district. Likewise, for Mathematics subject, the cases were Saraswati basic level School, a high performing school, and Nepal Rastriya Secondary School, a low performing school from Bara; and Nepaltar Secondary School, a low performing school and Diyallo basic level School, a high performing school from Ilam.

As a continuum of research on the factors affecting the students’ learning achievement at the basic level education, reviewing the policy and programme initiatives and research reports, this research was conducted in the schools with the purpose of exploring factors of learning achievement and dynamic factors for better learning achievement. The SSDP policy and plan of Ministry of Education(2016); and reports like NASA report of ERO (2012), NASA report of ERO(2013), NASA report of ERO (2015) are the theoretical grounds of this research. Initiatives of Ministry of Education like Scholarship Act-2021, Educational Regulation-2059, the School Grant Operational Directives-2063, Basic Educaion Implementation Directives-2066, Continuous Assessment of Student Directives-2066, School Enrolment Campaign Guidelines-2068, Resource Person Management Guideline-2068, Child Frendly School Procedure-2068 etc had been overviewed to see the impact on the student learning activities.
Objectives

The case study was conducted to fulfill the following five objectives:

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

Research Methods

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

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

**Trends and Issues of Teaching Learning Conditions and Student Learning Achievement**

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

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

- The government of Nepal has put great effort for the improvement of learning achievement of students in community schools through several guidelines, directives and operational manuals to implement the responsibilities, duties and rights of various line agencies, the non-formal, distance and special education and granting scholarship to the poor, women, differentaly able, indigenous tribes, dalit along with the people of remote area. Simialrly, the provision of social audit system of community schools, textbook supply, school improvement plans and partnership between the institutional and community schools along with the teacher training, implementation of CAS, infrastructure development and supervision as well as prizes and incentives to the teachers. However, there are some gaps in theory and implementation of them in the real practice.

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

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

Good Practices, Innovations and Dynamics of School Transformation

- The schools with their high learning achievement were found to have practiced the use of operation calendar as provided by the resource centers, formation of parent-teacher association, holding high expectation on student learning achievement, purposive leadership, choosing competent teachers or caring about the quality of teacher, providing the sense of ownership of school, emphasizing on the teacher training, creating positive learning atmosphere, frequent test taking and providing remedial teaching
- Almost all schools were found conducting extra-curricular/ co-curricular activities like Quiz contest, spelling competition and debate are the common activities conducted in the schools. These are the commonalities among all schools regardless of their different level of the student achievement.
- Tri-monthly test and monthly test have been conducted by the schools instead of CAS. Theoretically and conceptually, CAS is not formal evaluation system. Some schools have used oral test, observation, home work and class work as the assessment tools.
- Teachers’ and students’ irregularity was one of the main factors in weakening the learning achievement of students.
- Most of the children have been getting learning support from their sisters and brothers rather than their father and mother in family.
- There were no teachers found without teacher training and relevant educational background, except two teachers from schools of Doti and Ilam districts. The teachers have received long term, short term and TPD training to enhance the students’ learning.
- The schools with high student learning achievement in admit students on the basis of entrance test, for those, who come from other schools, but school with low achievement of students admit students on the basis of birth certificate as well. It indicates that the admission policy and process have also direct relation with student learning achievement.
Factors affecting student learning achievement

- One of the most crucial factors affecting student learning achievement is educational background of the parents. The students from educated family or parents with higher education have better performance than the students from the parents with illiterate, just literate and school education.

- The students from the parental background of service sector have better learning achievement than the parental background of physical labour or low category job, regardless of their educational status.

- Burden at home is another crucial factor to affect students’ learning achievement. The students who have been engaged more in their home duties like grass collection, cooking, dish washing, animal feeding and animal rearing have their learning achievement comparatively low.

- The students were found to have poor learning achievement because of the lack of remedial classes or special classes offered by school authority to weak students.

- According to their opinion they have no time, because of their employment in the foreign country, poverty, business and low belief in community schools.

- There were no Mathematics, English and Nepali teachers found preparing and using lesson plan in the classroom teaching. Hence, teaching without plan and preparation in the schools could not use audio-visual materials and made their students motivated in classroom activities.

- Teachers have been assigned on the basis of their respective subject background. However, the education regulation has not enforced to assign teachers on the basis of mastery of subject knowledge at the Basic Education.

- Teacher-student ratio of the schools was diverse in size. It was found that the schools that have admitted the new students by taking the entrance tests and have small teacher-students ratio had higher student learning achievement.

- In the case of all schools, there was very rare involvement of parents or guardians in the school activities.
The teaching loads also does not seem to affect much because in the schools the school with highest learning achievement in Ilam, the teachers teach 42 periods a week and teachers of low learning achievement school teach 29 periods only in a week.

**The Roles of Teachers:**

- The teachers of the schools with high student learning achievement were seen checking up the students’ homework minutely and giving feedback to the students, checking students’ answer books of various tests and examinations, setting question items and taking part in teacher trainings along with the teaching of the assigned subject in the classroom.

- The teachers of the schools with low student learning achievement were found weak in providing students with the counseling services, interacting with their colleagues about teaching learning process, planning and preparation, collecting and designing instructional materials, visiting the library, browsing internet, planning future work and reflecting their own work.

**The Roles of Headteachers**

- The headteachers of the schools with high learning achievement of student have partially fulfilled the assigned roles, but many schools have not been transformed because of the headteacher’s role. One example can be taken from the low student learning achievement in Nepali of Kanchanpur district.

- Most of school leaderships have been felt by teachers and other stakeholders as transparent, participatory, cooperative, collaborative, having high expectation over students’ learning, regular monitoring the students’ progress.

- Leadership and psychological security of teachers affect the student learning achievement. The leadership with fewer qualities of participatory, qualifications, feeling of ownership, regular monitoring of students’ progress result low learning achievement of students.
The Roles of SMC

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

The roles of Resource Persons

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

The Roles of School Supervisors

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

The roles of DEOs

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

Recommendations

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

Policy Related

1. The government of Nepal should form the policy of getting every teacher to prepare their teaching portfolio in which they have to collect the related curriculum, describe the course they teach, strength and weaknesses of the textbook, their planning and preparation of the year, instructional materials, students evaluation, the record of the classroom observation, action research, feedback and comment from the seniors. If it can be made obligatory, it can have two advantages: on the one hand their portfolios can be observed for their promotion, and on the other, their needs for further learning can be detected easily. Furthermore, teachers become self-aware and enhance the culture of collaboration and co-operation among all stakeholders.

2. As the teachers are seen very weak in planning and preparation of the lesson, there must be the policy of the government providing teacher trainings not only in the training centres but also in their own work place basing on their own needs and demands getting schools to organize them in the beginning of the sessions. It would have two sorts of benefits of the schools as well as the teachers. On the one hand all teachers of the schools can have the chance of participation in the training program, and on the other, the internal (senior teachers) as well as the external (subject experts) can be utilized as the trainers.
3. It is said that there is no monitoring and follow up of the trainings and development programs. So there must be the policy of carrying them out strictly by the school supervisors.

4. The work of resource persons and school supervisors has been overlapping so far. So, either the provision of resource persons should be dismissed or their role allocation and of the school supervisors should be made clear.

5. So far, the government of Nepal has formed many guidelines, directives and operational manuals for the enhancement of student learning achievement, but their effect in the implementation aspect is very weak. There are still wide gaps between policy formulation and their implementation in the real practice. So, while formulating the policy, either they should not be formed or their implementation aspect must be strictly monitored and improve the student learning achievement.

6. For some years now, the quality human resource has not been attracted to the teaching profession. So, to attract them to this field, the government must introduce the policy and programs of providing scholarships and stipend enough to meet the expenses in the present inflation.

**Implementation Related**

7. The factors affecting student learning achievement have also been explored in NASA Studies. Though they are genuine and could be influential in transferring the schools, they are limited to the reports and articles. They should be disseminated to the schools from which the data have been collected.

8. The good practices of the schools with high student learning achievement should be transferred to the schools with low student learning achievement through the dissemination programs organized by the concerned line agency.

9. The headteacher of the school has the pivotal role. So, instead of choosing headteacher using the political criteria or political sharing, they must be chosen on the basis of their capacity, neutrality and quality of purposeful leadership.

10. Teachers are the interface of the school education. The success and failure of education system depends more on their hands. So, the government must be so careful in their preparation, selection and their development so that they could be devoted, effective and
reflective in their practice. The existing system of teacher certification through mushroom growing affiliated campuses of different universities must be stopped first and the teachers of various subject disciplines must be prepared as per the need of the nation by anticipating the number of necessary teachers beforehand. The affiliated campuses should be encouraged to run the ecological subjects of the locality.

**School Related**

11. The schools must organize the parent awareness programs every year so that they can be supportive and can create peaceful environment for the study of their children and can also be involved in school activities regularly.

12. The schools must involve their students in different tests and analyze their results. Based on their result, they should be categorized and then the needy students must be provided with remedial and special classes for at least three months a year.

13. Through the classroom observation, the teachers of the schools with low performance were found very weak in providing students with the counseling services; interacting with their colleagues about teaching learning process; planning and preparation; collecting, designing and using instructional materials; visiting the libraries; browsing internet; planning future work, and reflecting their own work, the resource centres must organize training program to make the teachers aware of them.

**School Management Committee Related**

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

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

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

**District Education Office Related**

16. As not all headteachers are aware of their responsibilities and duties, there must be the workshops and seminars of the head teachers to enhance the capacity of the headteachers.

17. The SMC chair persons and other members do not pay so much attention towards the other aspects except building construction and appointing their own relatives or near and dear as the teacher and non-teaching staff. This shows that they are not known so clearly about their roles and responsibilities. So, they must be involved in the awareness programs conducted by the line agency including school supervisors and district education officer.

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

19. The provision of reward and punishment must be implemented from the base level to the policy formulation level.

**Further Research Study Related**

20. As this research study had 5 objectives including the review of NASA reports and government’s initiatives regarding the enhancement of student learning achievement, the focus of this study seems to be diverted. So, it would be better to carry out the research regarding the issues of good practices in the schools, factors affecting student learning achievement and roles of different stakeholders employing psychological aspect as well.
21. A study on the impact of SIP and CAS should be carried to determine whether they should be continued or not or to find out their strengths and weaknesses so that student learning achievement of the low performing schools could be enhanced.
Chapter One: Introduction

This chapter of the case study deals with context, objectives, and scope as well as key terms of the research. It describes the contextual ground of the research work that have been carried out as described in further chapters and sections of this report.

Context

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

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

The studies generated important time sequence data on learning outcomes at the selected grade levels. The studies also provided important information regarding the factors that
impacted on student learning. The studies showed that enhancing learning achievement levels are rather very challenging. Nonetheless, the studies also revealed that there are some cases where schools have succeeded in ensuring higher levels of achievements and many cases of failures to ensure reasonable levels. Some crucial factors contributing to higher or lower level achievements identified. However, questions arise -- why improvement in learning achievement remained rather an inhibiting challenge for most of the schools and supporting agencies including the government agencies? Whether the research based knowledge, critical understanding, and also recommendations have brought some implications in school conditions for teaching and learning? What factors inhibit or motivate and support the schools in taking initiatives for improving teaching-learning ensuring better student learning achievements? This study proposes to seek answers to these questions and bring to light the problems, issues and challenges that inhibit actions for improvements. It analyzes school practices, provisions, and support system and will also identify school level efforts, innovations and good practices towards ensuring better learning and achievements. This study has focused to grade 5 for which National assessment of Students Achievement (NASA) records national average scores in Nepali, Mathematics and English subjects 46, 48 and 47 respectively. It shows that the national average achievement of grade 5 in these three core subjects had been found below 50% (ERO, 2015). The then students are in grade 7 now who have been selected to study in this research.

**Objectives**

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

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

Scope

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

Definition of key terms

Achievement: quantified form of learned knowledge, skill and attitudes from implemented curriculum

Portfolio: a purposeful collection of student work that tells the story of student’s efforts, progress or achievement in a given area/s

Praxis: integration of theory and practice

Basic Education: the school level education from Grade 1 to 8

Infrastructure: physical facilities like school building, classroom, library, laboratory etc.

Community school: government schools
Chapter Two: Theoretical Perspectives and Conceptual Framework

This chapter of the study contains two sections. The first section deals with theories, perspectives and approaches related to student achievement and its causal factors published in books, journals, articles and research reports. The second section of this chapter deals the conceptual framework, based on the theoretical literature review, which has given direction to this study to observe the relationship of the factors in the school contexts.

Theoretical Perspectives

Bhattarai (2016) has defined the student learning achievement “as a success in learning the subject matter through the acquisition of the knowledge and cognitive skills as expected by curriculum or the mastery over the given content knowledge within the curriculum”(P.39). In the same way, Yuba community college District Academic Senate (2005) has conceptualized skills, and abilities that student learning achievement in terms of knowledge, cognitive skills and abilities that students have attained as a result of their involvement in a particular set of educational experiences. In this context, World Bank (2011 as cited in Naomee & Tithi, 2013) maintains that the student learning achievement encompasses the particular knowledge, cognitive skills or behavior that a student is expected to exhibit after a period of study.

On analyzing these definitions, we can come to the conclusion about the definitions and components of student learning achievement that it is the development of proficiency in knowledge and understanding in subject matter, levels of cognitive skills in reading, writing, mathematics and science developed through formal schooling. So, the essential components of student learning achievement are cognitive skills, capacity of logicality, problem solving and communication skills along with vocabulary development and background knowledge of any subject.

There are several factors affecting student learning achievement because it is strongly associated with formal schooling which is received in the schools. The schools are the organizations which have their own histories, purposes, culture, teaching and non-teaching staff led by heads to achieve either their own specific objectives or national goals disseminated through curriculum. In Cullingford’s (1995, p. 179) view, a school which produces high learning achievement in students must have seven elements which include orderly and secure environment,
trust between student and staff, awareness of agenda of event affecting their lives (curriculum and beyond), personal involvement in learning, understanding of the purposes of activities, availabilities of opportunities and change, sharing of agenda by all children. Cllingford (1995) further classifies the types of school as the self-actualizing school which has the features of free interchange of idea, self-development, change supported by system, inservice programmes, advisory staff as well as warm informal interchange. The second type of school is comfort school which is supportive but not ‘synergetic’ and few ‘formal’ systems. Similarly, the third type of school is survival school which has phobia about change and individuals remain covert about their own efforts.

He further mentions some factors to achieve good learning outcomes in the student which are purposeful leadership by the head teacher, the involvement of all staff with their defining roles, consistency of staff in the enactment of designed policies, careful structuring of students’ work, intellectually challenging teaching, a work centered environment, concentration on achieving the set goals, the greatest amount of communication among all the stakeholders, careful and meticulous records of pupils’ work, active and very close parents’ involvement in school activities as well as students’ learning providing support and environment, and encouragement on students’ efforts rather than criticism and punishment.

In the same way, Pollard (2006, pp. 405-6) has mentioned some factors that affect student learning achievement. They include firm ad purposeful headteachers who can appoint not ‘our teachers but good teachers’ in the school, create consensus and unity of purpose, deligate, responsibilities, involve all teaching and non-teaching staff in decision making, so that they can make the school of their own. The school must have shared vision, conducive learning environment, focus on teaching and learning as the schools’ primary purpose emphasizing on teachers time on task, time spent on learning, amount of homework/classwork, effective learning time etc., high expectation on student learning achievement, monitoring students’ progress, positive treatment to students and other stakeholders, care about planning and preparation, parents’ involvement in improving student learning achievement, collaboration and co-operation among staff and other stakeholders like parents, SMC chairs and members, PTA representatives.

Therefore, the schools which have high student learning achievement must have these all factors or some of them; otherwise it is very difficult to produce good outcomes in students.
Though this is the age of digitization, it has become some schools as well as students as the dream because of the various factors like school-related factors, teacher-related factors, system-related factors, etc.

For the purpose of developing the concept and principles, the available literature including documents and reports of NASA, policy documents of BPEP, EFA, SSRP and SDG and their mid-term evaluation reports, ERO's earlier reports and the curricular guidelines directives and reports related to child centered learning were minutely and rigorously reviewed while carrying out the study. National and international practices on factors affecting and facilitating student learning achievement, the roles and responsibilities including rights and duties of the personnel of the line agencies were also observed before preparing the data collection tools. At the same time, the given terms of reference, job description for each individual personnel also were reviewed and analyzed to ascertain their functions.

The unit for National Assessment of Student Achievement (NASA) formed within the Education Review Office (ERO) in the Ministry of Education has carried out an assessment of the learning outcomes of Grade-8 students’ in the three subjects- Mathematics, Nepali and Social Studies taking altogether 48,682 students, 1156 subject teachers, 1158 head teachers from 1201 schools and 25 districts that were randomly selected and covering all five development regions and ecological belts of mountain, hill and the Terai as well as representing both institutional and community schools of both rural and urban areas (ERO, 2013). The study has summarized the major findings that there is a great difference in the achievement between the students, schools, districts and development regions. In comparison to community schools, institutional schools have higher learning achievement of the students, but instead of developing creativity in the students, they are apt to memorize and recall what they have learnt by heart. The socio-economic and educational as well as home language background has direct influence on the students’ learning achievement but there was no difference in the achievements of boys and girls and rural and urban schools. In comparison to the achievement of 2008 and 2011, the result of Mathematics has declined whereas the result of Nepali subject has increased.

On analyzing the results of NASA report (2013), it was found that the schools with high student learning achievement utilized higher number of study days, smaller classes, smaller student-teacher ratio, spending more time on classwork and homework, students’ and teachers’
less absence from schools, positive attitude towards their teachers and the subjects, parents’ higher socio-economicand educational status whereas the schools with lower student learning achievement lack these qualities which means they utilized lower number of study days, larger number of students and student-teacher ratio, spending less time on class work and homework, higher absence of teachers and students, less collaboration between and among the teaching and non-teaching staffs, parents’ low socio-economic as well as educational status etc.

The NASA study (2012) (Grade 3and 5) had main objective to generate objective, accurate, and comparative information on learning achievement of primary level students in schools being motivated to the education system so as to support in obtaining results as expected by curricula. The specific objectives covered as the determination of the learning level of grade three and grade five students in English, Mathematics and Nepali against the curricular goals by taking 80,232randomly selected students (38,753 in grade three and 41,479 in grade five) of 28 districts covering all development regions and three ecological belts representing both institutional and community and urban and rural schools as the sample.

The result of the assessment shows that there were unbalanced learning across the curricular contents, low capacity to solve tasks requiring higher ability (e.g.20%). Wide disparity in achievement between the district and development regions, remarkable variations between institutional and community schools growing difference between ecological belts and rural and urban schools wider inequality in performance level between languages, linkage of poor socio-economic status with remarkable lower learning achievement, association of over aged schooling with lower achievement, effects of lack of textbooks on achievement, negative effect of bullying and unfair treatment from teachers on achievement, no remarkable difference in students’ achievement on the basis of gender and ethnicity. The results of this assessment also confirms of the result seen in the assessment of 2012 of NASA reports.

The NASA report published in 2016 with database of 2015 aimed like in other previous assessment were to generate objective, accurate and comparative information on learning achievement of students in primary schools being motivated to evaluate the educational system to support in obtaining results as nuanced in the curriculum. The other objectives were to determine the learning level of grade three students in Mathematics, Nepali, and Grade five in English by taking 74,078 students, 1543 schools, 23 districts selected as the samples representing
all development regions, three ecological belts, institutional and community schools as well as rural and urban areas. The results of this assessment also shows that the same type of factors like wider variations in learning achievement in the basis of development regions, districts, language spoken in their homes, unbalance learning across all curricular contents, lower level of cognitive creativity, linkage of low socioeconomic status with remarkably lower learning achievement, effect of homework and support for the higher achievement, effects of teachers’ and students attendance, involvement and support of the parents and guardians. These reviews of the different assessments have the similar type of results and findings. It shows that the situation of the high and low performing schools is affected by the various factors. Though these results and findings have shown the remarkable factors, the most affecting factors like the roles of leadership and the competence, confidence as well as the high quality of teachers have not been explored yet. This study has also tried to explore the roles of other Stakeholders like headmasters, Resource persons (RPs), School Inspectors (SIS), District Education Officers (DEOs).

Efforts and Initiatives, Government of Nepal has Made for the Quality of School Education

The Government of Nepal has fored many policies and implemented them for the quality education at all levels. The provision of free basic leve education, free textbooks, scholarship, provision of female teachers in all primary schools, improved school facilities or infrastructure etc. are the major initiatives which have been contributing to enhance the national goals of Education for All (EFA) in ensuring access and equity related concerns. In the policy level, it has also been seen putting efforts in the area of school restructuring, providing mid-day meal, quality and relevance of education, supervision and monitoring and other management aspects.

It is regarded that the policies on education reflect the goals and objectives of education in a country. According to Dangal (2013) policies are guidelines or courses of action of the government organizations designed to assist and influence consistent and transparent decision making. The policies at Basic Level Education of Nepal can be seen to be guided and influenced by Jomtien Declaration (1990) and Dakar Declaration (2000). In 2009/10, the government of Nepal has extended the primary education from five years to eight years cycle. This policy has led to several other decisions in terms of tuition fees, textbooks, and free mid-day meal in some remote and backward areas of the country.
The Educational Regulation, 2059 has defined the responsibilities, duties and rights of Director General, Director, District Education Officers, School supervisors as the duties of formulation and implementation of education plans, facilitate day to day activities, carry out school and teacher development programmes and implement policies formulated by the Ministry of education. It has also provisioned the duties, responsibilities and rights, formation, designation and tenure of District Education Committee. The Education Regulation, 2059 has also formed the provision for Non-formal, Distance and Special education along with the categorization of schools, provision on grants, scholarship, school budget, incomes and expenses of the school, operation of district education fund, provision related to Rural Education Development Fund.

The Scholarship Act 2021 (1964) has given the priority to poor, women, disabled, indigenous tribe and Dalit including the people of remote areas. In the same way, Social Audit Manual, 2065 has made the social audit mandatory for all community schools (Dangal, 2013). This manual has explained the process of forming Social Audit Committee in the community schools, based on the provision of Education Regulation 2059. There is the provision of preparing the report of social audit to disclose the school activities through the interaction with the stakeholders of the school community and submit it to school supervisors by the date of Asoj 15 every year. With the suggestions and feedback by the school supervisors, District Education Officers, this report has to be submitted to the Department of Education.

The second part of School Account Operational Manual, 2009 gives the structural arrangement which has mentioned the provision for District Education Committee, Village Development Education Committee, and School Management Committee and their roles, duties and their rights in managing the local resources. The National Framework of Child Friendly School for Quality Education (2010) has defined the meaning of child-friendly school which creates the learning environment where students can learn interestingly being fearless at their own place and level. This framework has provided effective guidelines to school in order to produce quality education consistent with students’ aptitude and capacity. In the same way, the Textbook Publication and Distribution Guidelines, 2067 has aimed to utilize local skills, human
resources for better service delivery and enhancing ownership, implement participation, promote inclusive development, address needs of the local people, etc.

The School Grant Operational Directives, 2063 has been prepared to provide grants to school in a transparent ways and assisting the stakeholders to formulate School Improvement Plan and implement it by providing authority and flexibility in utilizing the grants received by the School Management Committee. It helps the schools to achieve quality education by the eeffective management of block grant. In the same vein, the Informal School Operational Directive, 2065 has the objective of facilitating adult education in the country so that the school institution can understand the roles and responsibility of their children’s education and involvement of them in the school activities. The government has also formulated the Guidelines for Establishing the Parthership and Supporting the Institutional Schools 2066 with the aim to improve the quality of education in community schools with the partnership of the institutional schools.

With the aim of school improvement by dentifying and developing skills in the Chairperson and Members of the SMC, the SMC Training Manual-COPE, 2005 was formulated. This manual has intended the ways to conduct training to the targeted people, the themes, evaluation tools and procedures, materials, etc. The trainer’s manual has aimed to assist local level stakeholders to manage and assist community schools in providing quality education keeping in mind the special needs of the students of disadvantaged family and shortage of resources and help in their homes. The training also aimed to enhance the ownership of the school activities by involving the stakeholders taking part in the decision making process, monitoring and assisting the school. Similarly, the School Management Committee and Parent Teacher Association (PTA) Training Manual (2066) has contributed to produce the skilled human resources by including objectives, participants, facilitators of the training, major issues to be addressed in the training, expected outcomes of the training materials required for the training, etc.

School Sector Reform programme Basic Education Implementation Directive, 2066 has the main aim to facilitate implementation of Basic Level Education in the integrated manner in order to create synergy and uniformity. In the same manner, the Per-capita Funding Management Directive, 2064 has been formulated to bring uniformity in grant allocation, reduce
the effect of teacher shortage assigning the different responsibilities and rights of various agencies.

**Teacher Support in Community School through PCF Mechanism, 2066** has the major objectives to determine the grants given to school as per the number of students by taking into account of the served, unserved and underserved students. This mechanism has the criteria for allocating the grants to different levels of school education and has made clear the responsibilities, duties and rights of various state structures, including District Education Office, regarding grants allocation and distribution.

**The Continuous Assessment of Student Directive, 2066** includes the meaning and purposes of CAS, its objectives, scope and working policies along with the duties of the authority concerned while implementing the CAS. This programme is related to the on-going assessment of the students rather than taking only quarterly and annual tests considering the individual differences in students’ learning. This programme is one of the best tools of knowing whether the learning achievement of the students follow the right track of their learning process.

With the major objective merging down-sizing of two or more basic and secondary level schools for the better utilization of resources and effective management, the **School Merging and Down-sizing Directive, 2067** was formulated. This is the initiative taken by the government to make the school level education more effective as per the objectives of SSRP. In line with this very objective, the Programme Implementation Mnual, 2067 has formulated and has made clear various stages of programme implementation including the various activities, their implementation procedures, time lines, responsible agencies and indicators in relation to the SSRP.

**The School Enrolment Campaign Guideline, 2068** was formed to ensure the Education for All including the work plan for carrying out welcome to school programme and monitoring and evaluation tools and students’ enrolment. The school as zone of peace Directive, 2068 has also made a provision of regular monitoring of the schools from the higher level line agencies as well as the school level for ensuring the implementation of the intended activities. Every school has its own fund management system in which the fund has been collected from several sources. The fund management, expenditure and audit are carried out as per the school rules and regulation.
The Resource Person Management Guideline, 2068 aims to manage the resource persons at the district level. It includes the recruitment, mobilization and capacity development of these resource persons, the main role of the resource person is to provide the professional support to teachers on site. They can also provide help for the SMC, VEC and VDC.

The Child Friendly School Procedure, 2068 includes the provisions of national, district, municipality, village, community level committees for ensuring the child rights and their participation in the governance process in line with the Dakar Convention (Dangal, 2013). In the same way, the implementation of Free and Compulsory Education Guideline under the SSRP 2067 established the basic level education as the right of all citizens.

All the above mentioned efforts of the Government of Nepal are for the quality education which contributes to the student learning achievement. The policies and their implementation focus on the free basic level and right-based approach to education. They provide support to targeted students with scholarship, mid-day meal, hostel facilities and residential support. They also contribute to the girls’ education, teacher development and management. They also pay attention to the development of school infrastructure such as classroom construction, renovation and maintainance of schools and school premises. For the quality education and literacy initiatives, they focus on management efficiency, skill development as well as local level planning and strength of monitoring and supervision system.

However, there are still some gaps in the implementation of basic level compulsory education in the country. In Dangal’s (2013) view, the first education plan of 1956 had proposed the compulsory education in Nepal but it was not seen to be implemented because the education act of 1962 had also seen to have proposed that the government would make the provision for free and compulsory primary education in the designated ares. It indicates that to make the free education, a long time had to be waited for the implementation of it in the practice. Similarly, there is a wide gap between the commitment and implementation aspect in the field of education in Nepalese system. Many issues like restructuring of education, providing mid-day meal, quality and relevance of education, supervision and monitoring and other management aspects seem to be very poor.
Conceptual Framework of the Study

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

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

Case study relies on in-depth, attached, contextual, natural and lived experience information related to the cases. From this perspective, researcher is a tool, to some extent, keeping the information in memory for the time being. Case study research methodology can establish cause and effect observing the effects in real context, recognizing that context is a powerful determinant of both causes and effects (Cohen, Manion & Morrison, 2010). The methodology has been adopted to understand the context as a whole exploring the factors related to the context of the selected cases.

Since this study has been carried out involving the executive heads and concerned personnel of DOE, ERO, DEOs and RCs as well as the SMC members, head teachers, teachers, students, parents and other stakeholders, they have their own assigned roles and responsibilities in the education institutions. The ultimate goal of all these stakeholders is increasing the learning achievement in the students. There may be various factors that affect or facilitate the student learning achievement. To accomplish the main purpose of this study that is to find out how school conditions can contribute to the student learning achievement and the other objectives incorporating the areas of reviewing the related literature, examining school conditions, identifying practices and roles of various stakeholders, the appropriate research design, sample, tools, activities in the field and data analysis and report preparation procedures have to be chosen appropriately.

As methodology deals with the research design, sample, sampling procedure, data generation tools, field activities, data analysis and report preparation technique, they have been described in brief in the following paragraphs under this sub section.

Research Design

As mentioned by Creswell (2014), “research design, as the plan or proposal to conduct research, involves the intersection of philosophy, strategies of inquiry and specific methods” (p.5). It has allowed the wider triangulation and microscopic crystallization of perspectives and data. Kothari (2008) further writes that the research design is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data.
This research is client-oriented research. The topic of this research has already identified the design as the case study. The case study is the research design in which the in-depth information is generated through either one of these techniques like observation, interview, focus group decision, document analysis or all of them. The cases were studied from all dimensions for its authenticity, genuineness and trustworthiness. Therefore, in this research study, the information is generated not only from the students, teachers, head teachers and other parents, guardians, SMC members but also from the concerned heads of the line agencies like RCs, DEOs, ERO as well as DOE.

Tool Preparation

The tools for data collection were separately designed for the students, parents, SMC members, teachers, headmasters, RPs, DEOs. The interview guidelines were designed for discussing with RPs, headmasters individually. These guidelines were used to talk to teachers, parents, SMC members and students in groups. Some guidelines were also prepared for the classroom observation and observation of the overall schools. These tools were prepared in both English and Nepali languages so that the respondents could understand what they are supposed to share.

Piloting the Tools

After designing the tools, they were implemented in a school to test whether the tools were too difficult to understand for the respondents and whether they were able to generate expected information. The result of the tools were analyzed to finalize them and to be used in the assigned field.

Field and Sample Selection

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

**Table 1. Representative sample and size**

<table>
<thead>
<tr>
<th>District</th>
<th>Schools</th>
<th>DEOs</th>
<th>SSs</th>
<th>RPs</th>
<th>HTs</th>
<th>STs</th>
<th>Stu</th>
<th>SMC</th>
<th>PTA</th>
<th>Total</th>
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<td>B₁</td>
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<td>12</td>
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</table>

**Data Collection Procedures**

There are various data collection procedures relevant to carry out the case studies of the assigned schools. To infer the factors affecting and facilitating student learning achievement both quantitative and qualitative information is necessary. So both quantitative and qualitative methods have been applied while performing this research. Specifically, the following different procedures have been followed to carry out this study.

**Observation.** The physical facilities like classrooms, play ground, compounding, toilets, drinking water, gardens, roads, furniture, sanitation etc were observed on the field. The classroom teaching learning process, teaching techniques and methodology, time on task, teachers' preparation and delivering etc. were also observed while doing classroom observation.
Interviews. Data on the school understanding and initiatives regarding improvement in learning conditions, the personnel’s perception towards the initiatives and practices, the teachers’ perception and experience, the head teachers’ efforts, management initiatives, etc were drawn through personal interviews with them.

Focus Group Discussion. The information from the students for Discussion was generated through focus group discussion or group interviews. The data through focus group discussion have been used to verify the information through classroom observation, document analysis and personal interviews with the personnel of line agencies, and head teachers.

Limitations

This research had been conducted within the parameter of TORs of Department of Education. By following the direction given in the TORs of DOE, in the course of research it has some serious limitations.

- The research procedure followed and findings found in this research report cannot be generalized absolutely. However, it has sufficient potentiality of critical transformation to other cases.
- The research had to be carried out just before the time of election because of which some respondents like RP and DEO of Sankhuwa-Sawa were unavailable in the field.
- As per guidelines of TOR given by Department of Education, the case study has not reached to individual level of students who are poor or very poor in the learning achievement which is desirable to explore the actual factors approaching to in-depth study. It is confined within school, subject and grade level.
Chapter Four: Data Tabulation and Analysis

The data collected, through the tools like interview schedule, focus group discussion guideline, general observation form, classroom observation form, digital recording and using human memory, from the field have been transcribed, organized, tabulated and analyzed in this chapter by using the quantitative and qualitative techniques and devices. The obtained information has been organized into various themes: cases of schools; trends and issues of teaching learning conditions and student learning achievement; government efforts and their implications regarding improvements in teaching learning and student learning achievement; school level understanding and initiatives regarding improvement in learning conditions and student learning achievement in reference to NASA outcomes; good practices and innovations and dynamics of school transformation; roles of various stakeholders; factors affecting student learning achievement under which individual subjects and the factors affecting the achievement of the subjects have been discussed.

Cases of Schools

Under this study, the selected twelve sample schools have represented from the three ecological belts and the development regions. The selected twelve schools are from six districts. The context, location and state of the each sample schools have been discussed, here in the following sections.

Cases of schools in Shankhuwa-Sawa District

Shankhuwa-Sawa district is in Province No. 1 in the eastern part of Nepal. The area of district is 3,480km\(^2\) with a population of 158742 in 2011. The administrative, Khandbari is the headquarter of the district. The bordering districts are Bhojpur, Terhathum and Dhankuta in Koshi zone, Solukhumbu in sagarmatha zone; and Taplejung in Mechi Zone. The northern border of it is shared with the giant and prosperous country China. The people of this district use Nepali, Limbu and Yakkha language as the means of communication. Two sample schools having high and low learning achievement in Nepali subject have been selected from this district.
**Sharada Basic Level School**

This School is situated in North-Eastern rural and remote area of Sankhuawa-Sawa district which is about 13 kilometres away from the head quarter, Khandbari, of the district. It is located at Shabha Pokhari Gaunpalika. It has 5 buildings and 11 rooms. However, due to the open compound, the school cannot ensure security. The buildings have occupied 4 and ½ ropanis and an area which covers 24 ropanis around the school. Despite having 5 buildings, there is not any library or laboratory. The buildings also require maintenance. There are not sufficient and adequate desk-benches in the classroom. The classrooms have daily used classroom materials like the white board marker and duster, etc.

The average achievement of Grade 7 students in the exam of Grade 6 in Nepali is 45%. However, in the NASA test 2015 the average mean score was 21% in Nepali subject. The teacher-student ratio is of 1:18. The students’ regularity is 72%, whereas, the teachers’ regularity is 79%. Subject wise teachers are available. There is one teacher with qualification of M.Ed., four with B. Ed., two +2 graduates and one with the SLC. All teachers are trained (long term and short term) and they are experienced (from 3 years to 28 years) of teaching experience. All the teachers are from the local context and they have received TPD training.

The teachers do not prepare lesson plans in the written form, although they claim to use locally available real materials, pictures and samples/models. They mostly employ teacher-centered methods like lecture, question-answer, and experience sharing as well as testing the students’ concept. They conduct group and pair work, presentations, situation creation, monitoring students’ activities, error and mistakes correction along with the appreciation of students’ effort.

The teachers have to teach 6 periods every day. The students belong from medium status of social, economic and educational background. The parents’ education is only upto SLC level. In the sample, 4 out of 5 students’ parents’ education was below SLC. The parents and other family members try to support the students in their study but everyday home duties like cooking and grass cutting rarely creates an environment for study.

The school conducts quiz, debate, sport competition and cultural program in which the students participate enthusiastically. The school creates cooperative and encouraging social
environment. There are three types of evaluation schemes: written, oral and practical with the question paper as the tool. They conduct continuous evaluation; analyze result, provide feedback and record the test result. However, they do not give any suggestion in the mark sheet. The teaching portfolio is also not maintained by the teachers.

The headteacher possesses transparent behavior and avoidance of greed and fear. The school employs participatory, collaborative and cooperative approach with the acceptance of ownership of all stakeholders. They claim to be politically neutral. They maintain friendly relation between teacher and students and claim to be satisfied in teaching profession. However, they have very rare involvement in the improvement of students’ learning achievement. The parents’ involvement can be found only during anniversary day or just one or two days of an academic year. The teacher-SMC interaction emphasizes regularity, discipline, preparation of environment for study at home and the management of additional materials.

**Sharada Secondary School**

Sharada Secondary School is situated in the south-eastern part of Sankhuwa-Sawa district in Chainpur Municipality. It is located 30 km away from Headquarter of the district. The school has 8 buildings. One of them is 3 storey concrete building. The buildings have surrounded the premise of the school. Therefore, it seems no need of the extra fences and walls for the security and protection. It was elected as high performer school in the student learning achievement; it has currently 56% average learning achievement of the students of Grade 7 in the exam of Grade 6 in Nepali subject.

The school premise is neat and clean. There is a separate building for library with study table for staffs. Although the laboratory is not separate, the lab apparatus are in usable condition. They are planning to add more rooms for such purposes. The classrooms are also clean and there are sufficient and adequate desk-benches in the classrooms. The rooms are decorated with useful and informative charts, drawing and tables made by the students. The white boards are in their appropriate places.

The teachers only prepare a mental picture of the lesson plan and they just use common classroom materials like textbooks, board and duster. At the Basic Level, subject wise teachers are not there. Out of 17 teachers most of them have higher qualification (Bachelor and Masters
Degree). They are trained and experienced (from 4 years to 35 years). All the teachers are from local context except one at the Secondary level.

The student-teacher ratio is of 1:32. The students’ presence is 92%, whereas the teachers’ presence is 94%. There are 23 periods in a week for a teacher to teach. The classroom teaching is carried out mostly by using lecture, question-answer and other explanation. The teachers use materials, samples examples models, give clear guidelines, monitor the students’ activities, correct errors and mistakes and appreciate students’ effort.

The parents’ educational status is upto SLC and their socio-economic status is medium and low. The students very rarely receive cooperation and support in study from their family members. The school provides encouraging, cooperative, collaborative and enthusiastic social environment. It conducts co-curricular activities like quiz, debate and speech competition and organizes cultural programs, and inter-house sports competition in which they receive enthusiastic participation from the students. New admission takes place on the basis of entrance test. The teachers use test, observation and checklist for students’ achievement evaluation and for the continuous assessment of the students’ learning. However, the results are not formally analyzed, they do so informally only. They do keep records of test and results, but they do not make the use of portfolios.

They possess transparent behavior and avoidance of greed and fear. They employ participatory, collaborative and cooperative approach with the acceptance of ownership of all stakeholders. They claim to be politically neutral and maintain friendly relationship between teachers and students and claim to be satisfied in teaching profession. However, they confess not feeling secure. The parents’ involvement in the improvement of students’ learning and school activities is very low. But the interaction between teachers and SMC members occurs frequently.

**Cases of schools of Doti District**

Doti district is in the Far-western part of Nepal which lies in the Province No. 7. The head quarter of this district is Silghadi and it has covered 2916 km² area. The total population of this district is 211746 in 2011AD. Dotyali language is the
local language of the people which is commonly spoken by the people resided in the area. The Dotyali language is different from Nepali language. Doti shares its border with the districts Achham in the East, Dadeldhura and Baitadi in the west, Bajhang and Baitadi in the North; and Kailali, Kanchanpur and Surkhet in the South. The two schools with low and high learning achievement in English subject have been selected as samples for the purpose of this study.

**Banedhungra Basic School**

Banedhungra Basic Level School is located in Shikhar Municipality, at a distance of 48 km. away from the head quarter of Doti, Silgadhi. It has been recognized as low performer (15.56%) school in English subject at basic level school education recorded by NASA. The average achievement of the students in English in Grade 6 is 50%. It has 5 small school buildings. The area of this school is 7 ropanis and 6 aana without walls to surround the school premise. There are five small mud-stone buildings, so we can say that the school is economically weak. As a result, there are not sufficient buildings. The premise is also not fenced.

The classrooms are clean and there are adequate desk-benches. Although, they have learning supportive classrooms, the teachers do not prepare written lesson plans. Neither do they prepare any instructional materials. There are not subject wise teachers in required number. The English teachers are trained and have an academic qualification of B.Ed level. The teachers are all from the local community.

The teacher-student ratio is that of 1:40. There are teachers with an experience of a few years to those having many years of experience. They have high expectation over students learning and give emphasis to the acquisition of basic skills. They conduct regular monitoring over student progress giving emphasis to transparent behavior, greedlessness and fearlessness.

However, the school has weak leadership. There is not any feeling of security on the part of the teachers, neither are they satisfied. The students’ regularity is 75% and the teachers’ regularity is 93.75%. They make the use of lecture, discussion, giving guidelines and error correction. This insures active classroom participation. However, they do not make the use of instructional materials in teaching. They check class works everyday but there is not regular homework giving and checking.
The school has open admission system without selection. The students are from economically weak and educationally illiterate family background. All the 5 sample students were from illiterate family background. Very rarely do the students receive help in learning from their family. The students actively participate in co-curricular activities like debate, quiz and spelling contest. The teachers conduct oral and written test along with the observation of students’ activities in classroom. They employ continuous evaluation and maintain the records of achievements even though they do not maintain any portfolios.

**Maharaswati Secondary School**

Maharaswati Secondary School is situated in the West-Southern part of Doti, 145 km away from the headquarter of Doti, Silgudhi. It is surrounded by a thin jungle of a hilltop in Jorayal Gaunpalika which provides the learning institution for the students walking 1 and ½ hour every day. The average learning achievement of the students in English in Grade 6 is 56 %. It was selected as the sample having high performance (80.92%) in NASA test 2015.

There are 4 small buildings surrounded by open place without compounding having the lack of proper security. The school buildings are made up of stone and mud, but they are not sufficient for the level of secondary education. The school is physically and economically poor and it mostly relies on the economic support from the local people. The classrooms have dusty floors, walls and broken furniture. They make the use of chalk board rather than white board.

The teachers neither prepare nor use any specific instructional materials. They just use the textbook, chalk and blackboard there is the availability of subject wise teachers. Regarding their qualification, two teachers hold M.Ed. degree; three are B.Ed. graduates, one B.Sc. and four I. Ed. among whom 6 out of 10 are local teachers. The teacher-student ratio is that of 1:15. The experience of teachers ranges from 2 years to 20 years. The teaching is based on students’ involvement and active participation.

The students are from a very weak socio-economic background. Three out of 6 students are from illiterate families. Family support in learning from illiterate family member is very rare. There are not any students who do not have to engage in home affairs for at least 1 to 2 hours. The students’ priority is to their home duties and responsibilities rather than their study. They receive cooperation for learning from their teachers only.
The school organizes field trips, quiz contest, debate, in which students participate enthusiastically. There is a frequently assessment and recording of the performance. There is also a system of monthly evaluation. Homework also functions as a means of evaluation. Students are aware of their results although the teachers do not use any portfolios.

The school environment is transparent, collaborative, participatory and cooperative. They have high expectation of student achievement. The school conducts regular meeting of PTA on school activities. They use both teacher and student centered methods i.e. lecture, question-answer, group and pair work, correction of errors and mistakes of the students. Regular homework is provided and checked with feedback.

The teachers and students feel less secured and less satisfied. But there is an active involvement of teachers and students in school activities. The students have 75% of regularity and the teachers have 80%. The admission opens for 15 days at the beginning of the session and remains closed throughout the session. The members of SMC and PTA facilitate the resource management and school operation.

**Cases of schools in Nawalparasi**

The political territory of Nawalparasi District is shared by two Provinces No. 4 and No. 5 in the new division of provinces. The district has Ramgram as headquarter, covers an area of 2,162 km² and has a population of 643,508. The main caste is Tharu, culturally rich in the Terai, and other castes Magar, Brahmin-Kshytri are migrated from the Hills. The midpoint of Nepal’s longest highway, east-west highway, called Mahendra Highway, lies in this district. Mahendra highway’s 99 km long segment is in this very district alone. The district, ecologically spread in the Terai belt, has also shared the parts of Chitwan Valley of inner Terai. The Nawalparasi district is connected to Rupandehi District on the west, Palpa and Tanahun Districts on the north, Chitwan District on the east and Indian border on the south.

The big industries such as Chaudhary Udhyog Gram (CUG), Bhrikuti Pulp and Paper Factory are located in the Nawalpur area of this district. Nepal's one of the biggest sugar
industries, Lumbini Sugar Industry, which was made with China's support, also lies in Sunwal Municipality of this district. Nowadays many industries are also being operated here like Sarbottam Cement Factory, Butwal Cement Factory, Triveni Distillery, cement factory of CG in Dumkibas, Jamuwad paper factory and other cottage industries.

Students of this district have been enjoying a quality education from the physically well facilitated institutional and community school systems for school education and private, community and constituent campuses for higher education in the diverse disciplines and subject streams. In this educational context, this research project, two schools have been selected purposively based on the high (79.49%) and low (19.64%) learning achievement of NASA report 2015 in the English subject at Basic Level School Education to explore the dynamic factors affecting students’ achievement in English subject.

**Kalika Higher Secondary School**

Kalika Higher Secondary School is situated in the Southern- East part of Nawalparsi District, in Gaidakot Municipality, which is very close to Mahendra Highway. The distance of this school location from the Head quater of Nawalparasi is 100km. It has 6 single and multi-storey buildings for different purposes: administration, classroom instruction, library, laboratory, conference. The school area, occupied 43-06-03-02, is well-compounded with concrete wall and wired-fence. It has sufficient play ground for the students. The environment of the school premise encourages the students, teachers and other staff to keep on their sincerity and engagement automatically. It is the sample school which is recognized as the high performer in English subject (79.49%) at Basic Level School education in the record of NASA test conducted in 2015. The current average achievement of the students in English subject in Grade 6 is 65%.

The school has six concrete buildings with separate administrative section, library, science laboratory, and computer laboratory and conference hall (with a projector). It has sufficient buildings and infrastructure strong with economic foundation. It has a widely spread premise with concrete compound wall and wire fence. It is decorated, very clean and has well managed classrooms

The instructions are based on lesson plans facilitated with instructional materials. There are subject wise teachers, sixteen with the qualification of M.Ed./M.A, eight B.Ed. graduates,
eight 10+2 and four S.L.C holders. Mostly the teachers are local residents. The teacher-student ratio is 1:47(basic Level), 1:62(Secondary Level).

The teachers are trained and experienced. They involve student centered instructions like question-answer, group and pair work, use of material: sample, model; monitoring the students’ activities; correction of errors and mistakes and appreciation of students’ effort. The students are active in the classroom. Everyday they have to teach 6 periods. Their homework and class work are regularly checked with appropriate feedback.

The students are from medium and strong socio-economic and educational background, 1 out of 5 sampled students are from deprived background. Among the sample students, 3 parents out of 5 have higher education. Four students get cooperation from parents and their own brothers and sisters; only one student has nobody to help him at home.

The school conducts weekly debate, quiz, and sports competitions to develop students’ personality with their active involvement. The students are aware of their results. The teachers engage in continuous evaluation along with the observation, rating scale, oral and written test, and homework. They maintain the records, but not portfolios. There is also the provision of result analysis and providing feedback to the students.

They give importance to transparent behavior, greedlessness and fearlessness, collaboration and cooperation as well as the feeling of ownership. They have high expectation of student achievement. They emphasize on acquisition of basic skills and the regular monitoring of students’ progress.

Teachers participate in trainings, have a feeling of security, maintain friendly environment among teachers, student and administrators, are satisfied with their profession and have a feeling of ownership as stakeholders. The school boasts on 96% regularity of students, and 95% regularity of teachers. There is an entrance test policy for the new student admission but for the old ones, there is no such provision.

**Bhanudaya Secondary School**

Bhanudaya Secondary School is situated in the West-Northen part of Nawalparasi District at the bottom of the Chure Range. It is the one among the remote rural localities of this district in
Vinayi Triweni Gaunpalika. The school is located 48 km away from the Headquarter of Nawalparasi District. This is one of the low performer schools (19.64%) in the record of the NASA test, but not so physically weak. The average achievement of the students in English in Grade 6 is 52%.

It has 4 buildings made of concrete covering 0-16-0 area walled and wired-fence. It has sufficient buildings and classrooms as well as a playground for the students to play various games and sports. It has a separate Library building and a Laboratory building under construction but still they have not come into use. The school environment has not so stimulated for the students, teachers, staff and parents.

Though this school has strong economic foundation the classrooms are clean, the desk and benches are adequate and sufficient the white boards kept on the wall are clearly visible for the students, it does not have so supportive classroom environment because the teachers prepare neither lesson plans nor any instructional materials. They employ the usual/traditional materials and strategies. The school has subject wise teachers whose qualification ranges from +2 to M.Ed with 12 teachers out of 18 local.

The teacher-student ratio is 1:32. The teaching experience of teachers ranges from 5 years to 26 years. They employ both teacher centered and student centered methods like lecture, explanation, question-answer, students experience sharing, testing of students’ concept, pair work, correction of errors and mistakes of students and appreciation of student’s effort.

The students are from weak economic and educational background in general. Four out of 5 sampled students’ fathers are labour in the other countries (India, Malaysia, and Dubai). The parents are literate but not educated with higher education except of 1 sampled student who does not get cooperation and support for study at home and fails in the class.

The school organizes level wise quiz, debate, speech, sports competitions throughout the week of a particular time of year. It uses CAS, homework, examination and practical test scores for the feedback to teachers, students and parents. The teachers keep class wise/grade wise record of the results in ledger but they do not make the use of portfolio.
They profess transparent behavior, greedlessness and fearlessness, cooperation and collaboration, political neutrality, feeling of ownership and acceptance of feeling of ownership of stakeholders. They have high expectation over the student achievement too. They regularly monitor the students’ achievement,

The teachers have a feeling of security and maintain a friendly relation among the administrators, teachers and students. However, they are still left to gain educational achievement as expected. There is parents’ involvement in the physical improvement rather than educational upliftment. It can be found somewhat enthusiasm in students to uplift their achievement. There is 95% students’ regularity and 95% teachers’ regularity.

**Cases of Schools in Kanchanpur District**

Kanchanpur District is in the western part of Province No. 7 which lies in the Terai belt of Far-western region. The head quarter of this district is Mahendranagar. It has covered an area of 1610 km² with a population of 171,304 recorded in the census 2011. The majority population of this district is occupied by ethnic Tharu people and other people are migrated from western Hills. It is bordered with Kailali district in the East, Dadeldhura in the North and India in the South and West. The research reports state that the school education system of Kanchanpur District is sternly suffered from the absenteeism, drop-out and poor achievement (Kafle et al. 2073/74). This research project has also concentrated to explore dynamic factors of student achievement in Nepali subject at basic school level education. For this purpose, two schools have been selected from this district, which have represented the low and high learning achievement in the subject of Nepali.

**Samajjee Secondary School**

Samajjee Secondary School is situated in Krishnapur Municipality, 40 km away from the head quarter of Kanchanpur, Mahendranagar. The school has 7 buildings with 15 rooms and other two buildings are under construction. The classrooms are not sufficient for the individual class and subjects. However, it will have sufficient classrooms for the students after the completion of the
two buildings. The school compound, fenced with wire has covered 1 and ½ bigahas area. The atmosphere of the school is appealing for the parents, teachers, staff and students. The average learning achievement of the students in Grade 7 has 58% in Nepali subject in their Grade 6 exam. The school has a library, but not in separate buildings. The classrooms are not coloured, nor decorated. However, there’s the management of book rack in classrooms for teachers. The desk-benches are not sufficient for the number of students, some of them are old. USAID has supported them with books and pocketcharts.

The teachers have no written preplan of lesson, they have mental plans only. However, they make the use of computer for the office work and items setting but very less use of audio-visual materials, pictures and models. There are subject wise teachers available with the qualification of SLC-3, Proficiency Certificate level-3, Bachelor Degree-7 and Masters Degree-4. They are trained (long term and short term) and experienced (2 years to 24 years) teachers. Except for 1 secondary level teacher, all teachers are from local context. The student-teacher ratio is 1:56. The teaching methods practiced are lecture, question-answer, explanation, etc. The teachers have to teach 6 periods everyday.

Most of the students are from medium and low socio-economic, education and family background. Among the 4 student samples, all the parents are just literate or only have basic level education. The students receive cooperation and support in learning from their own sisters and brothers. However, they also have to devote their time in home duties like cooking, dish washing and fetching water.

The school places less emphasis on extracurricular activities but carries out regular tests, oral tests and continuous assessment. The result analysis has been done orally until the present time but now on wards they express the desire to maintain written records. They claim to possess transparent, participatory, collaborative, cooperative, politically neutral behavior along with the acceptance of ownership of the stakeholders. They have high expectation of the student learning and lay emphasis on basic skill acquisition.

They conduct regular monitoring over student progress and information sharing. The school provides opportunity to participate in trainings, there is no insecurity in school area and yet there is no lack of security among teachers. They maintain friendly relationship between
teachers and students but the teachers do not seem to be satisfied from the salary of the teaching profession. There is medium involvement of SMC members and parents in interaction with teachers regarding teaching and learning. The students’ regularity is 90-95%, whereas, the teachers’ regularity is 95%. The admission campaign is conducted collectively by PTA, SMC, teachers and students with banners. The new admission is done on the basis of students’ ability, mark-sheet and interview as the entrance test.

**Siddhanath Basic Level School**

Siddhanath Basic Level School is situated in Bhim Datta Municipality, only 9 km away from the Headquarter of Kanchanpur District. It has 4 blocks built-up with the assistance of 4 agencies called Japanese International Co-operation Agency, District Development Committee, local donation, and Department of Education for the purpose of instruction, administration and library. The area of this school covers 1 bighaha which has been fenced with wire and concrete wall to the east of the area. This school has been selected as low performer in Nepali subject. The students, currently in the Grade 7, have 52% average achievement in the exam of Grade 6 in Nepali.

The school library is nominal and there is no laboratory. The classrooms are not suitable for teaching-learning activities. The desk-benches are broken and not sufficient. The white boards have also been kept over the wide blackboards. The teachers do not have instructional plans and use very less instructional materials like map, globe, atlas, pictures card, flash cards and charts. The subject teachers are available with the qualification of Bachelor level-4, Certificate level-1, SLC-1 and Test pass-1. They are trained and experienced ranging from 7 years to 36 years.

None of the teachers are from the same school ward. The ratio of teacher-students is 1:17. They perform classroom teaching by using lecture, explanation, question-answer, read and read technique. They have to teach 7 periods everyday. Most of the students are from illiterate and socio-economically poor family status. Among the 4 sampled students, 1 is from an illiterate family and other 3 have literate parents who have not completed their school education. They receive a very rare cooperation from their family members for their learning. Among the 4 students 1 was found to spend more than 4 hours in home duties.
The school organizes co-curricular activities like Sarsaphai campaign, gardening, tree planting and project works. The student evaluation process takes place through lesson wise, monthly, tri-monthly, half-yearly and annual exams. There is continuous assessment as well. The headteacher claimed to analyze results regularly and record the results in their register and computer.

The school was found to possess very week leadership with less transparent behavior. But their approach is participatory, cooperative and collaborative. Though headteacher claimed that they feel ownership of all stakeholders and engage in a regular monitoring of student progress, the other teachers lack a feeling of ownership. The curriculum, syllabus and teacher guide are not available due to the weak management. However, the teachers do get the opportunity for training. They seem to maintain a friendly relation between teachers and students.

The parents’ rarely get involved and participate in co-operation to promote students’ learning. The low involvement of parents in school activities is because of poverty, lack of education, business, foreign employment, disbelief in community schools and low monitoring.

The students’ regularity is 80%, whereas the teacher regularity is 95%. The student admission policy is generally of one time of the academic year but in the case of formal request and reason admission is open throughout the year. New admission is done on the basis of mark sheet.

**Cases of Schools in Ilam**

Ilam district is a Hilly district of Province No. 1 in the Eastern Nepal. The district covers 1703km² area with the population of 29, 0254 in the census 2011AD. This district stretches from the Terai belt to the upper hilly belt of the Himalayan range. The district is bordered by Pachthar in the North, Jhapa in the South, West Bengal (India) in the East, and Morang and Dhankuta districts in the west. It is the district which is recognized as a hub of the cash crop of Nepal. The district, Ilam today, is one of the most developed places in Nepal. Its ILAM TEA is very famous and is exported to many parts of Europe. The main source of income in this district is tea, cardamom, milk, ginger, potato, and broom production on a large scale.
In the context of this district, the role of education is to link the knowledge of the students and their socio-economic context where one is brought up. Education in this district is integrated with the progress. This research project has attempted to explore the factors that affect the achievement of the students in Mathematics at Basic Level School Education. For this purpose, two sample schools having low and high learning achievement in Mathematics subject at Basic Level School have been selected to study.

**Diyalo Lower Secondary School**

Diyalo Lower Secondary School is situated in the Eastern part of Ilam District, in Suryodaya Municipality. The school is located at 45 km away from the Headquarter of Ilam. It has 2 concrete buildings and 1 mud-stone building in 3 ropanis area without fence around the premise. The school environment stimulates the parents, students and teachers in a special manner with a healthy natural atmosphere which encourages the students and teachers to work even though it lacks playground, library, and laboratory. It has been found that the students in Grade 7 have secured 55% average learning achievement in Mathematics in the final exam of Grade 6. In NASA report it has been found as the high performer school with 72.95% mean learning achievement in mathematics.

The classrooms are clean with sufficient desk-benches, chairs, tables and bookracks in the room. There is sufficient light to work but the white board is quite small and not adequate for classroom activities. The teachers have maintained classroom dairy for the outline of lesson plan, even though instructional materials are rarely used. There are no subject-wise teachers at basic level and the math teacher has not specialized in Maths subject. The qualifications of the teachers are I Ed.-5, B.A/B.Ed-2, and BBS-1. Four of them are trained and all of them are from the local context. Teaching is carried out by using both teacher and student centered methods like lecture, explanation, question-answer, use of formula, situation creation, group and pair work, clue supplying, monitoring students’ activities, correction of error and mistakes and appreciation of students’ efforts. The teacher-student ratio is 1:61. The teachers have to teach upto 42 periods a week.
The students are from low and medium socio-economic background. The parents are engaged in farming so the students get engaged at home in grass cutting and animal feeding. The parents have low educational status. The parents of 3 sampled students are illiterate and other 2 students’ have just basic level education. Two out of 5 sampled students have no support in learning from their family members at all.

The school conducts speech, quiz and other competition every Friday in which all students are expected to participate. The student pass rate is 99% and the student achievement is 50.50%. The school takes written test, class work, homework as the means of student assessment. Although it adopts a continuous evaluation process, the teachers do not maintain any portfolios.

The headteacher possesses transparent behavior, avoid greed and fear, has public participation, co-operation and collaboration, is politically neutral, accept all stakeholders’ ownership and have welfare motive. They also have a high expectation of learning achievement. They give emphasis on the acquisition of basic skills and they do a regular monitoring over the students’ progress.

However, the mathematics teacher has not got any opportunity to be involved in trainings. The teachers have a feeling of security in and around the school. They receive some help from the parents in students’ learning. They conduct regular meetings between teachers and SMC members for teaching learning. The student regularity is 90%, whereas the teacher regularity is 99%. They take admission in the beginning of an academic year on the basis of achievement records and, for new students; they rely on the entrance test results.

**Nepaltar Secondary School**

Nepaltar Secondary School is situated in the west-northern part of Ilam District, 20km away from its head quarter, Ilam. The school has 12 buildings, among which one is concretely built in the area of 5 ropani without any fence compounding. It has natural environment to the parents, students, teachers and other people. The current average achievement of the students in Grade 6 in Mathematics is 51% but it has been taken as the sample having low student learning achievement (24.31%) in NASA test taken in 2015.
The school has a clean natural environment with a large play ground. The library is in useful condition. There are sufficient desk-benches and book racks in the classroom. The students and furniture ratio is also appropriate. There is sufficient light in the rooms but they do not have additional materials except one white board. They use the chalk and talk method and do not use any instructional materials. The subject wise teachers are available with the qualification of B.Ed. M.Ed. and M.A. All teachers are trained. Most of them are from the local context as well. They perform teaching by using both, teacher and student centered methods like lecture, explanation, question-answer, eliciting students’ experience, use of formula, sample/example supplying, clue providing, and monitoring the students’ effort.

The teacher-student ratio is 1:18. The teachers have to teach 24 periods per week and everyday 5 periods. The students are from very low and low economic status and the parents engage in farming. The students also get occupied with cooking, grass-cutting, dish-washing and animal-feeding. In the case of their educational background, one of the students’ parents is SLC passed; otherwise they just have basic education. The students receive learning support from their brothers and sisters rather than from their parents.

The school conducts quiz, spelling and sports competition on level-wise basis every Friday with the participation of all students. There is an 80% student pass rate and a 55% average achievement rate. The school conducts evaluation through both formative and summative method by using written, oral, and practical tests and observation techniques. They keep a recording of the test results even though they do not maintain the portfolios.

They claim to have the possession of transparent behavior, greedlessness and fearlessness, co-operative and collaborative approach, political neutrality, and feeling of ownership, acceptance of all stakeholders’ ownership and high expectation of learning achievement. They carry out a regular monitoring of the students’ progress as well. They are hopeful for participation if trainings are organized.

There is a feeling of security in and around the school. They maintain a friendly relation between teachers and students. But the parents have a very low interest in the teaching-learning of their children. They rarely have involvement in school activities. There is regular meeting of teachers and interaction between teachers and SMC members regarding teaching-learning
activities. The students’ regularity is 80%, whereas, teachers’ regularity is more than 80%. The admission is taken on the basis of ability and birth registration.

**Cases of Schools in Bara District**

Bara District lies in the Province No.2. The district, Kalaya as its headquarter, covers an area of 1,190km² and has a population 687,708 recorded in the census of 2011. The main languages spoken in Bara district are Bhojpuri, Baijika, Maithili and Nepali. Bhojpuri is the dominant language of Bara District. Two sample schools have been selected from this district, which represent high and low student achievement in Mathematics at Basic Level School Education.

**Saraswati Basic Level School**

Saraswati Basic Level School, situated in Jeetpur Simara Municipality, is 35 km away from the Head quarter of Bara. It has 6 concrete buildings with 25 rooms. It has spacious and fenced premise for various activities and personality development. The average achievement of the students studying in Grade 7 is 65% in the Grade 6 fina exam of Mathematics. This school has been selected as the sample having high (81.76%) performance school.

The school has a very simple library and no laboratory. There are 3 students in each pair of desk-bench. The class rooms are clean, lightened, open and suitable for classroom teaching-learning activities. They have managed materials in the classroom along with a smooth white board over a black one.

The teachers do not prepare written plans to teach, but they do prepare notes of points or key concepts along with appropriate materials like real objects, models, pictures, and maps. The subject- teachers are available with the qualification of SLC-1, I.Ed.-2, B. Ed.-4 and M.Ed.-3. Nine of them are from the local context. The Mathematics teacher’s experience is of 20 years and all the teachers are trained.

They carry out teaching by using both teacher centered and student centered methods and techniques such as explanation, question-answer, students’ group and pair work, appropriate use
of materials, example supplying, monitoring the students’ activities, correction of errors and mistakes and appreciation of students’ efforts.

The teacher-student ratio is 1:18. The teachers have to teach 40 periods every week. The students are from medium and low socio-economic status. The parents of all the 5 students are engaged in physical labor for their livelihood. The children are also engaged from 2 to 4 hours in home affairs everyday. Three students’ parents, out of 5 students in the sample, are illiterate, 2 students’ parents just have basic education. They receive co-operation and support for learning from their brothers and sisters rather than from their parents.

The school conducts literary works and sports activities, every weekend. There are special programmes on the occasion of festivals with the active participation of the students. There is 100% student pass rate. The school employs formal and informal ways of evaluation; the tools are test and observation, continuous assessment, result analysis for providing feedback. They keep records of the tests but do not maintain portfolios.

They claim to have possession of transparent behavior, avoidance of greed and fear, public participation, cooperation and collaboration, political neutrality, feeling of ownership, acceptance of all stakeholders’ ownership, high expectation over students’ achievement, emphasis on acquisition of basic skills and regular monitoring of the student achievement progress. However, the teachers have not got any opportunity to participate in trainings. The school is in a secure place. There is a feeling of security among the teachers and students. They maintain a friendly relationship between teachers and students. The teachers have satisfaction on their profession. The students are disciplined. There is parents’ active participation in the school’s activities. Interaction occurs between teachers and SMC members for learning and giving directions. The students’ regularity is about 80%, whereas the teacher regularity is 92%. They take admission of new students on the basis of entrance test and ability.

Nepal Rastriya Higher Secondary School

Nepal Rastriya Higher Secondary School, situated in Piparapati of Bara district, is 30 km away from the Headquarter of Bara. It has 4 concrete buildings with 30 rooms within the fenced compound of 6 bigaha area. The main building was established with the financial assistance of Indian Government. The school seems well facilitated infrastructure and compounded premise. It
has been recorded as low learning achievement (17.95%) school in Mathematics subject at Basic Level School Education in the NASA test 2015. In this study the average learning achievement of the students in Grade 7 has secured 45% in their exam of Grade 6 in Mathematics.

The school has an ordinary library, equipped laboratories of science and computer, sufficient infrastructure and a motivating environment. The classrooms are clean, decorated, spacious and lightened, have sufficient furniture and adequate size, two boards-white and black in appropriate places and the furniture-students ratio is 1:5.

The teachers have mental preparation but have no written plans. They make the use of instructional materials as required like abacus, sticks etc. There are subject-wise teachers available with the qualification of SLC-2, I.Ed.-8, B. Ed.-7 and M. Ed.-6. All teachers are trained. Twenty out of 23 teachers are from local context.

They employ mostly teacher- centered teaching methods and techniques like explanation, question-answer, clue providing, monitoring students’ activities and appreciation of students’ efforts. The teacher-student ratio is 1:70. The teachers have to teach 29 periods every week.

The students are from a very low socio-economic status. Only one student’s father out of five sampled students is a teacher with a Bachelor Degree, others are farmers and labours in shops. They have high school education. The students spend 1 to 2 hours in their home affairs. They get co-operation and support from their parents and brothers, sisters; and some of them join tuition classes as well.

The school conducts co-curricular activities like literary works, sports, quiz contest, art competition, singing competition with the participation of the entire students on the weekly basis. There is 100% student pass rate and 45% average achievement rate. They follow formative and summative types of evaluation. The tools they use are question paper and observation, continuous evaluation and analysis of result. They provide feedback and keep the record of the test results but do not maintain the portfolios.

They claim to have qualities of leadership and management, transparent behavior, avoidance of greed and fear, public participation, support and cooperation, acceptance of all stake holders’ ownership, high expectation of students’ achievement, emphasis on acquisition of basic skills.
and regular monitoring of the students’ progress. The teachers have got opportunities for trainings as well.

The school is in a secured place. The teachers too feel professionally secure in the school. They maintain a friendly relationship between teachers and students. There is a satisfaction in teaching profession. The teachers expect learning and apply it in practice. There is less parents’ participation in school’s activities. They have rare interaction between teachers and SMC members. The student regularity is 60-70%, whereas the teacher regularity is 90%. They take admission on the basis of mark sheet throughout the year.

Factors Affecting Students’ Learning Achievement and Good Practices, Initiatives and Dynamics of School Transformation

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

- Firm and purposive leadership of school who can appoint competent and confident teachers, create consequences and unity of purpose, delegate responsibility, involve all teaching and non-teaching staff in decision making
- Shared vision among the staff
- Conducive learning environment
- Focus on teaching and learning as the school’s primary purpose
- Emphasis on teachers’ time-on-tasks
- Regular class work/homework and their checking meticulously
- Appropriate feedback on students’ efforts
- High expectation on student learning achievement
- Monitoring students’ progress
- Positive treatment to students and other stakeholders
- Pervasive care about planning and preparation
- Parents’ involvement in students’ learning and school activities
- Collaboration and co-operation among all stakeholders
- Sufficiency of classrooms and furniture
- Well equipped library and laboritories
• Small student teacher ratio
• High teachers’ and students’ attendance
• Appropriate workload for the teachers
• Regular monitoring and follow-up of teaching and learning activities
• New admission based on the entrance tests
• Collaboration among all stakeholders
• Sincerity and innovation in subject teachers
• Care in lesson and instructional material use
• Result analysis and the provision of remedial classes for the weak students in collaboration with their guardians.

In the cases of weak performer schools, these conditions and issues are not addressed properly, so the student learning achievement has been affected. Those sample schools have low learning achievement of the students because of:

• Insufficiency of classroom for teaching learning purpose
• No preparation of instructional materials and lessons for daily use
• Traditional way of teaching and use of only daily used materials
• Less participation and support in students learning at home
• Over engagement of students in home duties like grass cutting water fetching
• Lack of result analysis of different tests and the provision of remedial teaching for weak students
• No regular homework, their checking and giving instant feedback
• Less regular students and teachers in the schools
• Weak leadership of school head teachers
• Open admission system throughout the years
• No monitoring and follow up of teaching learning activities from the SMC and line agency
• Subject teachers less sincerity and innovative initiation
• Teacher centered approach to teaching
• Less understanding of the importance of continuous student assessment
- Mediocre expectation of student learning achievement
- No collaboration among all the stakeholders
- Less collective effort to transform the school environment

**Trends and Issues of Teaching Learning Conditions and Student Learning Achievement**

**Information through classroom observation**

The Nepali, English and Mathematics teachers who have been teaching at basic level education were observed with some guidelines. In observing the lesson preparation, they were observed on the basis of clarity of objectives, lesson timeline, range of teaching learning activities, use of instructional materials, additional learning needs, assessment of learning, and setting of homework. In the quality teaching and learning, they were observed on the basis of the guidelines which include stating objectives and proving overview of lesson, checking of prior knowledge, explaining materials accurately and clearly, emphasizing key points of the lesson, using range of instructional materials, making effective use of writing board, creating positive classroom climate, knowing and using pupils’ names, using group and pair work, arranging classroom to facilitate learning and using plenary to summarize-consolidating and extending learning.

In the first section, they were asked to give their background information like name of the school, district, their names (optional), subjects they teach, classes, starting and ending time, number of boys’ presence, number of girls’ presence, number of boys’ absence, number of girls’ absence, number of students with additional learning needs and lesson topic.

While analyzing the information through classroom observation of the schools with high student learning achievement in Mathematics of Ilam district, it was found that while preparing the lesson to be taught the teacher was found good at the timeline of the lesson. Similarly, the ranges of teaching learning activities were also good but the use of instructional materials was found not so satisfactory. The teacher was not found to feel any additional learning needs. In the criteria of assessment of learning, the preparation was also found good and the teacher also set appropriate homework. The information above shows that the teacher cares about the use of materials and giving appropriate homework to strengthen the concept already learnt.
The information through classroom observation of the teacher of the school with low student learning achievement in Mathematics of Ilam district shows that she was not clear about the learning objectives and timeline of the lesson plan but the range of teaching learning activities was some how good, though she did not use teaching materials so effectively and did not set the homework appropriately. She also did not pay so much attention to the additional needs of the students. This information shows that the appropriate setting of homework can have some effect on learning achievement of the students.

While judging the quality of teaching learning, the teacher with high student learning achievement in mathematics, she had presented the learning objectives along with the review of related earlier lessons; she also inferred the existing and prior knowledge somehow. She was also accurate and clear in explaining the learning content and calling the individual students’ names while asking questions and setting the students to engage in the group work and pair work, she did not use any locally available materials in the classroom. At the end she also gave the gist of the things to be remembered well.

In the case of Mathematics teacher of the school with low student learning achievement, she did not check the students’ prior knowledge so efficiently. Her emphasis on the key points of the lesson as well as the explanation of the learning content was not so accurate and clear, but in the use of writing board, involving student in group and pair work and use of plenary to summarize, consolidate and extend learning was somehow good. The information in the above two paragraphs indicates that to produce higher student learning achievement, the teacher must be clear about the learning objectives, checking the students’ prior knowledge. Similarly, the teacher must care about the use of writing board, creating positive learning atmosphere and individual care of the student along with using the group and pair work effectively and giving the gist of the lesson at the end clearly.

The observer has the impression that the Mathematics teacher who has produced high student learning achievement presents the content accurately and clearly by involving the students in group, pair and individual work, keeping the students into focus and involving the student in classwork. Though she did not use any visual materials and followed the textbook exercises and did not have any planning, she was clear in the learning objectives and effective in handling the classroom. However, the teacher, who produced low student learning achievement,
was found to have taught her students without being clear in objectives, her view seem to have solved any problem of the Mathematics without knowing any meaning. She did not have any kind of plans, teaching materials and prepared evaluation tools.

The Mathematics teaching in Bara district also shows that the teacher who is clear in student learning achievement, maintains lesson timeline, uses the effective range of teaching learning activities and uses instructional materials setting homework and additional learning needs in the lesson preparation can produce higher student learning achievement, but if the teacher is not good at these measures misses at producing high learning achievement in students.

The teacher who taught English at grade seven of the school with low student learning achievement did not prepare at lesson plan and followed the exercises given in the textbook. While presenting the lesson, he used classwork after presenting the content with some drawn pictures on the writing board. The students were also eager to learn. In the impression of the observer, the teacher was clear in learning achievement of the students, checked for the prior knowledge, explain the learning content also in clear language, emphasized the key points, used the writing board well, created the positive learning atmosphere as well, but he did not use the pair and group work in the classroom and did not give any gist of the lesson at the end of the classroom teaching.

The teacher who taught at the school with higher student learning achievement also did not have any written lesson plan of any form, so it was difficult to say whether he was clear in the learning achievement, lesson timeline and measurement, but it seems to have not prepared or collected any instructional materials and additional needs. He was found clear to explain the learning content, emphasizing the key points, using the students’ names while asking questions and involving them in different activities, that in the classroom he was not found using any groupwork and pair work.

The information in the above paragraphs shows that the teacher competence and confidence plays a very significant role in student learning achievement. Furthermore, almost all of the teachers in schools do not prepare the lesson and use any instructional materials though in theory they know about their effect on the learning of English subject.
In the same way, the classroom teaching of English in Doti district also shows that teachers do not prepare any kind of recorded plans and use materials. The higher and lower student learning achievement depends on the teachers’ quality and students’ engagement in the learning and their background.

While observing the classroom teaching of Nepali subject, it was found that very less teachers prepare the lesson plans to be taught beforehand. So they do not use any instructional materials in their teaching. Except asking some short yes/no questions in course of teaching, they are always teacher centered. The students’ standards are also very low because there were many students in grade seven who could read even the simple Nepali sentences. The teacher who taught at the school with low student learning achievement was not so clear about the learning objectives, did not check students’ prior knowledge. Without explaining the content, he read the textbook, did not emphasize key points, use a range of learning activities, and create any positive atmosphere and gist at the end of the lesson. In the same way, the teacher of the school with high student learning achievement in Nepali of Sankhuwa-sawa did not have any preparation of lesson, use of any materials and evaluation tools. However, as she was experienced, her way of handling of the classroom was somehow effective. She knows what she should achieve at the end. Though, she divided the class into two groups, she did not have any concept proximity of group division. The way of asking questions was also not so effective because she asked the student to stand before throwing the questions to the whole class.

The information through the classroom observation indicates that the teaching learning trends and conditions have not been changed as expected. Even though the government reports have claimed that there are over 98% teachers trained in the community schools. The teachers have been using the same traditional approaches to teaching with which they were familiar when they were themselves the students.

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

From the very beginning of the formal school system of Nepal, the government has been initiating to improve teaching learning condition through providing various guidelines, regulations and operational manuals to schools and concerned sections of education as well as
thei implementation. To name some of them: the Educational Regulation, 2059; the Scholarship Act, 2021; the second part of School Account Operational Manual 2009; the School Grant Operational Directives 2063; the chairperson and members of the SMC, the SMC training manual – COPE, 2005; School Sector Reform Program Basic Education Implementation Directives 2066, teacher support in community school through PCF mechanism, 2066; the continuous assessment of Student Directives 2066; the School Enrollment Campaign Guideline, 2068; the Child Friendly School Procedure, 2068, etc.

Through these all guidelines, directives and operational manuals the government of Nepal has put effort on the improvement of learning achievement of students that have been enlisted here in brief.

- Defining the responsibilities, duties and rights of various line agencies, their authorities and committees like DEC, VDEC
- Formation of provisions of the non-formal, distance and special education
- Categorizations of schools
- Granting scholarship to the poor, women, differently able, indigenous tribes, dalit along with the people of remote area
- Provision of social audit system of community schools
- Creating child friendly learning environment
- Textbooks publication and distribution utilizing local skills, aptitude and making them inclusive
- School improvement plan using the block grants effectively
- Establishing the partnership and support of the institutional schools to the community schools
- Developing skills of SMC cheerpersons and members through training for them
- Training to enhance of ownership in all stakeholders
- Forming PTA for the improvement of parents collaboration in social activities
- Uniformity in grant allocation
- Implementation of basic level education in the integrated manner
- Teacher support in community schools through per-child funding mechanism
- The provision of continuous assessment of students
• Merging and downsizing of two or more basic school and secondary school for the better utilization of resources and effective management
• Demand driven and need based TPD trainings for the teachers in line with SSRP
• School enrolment campaign
• Proposal for making schools as the zone of peace
• Provision of RPs and their management
• Child friendly school procedures emphasizing the child rights and their participation in the governance process
• The provision of mid-day meal for the childrens of disadvantaged area
• Providing hostel facilities
• Development of school infrastructure renovation and maintenance through the fund of blocks and classroom constructions
• Local level planning and involvement of guardians through different educational comities

However, there are some gaps in theory and implementation of them in the real practice. In spite of the great effort of the government the learning achievement of students in community schools have not been improved as expected. This case study has also shown the same condition in this field.

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

The NASA report 2012, 2013, 2016 have found that the schools with high student learning achievement utilize higher number of study days, smaller classes, smaller student-teacher ratio, more time on class work and homework, less absence of students and teachers, positive attitude toward the teaching and the subject they teach, parents’ higher socio-economic and educational status. These reports of NASA also reveal the factors causing low student learning achievement which include lacking all or some of the above mentioned factors which means they use lower number of study days, larger number of teacher-student ratio, spending less time on class work and homework, higher absence of teachers and students, less
collaboration between and among teaching and non-teaching staff, negligible involvement of guardians in school activities and their children’s learning.

The information through the interviews with the DEOs shows that in policy level the implementation of educational programs within the district are done but what has been expected has not been fulfilled yet. Only the records of community schools have been kept precisely but not of the institutional schools. The office has not done the monitoring of the work of resource centre so effectively. Only the question items of grade eight are checked randomly. The resource centres are also involved in administrative work, not classroom observations and feedback providing for the teachers’ work. For the supervision of the schools, the school supervisors have been allocated but because of the over number of schools, the work of supervision has not been so effective. For the improvement of the curriculum, textbooks and teacher’s guide, the collection of suggestions and comments have not been carried out yet. This shows that the DEOs are also maintaining their daily administrative work rather than innovation and improvement of education system.

The policies, plans and strategies prepared by DOE and other bodies are implemented through District Education Office and Resource Centers. The key players of these government offices in the education system are District Education Officer, School Supervisor and Resource Persons whose roles, responsibilities and initiations are considered as major factors affecting the students’ learning achievement in the district. The information regarding these efforts made by them had been collected through personal interviews. The responses and understanding selected of the district level administrators of Doti and Nawalparasi have been given below as the example.

In Doti district, the educational plans are formed in three different levels- district leve, resource center level and school level. The monitoring of the implementation of these plans and programmes are frequently carried out by District Education office. As expressed by District Education Officer, each school’s records have been maintained comprehensively and their record keeping process are also submitted to District Education Office regularly and monthly. The meeting of the Head teachers and school management committees are also summoned as per the need in the different parts of the district. The Head teachers’ meetings are arranged monthly in the resource centers and the chair persons of SMC have not been so trained on school
management, monitoring and resource collection. The question papers and the answer books checking (especially of grade five and eight are randomly selected and verified them but not every papers of schools. The monitoring and inspecting of schools are performed in groups of Distriict Education Officers, School supervisors and Resource Persons. However, the educational supervision has not been so regular because there are not subject specific school supervisors in this district. For making the performance evaluation effective, the personnel and head teachers are oriented in the meetings at the Resource Center level. In this district, SMC chair persons and their members pay their attention to the supervision of administration and constructions of any building instead of carrying out instructional supervision. To prepare the plan at district level, the suggestions and advices are first collected in the resource center level and they are sent to the district to discuss at district level meetings.

The district education office of Nawalparasi district also has been implementing the educational programmes regularly. It has got district level educational plans through different Resource Centers and implements them duly. The records of teachers and schools have been precisely and comprehensively kept up to now. Through Resource Centers, the meetings of the head teachers have been arranged on the 6\textsuperscript{th} of every month and completed on the date of 7, 8 and 9\textsuperscript{th} days of the month. The office has arranged observation, monitoring, and checking of the exam records of districtwide tests, question papers, and answer papaers of the final tests. In the district, there are nine school supervisors and thirteen resource persons. Through them, the arrangement of school inspections has been carried out regularly. Sometimes, the District Education Officer also visits the schools for observation. For the observation of the schools, in DEO’s view, the school supervisors have been distributed unanonymously. For the improvement of schools’ performances and student learning achievement, the teachers have been provided and during the period of training the suggestions are collected.

In the case of implementing the educational programmes within the district, it has not been performing as satisfactorily as indicated in the policy level. Though the records of the community schools have been maintained in a precise way, it is very difficult to claim that the records of institutional schools have been so clear and concise. In this district, the meetings of head teachers and resource persons take place before the 10\textsuperscript{th} of every month and after that the RPs carry out the meeting in their own resource centers which are generally monitored from the
District Education Office. Because of the insufficient human resources, geographical location of the district and the number of schools to be inspected, the school supervisors take part in the programmes of resource centers but classroom observation and giving feedbacks are beyond their means. The records of the results, question and answer papers of eight classes are randomly checked but not others. They are also not carried out regularly because of the insufficient human resources in these days since there are only three school supervisors in Sankhuwa-Sawa. While keeping the records of the teachers, keeping portfolios and others have not been maintained here. The school supervisors’ work has been allocated to cover the area of resource centers only. The collection of suggestions for improving textbooks, curriculum and other instructional materials has not been so effectively carried out yet in Sankhuwa-Sawa.

In course of interviews with the head teachers, teachers and SMC representatives as well as the PTA representatives, the school level understanding and initiatives regarding improvement in learning conditions and student learning achievement in reference to NASA outcomes were also inquired. Those stakeholders were not known to the NASA outcomes because when the researchers reached their schools and asked whether their schools achieved high performance in NASA test or low performance, they showed their ignorance innocently. So they were asked how the student learning achievement could be improved, one of the head teachers of the high performer school said, *there should be a home visit campaign with a plan of improving the student learning achievement.*

Another school’s SMC chairperson said, *there should be English medium up to grade five because all of the able parents send their children to the private boarding school because of the English as the medium of instruction.* He further opined, *only the children of disadvantaged family come to the community schools and their language, dresses as well as the sanitation is also not properly done.* So to attract the students of some such families as well, they must introduce English medium in the primary school level.

One of the teachers of community schools of Kanchanpur district said, *to attract the students to the community schools, there should be computer classes introduced above grade five.* Though there are some computers provided by donor agencies, they have been stored in a room which has been covered with thick dust. If they could be utilized for the teaching learning
purposes, it would also be possible to introduce the computer subject above grade five in that school.

The head teacher of high student learning achievement in Nepali subject in sankhuwasava, viewed in Nepal, the schools remain closed because of too much public holidays. He says, ‘there should be regular teaching and learning even on the days of public holidays except some special festivals. To uplift the educational attainment, the one of the chair persons in Kanchanpur district said that there should be collaboration and active participation of teachers, guardians, school management committee and community in the decision making process of school conduction and improvement of student learning achievement along with school transformation.

Similarly, one of the head teachers of Nawalparasi district said, there is very less-feeling of a sense of ownership of the community schools among the guardians and parents of the school children. So, he says, the concerned authority should make them understand the importance of the sense of ownership of these schools, so that the learning achievement of the students could be improved.

One of the chairpersons of the high performer school of Bara district was of the opinion that there must be the provision at the policy level of how to involve the community in the improvement of school performance. Now days, the community people are so reluctant to the schools and their activities because on the one hand the able parents admit their children in the private boarding even if they are a bit faraway. They take their children with the heavy bags on their own back and they wait for the bell to go home at the ending time of the schools. But on the other, those parents who send their children to the community schools go to their own work. They further want their child to help them in their home duties of cooking, water fetching, grass cutting, animal feeding.

The head teacher having high learning achievement in mathematics of Bara district expects, the school management and school administration should hold high expectations of the student learning achievement and there must be the ambitious plan for achieving them. For the last some decades, there is not unanimous voice in the teachers, guardians, school administration and SMC. This has created a conflict among them. If the school should perform
well, there must be unanimous voice among them. In this context, one of the SMC chairpersons of Ilam district views, the main factor of school improvement and school transformation is unanimous voices among all stakeholders.

Similarly, one of the English teachers of Nawalparasi said, those schools can have better performance where the local community have the feeling of the sense of ownership of the community schools the teachers as well as the administration bear the responsibility and accountability of their assigned tasks, and where there is strong monitoring and supervision from both local community as well as the line agencies.

In almost all schools, the teachers have accepted that there are political tug of war, bargaining, sharing and domination. The elections of the SMCs have become the political prestige of the dominant political aprties of the locality. They have some vested interests and they are ready to politicize every issue of the schools along with trying to imploy the personnel and teaching staff based on their political creed, but not on the quality and qualification. Therefore, some of the schools do not have the sincere teachers even though they have certificates with them. Similarly, some of the school leaderships are also very weak without so clear vision to run the school and transform them in line with the challenges of the twenty-first century’s complexity and competition.

The weakest teachers are protected by the teachers’ assossions because of their political alignnation. The code of conduct formed for the behavior management of the teachers, students and administration and administrative stuff are not honestly implemented in the practice. The head teachers of the schools with low student learning achievement confess that they admit new student throughout the year without taking any entrance tests or qualifying examinations.

The head teachers as well as the SMC chairpersons and PTA do not have strong will power to take innovative initiation for the transformation of schools. Because of the reservation and political sharing, the weak human resources get chance to enter into teaching profession, on the one hand, and on the other the weakest person intellectually grab the chance of leadership of schools. Similarly, most of the teachers, because of the political protection, do not care about the duties and accountability of their professional responsibilities.
Furthermore, the teachers have felt discrimination being treated differently in the name of permanent, contract, rehabilitation, private resource, substitute, temporary, and part time as well as project teachers. Because of the lack of regular advertisement for the school teachers, many of the teachers have been feeling insecure in the profession which has also affected the student learning achievement and teachers’ self-development. Many teachers and PTA representatives also view that there is lack of appropriate reward and punishment system effectively implemented.

In brief, the school level understanding and initiatives regarding improvement in learning conditions can be summarized in the following points:

- Home visit campaign with a planning of student learning achievement improvement
- English medium of instruction up to primary grades
- Introduction to the computer course above grade five
- Regular teaching learning even in the public holidays except on some festivals
- Collaboration and co-operation among all stakeholders for the educational improvement
- Involvement of all stakeholders in decision making process
- Enhancing the sense of ownership of community schools
- Management of how to involve the local community in the school improvement plan at the policy level
- High expectation of student learning achievement in the school community and school management committee
- Unanimity in all stakeholders for the betterment of school performance
- Community ownership, accountability, responsibilities and duties, strong monitoring and supervision
- Avoidance of tug of war in personnel and teaching staff based on political creed
- End of politicization and sharing in SMC
- Strong educational leadership
- Lack of political protection for the intellectually weak teachers
- Strong implementation of code of conduct prepared for the behavior management of students, teachers as well as the school administration
- Students’ admission on the basis of entrance test result
• Strong will power of the school leadership and SMC
• Emphasis on innovation and experimentation of new ideas
• Professional accountability in teachers
• No discrimination among all sorts of teachers
• Result analysis of various tests and using remedial teaching for the needy students

The leadership as well as the teachers are known to these factors theoretically but in practice a very few of them can be seen to have translated these attributes of high learning achievement. The reason behind this can also be that the NASA results have not been disseminated up to the school and teachers’ level.

Roles of Various Stakeholders

In this section, the roles of teachers, head teachers, SMC, resource persons, school supervisors and district education officers have been discussed.

The Roles of Teachers:

The main roles of a teacher include:

• Teaching of the assigned subject in the classroom
• Checking up the students’ homework
• Providing students with the counseling service
• Interacting with colleagues and parents
• Planning and preparation of lessons
• Collecting and designing instructional materials
• Visiting the library for the study and setting model for the students so that the student can use it regularly for the reference materials
• Browsing internet to be acquainted with the contemporary knowledge of the subject he/she teaches
• Planning programs for the days to come
• Checking students’ answer books of various tests and examinations
• Setting question items for the evaluation of the students
• Taking part in training, workshops, seminars, conferences
• Reflecting the days’ work and preparing teaching journals and portfolios.

On observing these roles and employing them in the teachers of basic level education of the sample schools, some teachers of the schools with high student learning achievement were seen checking up the students’ homework minutely and giving feedback to the students, checking students’ answer books of various tests and examinations, setting question items and taking part in teacher trainings along with the teaching of the assigned subject in the classroom. However, they are also very weak in providing students with the counseling services, interacting with their colleagues about teaching learning process, planning and preparation, collecting and designing instruction materials, visiting the library, browsing internet, planning future work and reflecting their own work.

The Roles of Headteachers

The roles of headteachers encompass:

• Creating an atmosphere of mutual cooperation among the teachers, staff, students and parents
• Maintaining discipline, morale and manners at school
• Preparing programs on operating schools in consultation with teachers
• Running daily administration of the school
• Maintaining the record of important events and activities related to schools
• Evaluating the performance of the teachers
• Calling teachers’ meetings at least once a month to discuss the problems of schools
• Preparing the annual plan of the school to get it approved by SMC and implement it
• Forwarding the names of the teachers for training programs
• Introducing the prescribed curriculum and text books in the classroom
• Conducting the periodic examinations of the school regularly and fairly

In addition to these roles, the head teachers have to promote a culture of encouragement, support and vision for school along with promoting creativity, innovation and the appropriate use of modern technology. On looking upon the headteacher’s roles in line with these attributes, the
headteachers of the schools with high learning achievement of student have partially fulfilled them, but many schools have not been transferred because of the headteacher’s role. One example can be taken from the low student learning achievement in Nepali of Kanchanpur district. Leadership and psychological security of teachers affect the student learning achievement. Leadership with less quality of democratic and collaborative culture cannot ensure the feeling of ownership in all stakeholders.

The Roles of SMC

In the Education Regulation, 2059, the roles of SMC have been specified which can be summarized as in the following:

- Arranging for the operation, administration and management of the school
- Arranging for the financial resources required for the school
- Selecting teachers for the trainings
- Making perspective and annual work plan at the school levels
- Checking the attendance of the teacher and non-teaching staff of the school
- Arranging for the necessary equipments and materials required for the enhancement of the educational standard of the school

Analyzing the information through SMC chairs in light of the above roles, it can be said that most of the SMC chair persons are not aware of their roles and responsibilities. Instead of the work of building construction, they do not pay so much attention to the other aspects of school reformation. However, those SMC chair persons who are with the visionary head teachers of the schools have been found contributing to the school transformation as well. An example can be taken from the high learning achievement in Nepali of Sankhuwasawa district.

The Roles of School Supervisors

The education Regulation (2059) has specified the roles of school supervisors as:

- Carrying out supervision and inspection of schools at least once every second month
- Discussing with the head teachers, some SMC members and the teachers
- Submitting the school supervision report before DEO every month
• Evaluating the efficiency of the teachers and maintaining records of it
• Organizing teachers’ meeting from time to time to discuss on how to solve the problems
• Organizing the seminars of the HMs, SMC chairs in order to exchange ideas on the academic standard of the school
• Checking whether the academic and financial records of the school are maintained properly

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

The roles of Resource Persons

The education Regulation (2059) has also talked about the duties and roles of resource persons. The government of Nepal has also formed the guideline for the resource person. The roles they have to perform can be summarized as:

• Observing the classroom teaching of the teachers with the view of assisting them
• Conducting interactive discussions for the purpose of assisting teaching learning activities
• Helping teachers in constructing instructional planning and constructing and using instructional materials
• Conducting research oriented and reflective programs for TPD
• Arranging dissemination programs for the implementation and improvement of the approved curriculum and text books
• Conducting programs to find influencing factors that affect effective teaching and learning of both teachers and students

Though the resource persons are performing their roles in the field, they are busy with organizing the meetings with the headteachers, SMC chair persons and PTA representatives,
forming the operational calendars for the schools, keeping the records of the schools which indicate that the roles of the school inspectors and the resource persons are overlapping. They are also busy in the administrative work rather than performing their assigned roles of observing the teachers’ classroom teaching, conducting the interaction with the teachers, helping teachers in constructing instructional planning and materials, conducting research oriented and reflective programs, arranging dissemination programs and finding the affecting factors of student learning achievement.

**The roles of DEOs**

As specified in the education Regulation, 2059, the DEOs have to perform the various roles and duties which can be summarized as follows:

- Implementing educational programs within the district
- Getting district level educational plans and implementing them
- Maintaining the records of the schools and teachers within the district
- Arranging for the meetings, seminars and training programs of the head teachers and SMC chairs
- Checking the records, questions and answer papers of the final examinations
- Inspecting the schools whether they are running according to the rules and regulations
- Evaluating the performance of the teachers
- Assigning the supervisors the job of inspecting schools
- Inspecting whether the schools have implemented the approved curriculum and textbooks, collecting opinions of other stake holders for revising the curriculum and textbooks

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

This chapter encompasses the findings of research found out from organization, analysis and discussion of the field data and information, conclusion based on the findings and possible implications of this research. Hence, it is further divided into three sections as findings, conclusion and recommendations.

Findings

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

Trends and Issues of Teaching Learning Conditions and Student Learning Achievement

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

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

- The government of Nepal has put a great effort for the improvement of learning achievement of students in community schools through several guidelines, directives and operational manuals. Which include:
  - Defining the responsibilities, duties and rights of various line agencies, their authorities and commities like DEC, VDEC
  - Formation of provisions of the non-formal, distance and special education
  - Categorizations of schools
  - Granting scholarship to the poor, women, differently able, indigenous tribes, dalit along with the people of remote area
  - Provision of social audit system of community schools
  - Creating child friendly learning environment
• Textbooks publication and distribution utilizing local skills, aptitude and making them inclusive
• School improvement plan using the block grants effectively
• Establishing the partnership and support of the institutional schools to the community schools
• Developing skills of SMC cheerpersons and members through training for them
• Training to enhance of ownership in all stakeholders
• Forming PTA for the improvement of parents collaboration in social activities
• Uniformity in grant allocation
• Implementation of basic level education in the integrated manner
• Teacher support in community schools through per-child funding mechanism
• The provision of continuous assessment of students
• Merging and downsizing of two or more basic school and secondary school for the better utilization of resources and effective management
• Demand driven and need based TPD trainings for the teachers in line with SSRP
• School enrolment campaign
• Proposal for making schools as the zone of peace
• Provision of RPs and their management
• Child friendly school procedures emphasizing the child rights and their participation in the governance process
• The provision of mid-day meal for the childrens of disadvantaged area
• Providing hostel facilities
• Development of school infrastructure renovation and maintenance through the fund of blocks and classroom constructions
• Local level planning and involvement of guardians through different educational committees
School Level Understanding and Initiatives Regarding Improvement in Learning Conditions and Student Learning Achievement in Reference to NASA Outcomes

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

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

- Home visit campaign with a planning of student learning achievement improvement
- English medium of instruction up to primary grades
- Introduction to the computer course above grade five
- Regular teaching learning even in the public holidays except on some festivals
- Collaboration and co-operation among all stakeholders for the educational improvement
- Involvement of all stakeholders in decision making process
- Enhancing the sense of ownership of community schools
- Management of how to involve the local community in the school improvement plan at the policy level
- High expectation of student learning achievement in the school community and school management committee
- Unanimity in all stakeholders for the betterment of school performance
- Community ownership, accountability, responsibilities and duties, strong monitoring and supervision
- Avoidance of tug of war in personnel and teaching staff based on political creed
- End of politicization and sharing in SMC
- Strong educational leadership
- Lack of political protection for the intellectually weak teachers
Strong implementation of code of conduct prepared for the behavior management of students, teachers as well as the school administration

Students’ admission on the basis of entrance test result

Strong will power of the school leadership and SMC

Emphasis on innovation and experimentation of new ideas

Professional accountability in teachers

No discrimination among all sorts of teachers

Result analysis of various tests and using remedial teaching for the needy students

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

**Good Practices, Innovations and Dynamics of School Transformation**

- The schools with their high learning achievement were found to have practiced the use of operation calendar as provided by the resource centers, formation of parent-teacher association, holding high expectation on student learning achievement, purposive leadership, choosing competent teachers or caring about the quality of teacher, providing the sense of ownership of school, emphasizing on the teacher training, creating positive learning atmosphere, frequent test taking and providing remedial teaching
- Almost all schools were found conducting extra-curricular/ co-curricular activities like Quiz contest, spelling competition and debate are the common activities conducted in the schools. These are the commonalities among all schools regardless of their different level of the student achievement.
- Tri-monthly test and monthly test have been conducted by the schools instead of CAS. Theoretically and conceptually, CAS is not formal evaluation system. Some schools have used oral test, observation, home work and class work as the assessment tools.
- Teachers’ and students’ irregularity was one of the main factors in weakening the learning achievement of students.
- Most of the children have been getting learning support from their sisters and brothers rather than their father and mother in family.
There were no teachers found without teacher training and relevant educational background, except two teachers from schools of Doti and Ilam districts. The teachers have received long term, short term and TPD training to enhance the students’ learning.

The schools with high student learning achievement in admit students on the basis of entrance test, for those, who come from other schools, but school with low achievement of students admit students on the basis of birth certificate as well. It indicates that the admission policy and process have also direct relation with student learning achievement.

Factors affecting student learning achievement

- One of the most crucial factors affecting student learning achievement is educational background of the parents. The students from educated family or parents with higher education have better performance than the students from the parents with illiterate, just literate and school education.
- The students from the parental background of service sector have better learning achievement than the parental background of physical labour or low category job, regardless of their educational status.
- Burden at home is another crucial factor to affect students’ learning achievement. The students who have been engaged more in their home duties like grass collection, cooking, dish washing, animal feeding and animal rearing have their learning achievement comparatively low.
- The students were found to have poor learning achievement because of the lack of remedial classes or special classes offered by school authority to weak students.
- According to their opinion they have no time, because of their employment in the foreign country, poverty, business and low belief in community schools.
- There were no Mathematics, English and Nepali teachers found preparing and using lesson plan in the classroom teaching. Hence, teaching without plan and preparation in the schools could not use audio-visual materials and made their students motivated in classroom activities.
- Teachers have been assigned on the basis of their respective subject background. However, the education regulation has not enforced to assign teachers on the basis of mastery of subject knowledge at the Basic Education.
Teacher-student ratio of the schools was diverse in size. It was found that the schools that have admitted the new students by taking the entrance tests and have small teacher-students ratio had higher student learning achievement.

In the case of all schools, there was very rare involvement of parents or guardians in the school activities.

The teaching loads also do not seem to affect much because in the schools the school with highest learning achievement in Ilam, the teachers teach 42 periods a week and teachers of low learning achievement school teach 29 periods only in a week.

Factors Affecting Students’ Learning Achievement and Good Practices, Initiatives and Dynamics of School Transformation

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

- Firm and purposive leadership of school who can appoint competent and confident teachers, create consequences and unity of purpose, delegate responsibility, involve all teaching and non-teaching staff in decision making
- Shared vision among the staff
- Conducive learning environment
- Focus on teaching and learning as the school’s primary purpose
- Emphasis on teachers’ time-on-tasks
- Regular class work/homework and their checking meticulously
- Appropriate feedback on students’ efforts
- High expectation on student learning achievement
- Monitoring students’ progress
- Positive treatment to students and other stakeholders
- Pervasive care about planning and preparation
- Parents’ involvement in students’ learning and school activities
- Collaboration and co-operation among all stakeholders
- Sufficiency of classrooms and furniture
- Well equipped library and laboratories
- Small student teacher ratio
- High teachers’ and students’ attendance
- Appropriate workload for the teachers
- Regular monitoring and follow-up of teaching and learning activities
- New admission based on the entrance tests
- Collaboration among all stakeholders
- Sincerity and innovation in subject teachers
- Care in lesson and instructional material use
- Result analysis and the provision of remedial classes for the weak students in collaboration with their guardians.

**The Roles of Teachers:**

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

**The Roles of Headteachers**

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

The Roles of SMC

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

The roles of Resource Persons

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

The Roles of School Supervisors

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

The roles of DEOs

• In policy level, the implementation of educational programs within the district is done by the DEOs but what has been expected was not found fulfilled yet.
• Only the records of community schools have been kept precisely but not of the institutional schools.

• The office has not done the monitoring of the work of resource centre so effectively. Only the question items of grade eight are checked randomly.

• For the supervision of the schools, the school supervisors have been allocated but because of the over number of schools, the work of supervision has not been so effective.

• For the improvement of the curriculum, textbooks and teacher’s guide, the collection of suggestions and comments have not been carried out yet. This shows that the DEOs are also maintaining their daily administrative work rather than innovation and improvement of education system.

**Conclusion**

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

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

**Recommendations**

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

**Policy Related**

1. The government of Nepal should form the policy of getting every teacher to prepare their teaching portfolio in which they have to collect the related curriculum, describe the course they teach, strength and weaknesses of the textbook, their planning and preparation of the year, instructional materials, students evaluation, the record of the classroom observation, action research, feedback and comment from the seniors. If it can be made obligatory, it can have two advantages: on the one hand their portfolios can be observed for their promotion, and on the other, their needs for further learning can be detected easily. Furthermore, teachers become self-aware and enhance the culture of collaboration and co-operation among all stakeholders.

2. As the teachers are seen very weak in planning and preparation of the lesson, there must be the policy of the government providing teacher trainings not only in the training centres but also in their own work place basing on their own needs and demands getting schools to organize them in the beginning of the sessions. It would have two sorts of benefits of the schools as well as the teachers. On the one hand all teachers of the schools can have the chance of participation in the training program, and on the other, the internal (senior teachers) as well as the external (subject experts) can be utilized as the trainers.

3. It is said that there is no monitoring and follow up of the tranings and development programs. So there must be the policy of carrying them out strictly by the school supervisors.

4. The work of resource persons and school supervisors has been overlapping so far. So, either the provision of resource persons should be dismissed or their role allocation and of the school supervisors should be made clear.

5. So far, the government of Nepal has formed many guidelines, directives and operational manuals for the enhancement of student learning achievement, but their effect in the implementation aspect is very weak. There are still wide gaps between policy formulation and their implementation in the real practice. So, while formulating the policy, either they
should not be formed or their implementation aspect must be strictly monitored and improve the student learning achievement.

6. For some years now, the quality human resource has not been attracted to the teaching profession. So, to attract them to this field, the government must introduce the policy and programs of providing scholarships and stipend enough to meet the expenses in the present inflation.

Implementation Related

7. The factors affecting student learning achievement have also been explored in NASA Studies. Though they are genuine and could be influential in transferring the schools, they are limited to the reports and articles. They should be disseminated to the schools from which the data have been collected.

8. The good practices of the schools with high student learning achievement should be transferred to the schools with low student learning achievement through the dissemination programs organized by the concerned line agency.

9. The headteacher of the school has the pivotal role. So, instead of choosing headteacher using the political criteria or political sharing, they must be chosen on the basis of their capacity, neutrality and quality of purposeful leadership.

10. Teachers are the interface of the school education. The success and failure of education system depends more on their hands. So, the government must be so careful in their preparation, selection and their development so that they could be devoted, effective and reflective in their practice. The existing system of teacher certification through mushroom growing affiliated campuses of different universities must be stopped first and the teachers of various subject disciplines must be prepared as per the need of the nation by anticipating the number of necessary teachers beforehand. The affiliated campuses should be encouraged to run the ecological subjects of the locality.

School Related

11. The schools must organize the parent awareness programs every year so that they can be supportive and can create peaceful environment for the study of their children and can also be involved in school activities regularly.
12. The schools must involve their students in different tests and analyze their results. Based on their result, they should be categorized and then the needy students must be provided with remedial and special classes for at least three months a year.

13. Through the classroom observation, the teachers of the schools with low performance were found very weak in providing students with the counseling services; interacting with their colleagues about teaching learning process; planning and preparation; collecting, designing and using instructional materials; visiting the libraries; browsing internet; planning future work, and reflecting their own work, the resource centres must organize training program to make the teachers aware of them.

School Management Committee Related

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

Resource Person Related

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

School Supervisor Related

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

District Education Office Related

16. As not all headteachers are aware of their responsibilities and duties, there must be the workshops and seminars of the head teachers to enhance the capacity of the headteachers.
17. The SMC chair persons and other members do not pay so much attention towards the other aspects except building construction and appointing their own relatives or near and dear as the teacher and non-teaching staff. This shows that they are not known so clearly about their roles and responsibilities. So, they must be involved in the awareness programs conducted by the line agency including school supervisors and district education officer.

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

19. The provision of reward and punishment must be implemented from the base level to the policy formulation level.

**Further Research Study Related**

20. As this research study had 5 objectives including the review of NASA reports and government’s initiatives regarding the enhancement of student learning achievement, the focus of this study seems to be diverted. So, it would be better to carry out the research regarding the issues of good practices in the schools, factors affecting student learning achievement and roles of different stakeholders employing psychological aspect as well.

21. A study on the impact of SIP and CAS should be carried to determine whether they should be continued or not or to find out their strengths and weaknesses so that student learning achievement of the low performing schools could be enhanced.
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प्रतिवेदनको नेपाली सारांश

विद्यार्थी सिकाइमा प्रभाव पार्ने एवमू प्रभावकारी सिकाइ अवस्था सिर्जना गर्ने तत्त्वहरू: छन्नोट गरिएका केही विद्यालयहरूको काशा ५ मा केन्द्रित गरी गरिएको एक मामला अध्ययन

यस अध्ययनले काशा ५ का विद्यार्थीहरूको सिकाइ उपलब्धिलाई मध्यनजर गर्ने नेपाली विविधतापूर्ण अवस्थाको समेत प्रतिनिधित्व गरेका जिल्ला, भौगोलिक अवस्था, बाताबरणीय दृष्टि तथा विकास क्षेत्रहरूलाई मामाजा अध्ययनका लागि विद्यालयहरू छन्नोट गरी अध्ययनलाई समेटेको छ, जसले अध्ययनका प्रारंभ र विश्लेषणात्मक सामान्यकरणलाई सुनिश्चित गरेको छ । यस अध्ययनका लागि मामाजा छ, जिल्लाहरू वाह विद्यालयहरू छन्नोट गरिएका छन् जसमा नेपाली, अड्रेजियरी तथा गणित विषयका काशा ५ को नासाले लिएको उपलब्धि परिशोषणा सर्वभौमका जस्थि र सर्वभौमका कस्तो विद्यालय सिकाइ उपलब्धि र भएको विद्यालय श्री सर्वस्तो माध्यमिक विद्यालय र सर्वभौमका कस्तो विद्यार्थी सिकाइ उपलब्धि भएको विद्यालय आदितु निम्न माध्यमिक विद्यालय छानिएको थियो ।

त्यसरी नै नवलपारामी जिल्लाहरू वाईको उच्च माध्यमिक विद्यालय विद्यार्थी सिकाइ उपलब्धि उच्च रहेको विद्यालय छानिएको थियो भने श्री भानुदय माध्यमिक विद्यालय न्यून विद्यार्थी सिकाइ उपलब्धि भएको विद्यालय छानिएको थियो । त्यसरी नै नेपाली विषयका लागि सहूङाउपात्रा जिल्लाहरू दुई विद्यालय निम्न माध्यमिक विद्यालय, चैनपुरू १०, खराड उच्च विद्यालय भएको विद्यालय थियो भने श्राद्ध निम्न माध्यमिक विद्यालय न्यून निम्न सिकाइ उपलब्धि भएको विद्यालय थियो ।

त्यसरी नै कल्चनपुर जिल्लाहरू समेन्जी उच्च माध्यमिक विद्यालय उच्च सिकाइ उपलब्धि र दुई निम्न माध्यमिक विद्यालय न्यून सिकाइ उपलब्धि भएको विद्यालय थियो । गणित विषयका लागि इलाम जिल्लाहरू तथा दियालो निम्न माध्यमिक विद्यालय उच्च र नेपालाटर माध्यमिक विद्यालय न्यून उपलब्धि भएको विद्यालयको रूपमा छन्नोट गरिएको थियो । त्यसरी नै वारा जिल्लाहरू श्री सर्वस्तो निम्न माध्यमिक विद्यालय उच्च तथा श्री नेपाल राष्ट्रीय माध्यमिक विद्यालय न्यून सिकाइ उपलब्धि भएको विद्यालयका रूपमा छन्नोट गरिएको थियो ।
आधारभूत तहका विद्यार्थीहरूको सिकाइ उपलब्धिमा असर पाने तल्लाहुसमाति गरिने अनुसंधानको एउटा निरन्तरतास्वरूप, अनुसंधानका प्रतिवेदनहरू, नीति तथा कार्यक्रमहरूको अनुसार पुनरावलोकनका साथ यो अध्ययन सञ्चालन गरिएको थियो। यसको मूल उद्देश्य भनेको विद्यार्थीहरूको उच्च सिकाइ उपलब्धिमा असर गरेको तल्लाहु र सिकाइ उपलब्धिलाई राशो पाने कार्यक्रमहरू अध्ययन नै हो। यस अनुसंधानमा सैद्धांतिक पश्चात रूपमा विचार प्रकाश कार्यक्रमका नीतिहरू, शिक्षा मन्त्रालयका योजना तथा पहलकदमीहरू, नासाम अध्ययन गरेका २०१२, २०१३, २०१५, २०१६ का प्रतिवेदनहरू आदि रहेका छन्। यस अनुसंधानमा शिक्षा मन्त्रालयले विद्यार्थी सिकाइ उपलब्धि सुधार गरेको विभिन्न समयमा तर्जुमा गरेका नीति तथा कार्यक्रमहरू जसले चाहिए एन्न २०१९, शिक्षा निगमबाली २०१९, विचार अनुसार सञ्चालन निदेशिका २०६६, आधारभूत शिक्षा कार्यान्वयन निदेशिका २०६६ निर्देश विद्यार्थी मूल्याङ्कन निदेशिका २०६६, विद्यालय भन्न अभियन निदेशिका २०६८, बोट व्यक्ति व्यवस्थापन निदेशिका २०६८, वालमैत्री विचार विधि २०६८ आदिको पुनरावलोकन गरिएको थियो।

अध्ययनका उद्देश्यहरू

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

१. देशमा विद्यार्थी सिकाइ उपलब्धि एवम् शिक्षण सिकाइको अवस्थाका वृद्धाहरू एवम् प्रकृतिहरूको विश्लेषणको लागि नासाका प्रतिवेदन लगायत सम्बन्धित पूर्व साहित्यको अध्ययन गनुँ

२. विद्यार्थी सिकाइ उपलब्धि तथा शिक्षण सिकाइ सुधार गरेको नेपाल सरकारले लिएका पहलकदमीहरूको विश्लेषण गनुँ

३. विचारलय तहको बोध परिक्षण गरेको नयालाई उपलब्धि तथा शिक्षण सिकाइ सुधार गरेको समालोचना लिएका पहलकदमीहरूको परीक्षण गनुँ

४. असल अभ्यासहरू एवम् नबीनतम सिजिनाहरूको पहिचान गनुँको साथै विद्यार्थी सिकाइ उपलब्धि एवम् असल शिक्षण सिकाइ अभ्यासका लागि आवश्यक तल्लाहुको निदारण गनुँ

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5. असल शिक्षण सिकाइ अवस्था एवम् विद्यार्थी सिकाइ उपलब्धि उच्च राज्यका लागि सरकारी अभिक्ताहरू, विद्यालय, समुदाय, शिक्षक तथा अभिमानक्षरहरू समेतको भूमिका पहिचान गर्नु।

अध्ययन विधि

यो अनुसंधान बहुमामलागूत अध्ययन विधिमा आधारित छ। हिमाल, पहाड तथा तराई प्रदेशहरूका साथै राजनीतिक क्षेत्र विभाजन समेतको प्रतिनिधित्व हुन सक्ने गरी जसमा छ जिल्लाका १२ वटा विद्यालय जसमा तिन मुख्य विषयका विद्यार्थी सिकाइ उपलब्धिलाई दुई दुई जिल्लाका दर्ले एक जिल्लाका दुई विद्यालयहरू एउटा उच्चतम र अर्को न्युनतम उपलब्धि भएको विद्यालय छनौटका लागि उद्देश्यमूलक नमूना छनौट विधि अपनाइएको थियो। मूल्य सूचनादाताहरूमा छ जना जिल्ला शिक्षा अधिकारी, एप्चार जना विद्यालय निरीक्षकहरू, एप्चार जना श्रीत व्यक्तिहरू, वाह जना प्रधानाध्यापकहरू, वाइ जना विषय शिक्षकहरू, वैस्टकी जना कडा ७ का विद्यार्थीहरू, वाइ जना संचालक समितिका अध्यक्ष वा सदस्यहरू र सत्र जना शिक्षक अभिमानक शईक्षण प्रतिनिधित्व समावेश गर्नेको थियो। सूचनादातावाट गहन सूचना प्राप्त गर्न व्यक्तिगत अन्त्यवांत्य, तथा सामूहिक अन्त्यवांत्यका लागि पाठ्यपदश्रेण गर्न प्रश्नहरू तथा टिपोटहरूलाई सूचना सामग्रीका रूपमा प्रयोग गरिएको थियो। कडा अवलोकन, अभिलेख विश्लेषण तथा समग्र विद्यालयको अवलोकनका लागि विद्यालय अवलोकन फाराम निर्माण गरिएको थियो। निम्नलिङ्क सामग्रीलाई माध्यम वनाएर अनुसंधानक्तावाट स्थलगत सूचना सिद्धान्त गरिएको थियो। उक्त सूचनाहरूको विश्लेषण भने विषयवस्तुको आधारमा व्याख्यातमक ढूँढगरे गरिएको छ। ती मूल्य विषयवस्तुका बुझाहरूमा विद्यालयगत मामला, विषयगत मामला विश्लेषण, विद्यालयमा पाइने समानता, विद्यालय उपलब्धि श्रेणी, विद्यार्थीको सिकाइ उपलब्धिलाई उच्च तथा न्यून बनाउने तत्क्षन आदि विभिन्न तालिका एवमू चार्टहरूको माध्यमवाट पढ्थिसम्म ढूँढले प्रस्तुत गरिएको छ।

अध्ययनका प्रार्थित्तहरू

विभिन्न सूचना सोहाहरूवाट सिद्धान्त तथ्याङ्क एवमू सूचनाहरूको विश्लेषण गर्न यही महत्त्वपूर्ण उपलब्धिहरू हासिल भएका देखिएका छन् जुन निम्नलिखित बुझा तथा अनुच्छेदहरूमा प्रस्तुत गरिएको छ।
शिक्षण सिकाइ अवस्था र विद्यार्थीहरूका सिकाइ उपलब्धिसँग सम्बन्धित प्रवृत्ति

विद्यार्थीहरूको सिकाइ उपलब्धि तथा शिक्षण सिकाइ अवस्था सुधार गर्न सरकारको तर्कवाट चालिएका प्रयासहरू र तिनीहरूको कार्यान्वयनमा विद्यालय शिक्षा पद्धतिको औपचारिक सुरूवातीको नेपाल सरकारले विभिन्न प्रयासदर्शन, निर्देशिका तथा कार्यान्वयन पूर्वकालिकहरूको निर्माण, विस्तार तथा कार्यान्वयन गर्न प्रयास गरेको देखिएको छ। यद्यपि नेपाल सरकारले विद्यार्थीहरूको सिकाइ उपलब्धि वृद्धिका लागि निकै टुली लगानी देखि प्रयास गरे तापनि विद्यालयहरूको सिकाइ अवस्थामा खासै प्रगति नभए गर्न परम्परागत शिक्षण पद्धति नै चालू रहेको खेखिन। यसले के देखाउँछ भने ती पहलवहरू सैद्धान्तिक हिसाबले बलिया देखिए तापनि कार्यान्वयनका हिसाबले कमजोर भएको कुरा स्वयम् नासाका प्रतिवेदनमा उलेख भएको विद्यार्थी उपलब्धिले पुष्ट गरेको छ।

नासाका अध्ययन प्रार्थितहरूको विश्लेषणको सन्दर्भमा विद्यार्थी सिकाइ उपलब्धि तथा शिक्षण सिकाइ अवस्था सम्बन्धी विद्यालय तहको धुमकाई र नवीनतम सिजनाक्लु नासाका अध्ययनहरूको प्राप्ति जसै: अध्ययनका दिनहरू, कक्षामा सीमित विद्यार्थी सडूःस्था, शिक्षक र विद्यार्थीहरूको न्यून अनुपात, कक्षा र गुहाकार्यमा गरिएको समयको खर्च, निम्नित परीक्षा, तिनीहरूको गहन विश्लेषण तथा पृष्ठभूमिका, शिक्षक विद्यार्थीहरूको न्यून अनुपस्थितिका, शिक्षण सिकाइगतिका सकारात्मक धारणको, अभिभावकहरूको उच्च आर्थिक अवस्थाको ख्याति आफ्ना बालवालिकाहरूको पद्धार्मिक संचेत संस्कार जस्ता कुराहरूले विद्यार्थीहरूको सिकाइ उपलब्धि उच्च राखन सहयोग गरेको भने बुझाई शिक्षक तथा विद्यालय व्यवस्थापन पक्षमा रहे पनि त्यस्तो बातावरण सिजनामा कैम भवन ह्यान दिएको यस अध्ययनले देखाएको छ। यसको मूल कारणमा नासाले गरेको अध्ययन र शैक्षिक गुणस्तर परीक्षण केन्द्रले सञ्चालन गरेका अध्ययनका प्रतिवेदनहरू सम्बन्ध विद्यालयसम्म पुन नसत्र नै भने भने देखिएको छ।

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

ती विद्यालयहरू जसमा विद्यार्थी सिकाइ उपलब्धि उच्च रहेको छ, ले श्रीरत केन्द्रहरूबाट उपलब्ध गराइएका वार्षिक कार्य तालिकाको उपयोग गरेका छन्, शिक्षक अभिभावक सडूःस्थको निर्माण, विद्यालय सुधार योजना तथा निरन्तर विद्यार्थी मूल्याङ्कन पद्धति अघालेको पाइदैको साथै विद्यार्थीहरूको उच्च सिकाइ उपलब्धिहरू अपेक्षा, उद्देश्यमुक्त नेतृत्व, दश शिक्षकहरू छन्नो, शिक्षणमा गुणस्तरीयता, शिक्षक तथा अभिभावकहरू अपनत्वको भावना सिजना, शिक्षक तालिम तथा पेसाङ्ग विकासमा जोडः
सकारात्मक सिकाइ बातावरणों के रूप में सिज्जना, नियमित परीक्षण तथा उपचार रूप में सिकाइ विधिक के व्यवस्था जस्ता असल अभ्यास्तता अपना विधालयों नागू गरेको देखिन्छ भने यस्ता फ्राइडलापहरुको कमी रहनु नै न्यून विद्यार्थी सिकाइ उपलब्धि का कारक तत्वहरु हुनु भने देखिन्छ न।

अध्ययनका लागि छ्निनेका आधारभूत तहका विधालयमा नवीनतम सिज्जना अवश्य नयाँ परिवर्तनहरु भने कमी मात्र भएको पाईएको छै। सबै विधालयले धेर धेर अतिरिक्त फ्राइडलापहरु गरेको पाईएको र त्यस भयानक जबाबाको, हिज्जे प्रतियोगिता, बादबाद जस्ता सहक्रियालापहरु नियमित रूपमा हुने गरेको देखियो।

निरंतर विद्यार्थी मूल्यांकनका सदृश्या मासिक तथा वैमासिक परीक्षा हरू लिने गरेको र न्यून सिकाइ उपलब्धि विद्यालयको नेतृत्व तथा शिक्षकहरू समेको वुकाइ पनि उक्त परीक्षा हरू भने

निरंतर मूल्यांकन हुनु भने वुकाइ रहेको पाइयो भने उच्च सिकाइ उपलब्धि भएका विधालयले भने मौखिक परीक्षा, क्षेत्र अन्वेषण, गृहकार्य नियमितता, कङ्काकार्य नियमित सहभागिता जस्ता

निरंतर मूल्यांकनका साधनहरुमा अभ्यास गरेको पाइयो।

विद्यार्थी सिकाइ उपलब्धि उच्च रहेका विधालयमा शिक्षक तथा विद्यार्थी को उपस्थिति नियमित (80 प्रतिशत भन्दा मात्र) भएको र विद्यार्थीको सिकाइ उपलब्धि पनि राम्रो (५० प्रतिशत भन्दा मात्र) पाइयो। त्यसै ती विद्यार्थीहरू जस्तो विधालयमा उच्च सिकाइ उपलब्धि कायम भएको छ तिनीहरू

अपना दाजु, दिनीहरू बाँट पढाइमा सहायता लिङरहेको देखियो।

प्राय: सबै शिक्षकहरू, जून यस्ता आधारभूत तहका सामाजिक विधालयमा शिक्षण गरियेका छन्, सबै जस तालिम प्राप्त देखिएको छन् तर यस दोटी र इलामका उच्च सिकाइ उपलब्धि भएका

विधालयका विषय शिक्षकहरू भने कुनै किसिमको तालिम लिएको पाइएन। यसले के देखिएको भने

क्षमतावान् शिक्षकलाई शिक्षण पेसामा आकर्षित गरेको खण्डमा उनीहरूले लिने तालिमले अभी वप उपलब्धि हासिल गरेको कुरामा सहयोग पुन्याउनेछ।

बारा जिल्लाका उच्च सिकाइ उपलब्धि भएका विधालयले गरेको विद्यार्थी भन्नासम्बन्धी प्रवर्धन, जसमा प्रवेश परीक्षा लिए छ्निनेका विद्यार्थीको सिकाइ उपलब्धि उच्च रहेको कुराले के सड़केत गर्दछ।
भने विद्यार्थिको सिकाइ उपलब्धिमा उनीहरुको पूर्वजानको स्तरले पनि सिकाइ उपलब्धिमा वप सहयोग गान सक्छ।

विद्यार्थि सिकाइ उपलब्धिमा प्रभाव पानेत तल्लोहरु

विद्यार्थिको सिकाइ उपलब्धिमा प्रभाव पानेत तल्लोहरुमा एउटा महत्त्वपूर्ण तल्लो अभिमानकहरुको शैक्षिक पृष्ठभूमि हो भने देखिएको छ। जुन विद्यार्थिको अभिमानको परिवारको शैक्षिक अवस्था उच्च छ त्यस्ता विद्यार्घि हरुको उपलब्धि उच्च रहेको देखिएको छ।

ती विद्यार्घि हरुजसका मातापिता नौकी पेसामा आवाह छन् त्यस्ता विद्यार्घि हरुको शैक्षिक उपलब्धि राम्रो देखिएको छ भने मञ्जरी गनेपरिवारका वाल्वालिकाको सिकाइ उपलब्धि कमजोर पाइएको छ।

जुन परिवारमा भन्दा एको तनाव हुन्छ त्यस्ता परिवारका वाल्वालिकाको सिकाइ उपलब्धि कमजोर पाइएको छ भने ती वाल्वालिका जसले घरमा घेरे समय घरायसी काममा जस्तै घास, दाउरा गनै, खाना पकाउने, भाडा माघने, गाइमैसी चराउने, मेडावाखा हेने तथा तिनीहरूलाई घास कुडो गनै काममा समय खर्च गन्तुपन हुन्छ त्यस्ता वाल्वालिकाको सिकाइ उपलब्धि कमजोर देखिएको छ।

विद्यालयले हरेक परिवार पार्छ विद्यार्घि हरुको नितिजा विशेषण गरी तिनीहरूलाई वर्गीकरण गरेर उपचारात्मक शिक्षणमा ध्यान दिएका छन् त्यस्ता विद्यालयका विद्यार्घि हरुको सिकाइ उपलब्धि उच्च र त्यसमा चासो नराखे विद्यालय विद्यार्घि हरुको सिकाइ उपलब्धि न्यून पाईएको छ।

ती विद्यालय जसले सज्जालक समिति, शिक्षक-अभिमानक सदस्य, शिक्षक विद्यार्घि हरुलाई तथा अभिमानकहरुलाई निर्णय प्रक्रिया तथा कार्यान्वयनमा समेट गरिन्छ तिनको सिकाइ उपलब्धि कमजोर रहेको र सवे कुरामा ध्यान दिने विद्यालयका विद्यार्घि हरुको सिकाइ उपलब्धि उच्च पाइएको छ जुन कुरा भना प्रक्रियामा पनि लागू भएको देखिन्छ।

सामान्यत: छन्दोमा परेका कुनै पनि विद्यालयमा शक्तकहरुले योजना निर्माण गरेको तथा शैक्षिक सामग्रीहरु प्रयोग गरेको पाइए। यसरी बिना योजनाको शिक्षणमा शैक्षिक सामग्रीको तयारी, प्रयोग तथा मूल्याङ्कनका साधनहरुको उचित व्यवस्थापन नहुन्छ जति मात्रामा सिकाइ उपलब्धि हासिल हुनु पनि हो ल्यो नम्बरको कुरा विद्यालयको अवलोकन र अभिलेखहरूवाट देखिन आएको छ।
वर्तमान शिक्षा नियमावली के आधार मूल तहका शिक्षकहरूलाई कुनै एउटा खास विषयमा मात्र शिक्षण गनुपछि भनेको त्यसलाई भएको विषयहरूमा विषय शिक्षकहरूबाट शिक्षण हुने गरेको पाइयो। विद्यालयको शिक्षक विद्यार्थी अनुपात पनि फरक फरक देखिएको छ।

शिक्षक विद्यार्थी अनुपात कम भएका विद्यालयका चालवालिकाको शैक्षिक गुणस्तर राख्न सक्नु पनि भने सिद्धान्त यहाँ त्यति लागू भएको देखिएको किनीको कुनै विद्यालयमा १ : १७ को अनुपात रहेको भए। पनि नयून सिकाई उपलब्धि कायम भएको र १ : ५६, १ : ६१ सम्म अनुपात भएका विद्यालयको पनि राम्रो सिकाई उपलब्धि देखिएको छ। यस्मा शिक्षक विद्यार्थीको अनुपात मात्र मूल कारक नभए विद्यार्थी भन्न फँकिया, शिक्षकहरू गुणस्तर, उपचारात्मक शिक्षणको व्यवस्था तथा विद्यालय परिवारको सहकार्यात्मक भावनाले बढी काम गरेको पाइएको छ।

विद्यालयका हरेक क्रियाकलापमा एकाँतर अभिमानकहरूको कम संलग्नताले विद्यार्थीको शैक्षिक उपलब्धिमा असर गरेको देखिएको छ। भने अकार्य शिक्षण भारको हिसाबले विद्यार्थीको सिकाई उपलब्धिमा असर गरेको देखिएको बर हुपायमा ४२ घण्टी पढाउने शिक्षकका विद्यार्थीको तुलनामा २४-२९ घण्टी पढाउने शिक्षकका विषयमा विद्यार्थीको सिकाई उपलब्धि पो नयून देखिएको छ।

शिक्षकको भूमिका

विद्यार्थी सिकाई उपलब्धि उच्च रहेका विद्यालयका शिक्षकहरूको भूमिकालाई हेतू उनीहरूले आफूलाई लोकिको विषयमा शिक्षणका साथै नियमित रूपमा कक्षा कार्य तथा गृहकार्य दिने तिनीहरूको गर्न परीक्षण तथा पुरुषोपयोग दिने गरेको, उच्च पुर्तिकाहरू नियमपूर्वक परीक्षण गरेको, आफू प्रश्नपत्रहरू निर्माण गरेको तथा विभिन्न खाले शिक्षक तालिममा भाग लिने गरेको पाइयो।

उल्लेखित काममा संगम शिक्षकहरू स्वयम् पनि विद्यार्थी परामर्श सेवा, शिक्षण सिकाईका सबै काम शहकर्मीहरू भिक्तिको अन्तर्गतीय, शिक्षण योजना तथा तयारी, शिक्षण समग्रहरू सक्कलन, निर्माण तथा उपयोग, पुस्तकालय प्रयोग, इटरनेटको प्रयोगवाद, शिक्षण समग्रहरूको खोजी, कार्ययोजना निर्माण एवम् आफू लागिने कामको समीक्षा लागि कार्यमूलक अनुसन्धान, विद्यार्थीको नियमित मामला
अध्ययन, दैनिक लेखन, आफो तथा विद्यार्थीहरूको प्रगति विवरण अभिलेखीकरण आदिमां भने निकै कमजोर पाइए।

प्रधानाध्यापकको भूमिका

विद्यार्थी मिकाई उपलब्ध उच्च भएका विद्यालयका प्रधान अध्यापकहरूको भूमिकाकालाई दृष्टिगत गराँ केही प्रधान अध्यापकहरूले शिक्षा नियमावलीले निर्देश गरेको भूमिका आशिक रूपमा निर्देश गरेको पाइयो तर धेरैलेख सामुदायिक विद्यालयका विद्यार्थीको सिकाइ उपलब्ध न्यून हुनेमा प्रधान अध्यापकहरू कमजोर भूमिका वाधक भएको देखिए।

प्रधानाध्यापकहरू कार्यक्षेत्रको आधारमा भन्दा पहिच्छ का आधारमा छनोट हुनु, संस्थाको हित भन्दा पनि वैचारिक समूहको हितमा बढी ध्यान दिनु, राजनैतिक तहस्तता कायम राख्न नसक्नु जस्ता भूमिका देखिए। यसै कारणहरूले गराँ अवश्यक ढुङ्गले विद्यालय सुधार योजना माफ्तू विद्यालय रूपान्तरण जस्ता कार्यहरू प्रभावकारी हुन सकेका छैन भन्ने देखिए।

यस मामला अध्ययनले के देखाएको छ भने एउटा विद्यालयमा वाहेक सबै विद्यालयमा व्यवस्थापन समिति, शिक्षक अभिमानक र सड़क, शिक्षक तथा अभिमानकहरूका नजरमा विद्यालयका प्रधान अध्यापकहरूमा नियपश्चात, पारदर्शिता, सहभागिता, सहकारकलाप, विद्यार्थी मिकाई उपलब्धिको उच्च अपेक्षा, नियमित अनुगमन जस्ता कामहरू आफो शक्ति अनुसार भएका छन्दृ भन्ने महसुस गरेको पाइयो।

नेतृत्व र शिक्षकको मनोवैज्ञानिक सुरक्षाले विद्यार्थीको सिकाइ उपलब्धिकाई प्रभाव परेको देखियो। त्यसौ विद्यालय नेतृत्व जसमा पारदर्शिता हुदैन, योग्यताको कम्मै छ, जसले विद्यालयसंग समविधेत सबै सरोकारबालाहरूलाई अपनलेख भावना जगाउन सक्दैन, जसले विद्यार्थीको नियमित कक्षा र सिकाई उपलब्धिहरू नियमित अनुगमन र विश्लेषण गरेमा कम्मै देखाउँछ त्यसौ विद्यालयको कमजोर नेतृत्वका कारण विद्यार्थीको सिकाइ उपलब्धि न्यून कायम हुन पुगेको देखिएको छ।
विद्यालय सञ्चालक समितिका अध्यक्षको भूमिका

ध्येयहरूलाई आधारभूत तथा सामान्यकालिक विद्यालयका कार्यस्थापन समिति अध्यक्ष तथा सदस्यहरू आफ्नो भूमिका प्रति सचेत भएको पाइन। विशेष गरेको भनन निर्माणको कामभन्दा अन्य काममा चाहिए राखेको देखिएको विद्यालय निरीक्षकको भूमिका

यस अध्ययनबाट विद्यालय संपरिवर्तन तथा निरीक्षण त्यौहार निर्माण भ्रेंडौंको पाइन । त्यसको कारणहरूमा विद्यालय निरीक्षकहरूले एकाकित ध्येयहरू अक्षय दृष्टियोग अनुसन्धान आयोगका मुद्राहरू तथा विभिन्न विद्यालय सुल्काउन परेको र अन्तर्द्वन श्रीसाथिक कार्यहरू समेत गणुपरेको छ । यसलाई उनीहरूले प्रशासनिक निरीक्षण गन्नेको भए पनि कक्षा अवलोकन, शिक्षकहरूको समस्याहरू सुन्ने तथा सुभाषित सद्दक्कल गर्न तथा अन्तर्द्वन गर्न भािरहेको छ। उनीहरूलाई राखेको काम जस्तै विद्यार्थी सङ्गीतमा असर गर्न तल्लो हुन सद्दक्कल तथा असल अभ्यासहरूको निरीक्षण गरी त्यसको प्रतिवेदन बनाउँन र जिल्ला शिक्षामा पेस गर्न भािनेगरेको छ।

स्रोत व्यक्तिहरूको भूमिका

स्रोत व्यक्तिहरूको स्रोत केन्द्र अन्तर्गत प्राध्यापकहरू, सञ्चालक समितिका अध्यक्षहरू, शिक्षक अभिभावक सद्दक्कल अध्यक्ष तथा प्रतिनिधिहरूले मिटिड कैठकमा ध्येय रहेको पाइयो । त्यस्रोत नै उनीहरू विद्यालयको वार्षिक कार्य नालिका बनाउन ध्येय रहने भएको उनीहरूले निर्दिष्ट कार्य जस्तै शिक्षकहरूको कक्षा अवलोकन, पुष्पांग्रेष दिने जस्ता कार्यहरूको लागि फुल्नद नहुने देखिएको । कतिपय अवस्थामा विद्यालय सुधार कार्यक्रमहरू प्रतिवेदन बनाउन विद्यालय प्राध्यापककलाई सगाउँदैमा उनीहरूले समय विले कुराले विद्यालय निरीक्षक र स्रोत व्यक्तिको कामभन्दा स्पष्ट पुष्कलता बनाउन गाथो। मात्र होइन स्रोत व्यक्तिले गन्त काम जस्तै नमूना शिक्षण, शिक्षकहरूका कक्षा अवलोकन, तिनीहरूलाई पुष्पांग्रेष, आफ्नो कामको समीक्षा तथा कार्यमूलक अनुसन्धान जस्ता कामहरूमा समेत उनीहरूको भूमिका कमजोर देखिएको भनिए हो।
জিল্লা শিক্ষা অধিকারীকে ভূমিকা

নীতিগত রূপমা জিল্লা শিক্ষা অধিকারীের জিল্লাভারি লাগু হুনে কার্যক্রমহূর্ত তন্তুমা র লাগু গুরুত্ব সাধ প্রভাবকারী ঢুকলে লাগু ভে ক ভাবনা ভাই সেকমান গন্তে গরাঁকে এক হসতম পূরা গরেকো দেখিয়ে  তাপনী জুন ঢুকগাট কেন্দ্রীয় তথ্য নীতির তন্তুমা র লাগু ভাকো হুনে দেখিয়ে।

একাইর হর্ক কামায় অনিকায়রকো তলাই র অকাইর রাজনৈতিক দিবিয়ার এমু হস্তক্ষেপ কারায় জিল্লা শিক্ষা অধিকারীহূর্ত নিয়ে জাব্জ দেখিয়ে।

জিল্লা শিক্ষা কার্যালয়মা সামৃদ্ধ্যপতিয় বিদ্যালয়মা কাজরত শিক্ষকহূর্তকো অলিখ চুরাত দুু দু পান সংস্থাবান বিদ্যালয়কো অলিখ ত্যস্তু হুন সকেকো দেখিয়ে। ত্যস্তু সরু বিদ্যালয়হূর্তকো সুপাদিশ্চর্ণ অ ত অনুগমন পান নিয়োমিত রূপমা হুন সুকরহুক পাইয়ে।

কতিপয় জিল্লামা সুপাবেশ্বরকো সাহুমা কম রুহেকো র ৩০০ ভন্তা বড়ি বিদ্যালয় নিরীক্ষণ গুরুত্ব কান্ডলে মাতা হোইন সুগোলিক বিকটতা ঝস্তা বাড়ায়হূর্ত বেলু পন গুনাতো রুহেকো পাইয়ো। কষা অ ক প্রশনপত্র তথা উত্তরপূর্তকাহূর্ত নমু স্বরূপ হুনে বাহেক অন্য কথাহূর্তকো প্রশন তথা উত্তরপূর্তকাসমার রূপমা হুনে গরিয়েকো পাইয়ে।

পাদঅগ্রম, পাদপুর্তক, শিক্ষক নিদিত্যক্ষী আদি সুধাকর লাগি সুকাচ সক্ষতলগ গন্তে কাম ভাকো কৃন্তু পান জিল্লামা দেখিয়ে। জিল্লা শিক্ষা অধিকারীহূর্তলে বৈদিক প্রশান্তকি কাজ সন্ত্বান গন্তেদেখি জিল্লামা নুলো সরিয়েত গন্তে সকেকো দেখিয়ে। যস্যর উনিহূর্তকো প্রশান্তিক ভূমিকা বাহেকো সিকাই উপলব্ধি বৃদ্ধিমা বেলো ভূমিকা ত্য সফল দেখিয়ে।

নিষ্কর্ষ

প্রস্তুত অধ্যয়নবাট বিদ্যার্থীকো সিকাই উপলব্ধিমা প্রভাব পানে কুনে চেটা মাত্র তল্লগে ভূমিকা বেলেকো নমুই অন্য তল্লগুলো ধুরি অথো প্রভাব পারিয়েকো হুন্ন ভাকো দেখিয়েকো হু। শিক্ষক বিদ্যার্থীহূর্তকো নিয়োিত উপস্থিতি, সব, উদ্দেশ্যমূলক তথা প্রভাবকারী বিদ্যায় নেতৃত্ব র শিক্ষকহূর্তকো ছিনত এমু ব্যবস্থাপনমা হসিয়ারী, সব বিদ্যালয় সংস্থ, প্রভাবকারী কর্ম ব্যবস্থাপন আদি কী মহত্ত্বপূর্ণ তল্লগুলো বিদ্যার্থীহূর্তকো সিকাই উপলব্ধিমা অসর গারিয়েকো হুন্ন ভাকো পাইয়েকো হু।

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यस्ताउ आर्थिक, सामाजिक, शैक्षिक तथा पारिवारिक पृष्ठभूमिमा पैन विद्यार्थीहरूको विद्यालयमा नियमित उपस्थिति, घरको शान्त वातावरण, सिकाइ प्रतिको सकारात्मक धारणा निमाण गर्नमा भूमिका खेलेका हुनेछ भने देखिएको छ। शिक्षकहरू गुणात्मकता, शिक्षण कार्यप्रतिको लगाव, नियमितता तथा विद्यार्थीहरू स्तर र अभिभावकहरू आफ्नो वालवालिकाको पढाइमा सलगन्ता अभिविकल कार्यरती, अभिभावक तथा सबै सरोकारबालाहरूका विचारको सहकार्य, सहयोग र विद्यालय प्रशासनको विचारी सिकाइ उपलब्धिप्रति उच्च आकाश साथै उपचारात्मक शिक्षणको व्यवस्था आदिदे निकै रूसी भूमिका खेलेको पाइएको छ।

उक्त अवस्थाको सिरिजना गर्नका लागि सबै सरोकारबालाहरूलाई विद्यालयमा सुधार ल्याउन सलगन गरेका, सहकार्यात्मक विद्यालय संस्कृतीको विकास गर्न, सबै अभिभावकहरूको विद्यालय कार्यमा सलगनता बढाउने, असल तथा सक्षम शिक्षकलाई बढाउने, सबैल्यानुगमन र सुपरीविश्वेत्त्र कार्यम गर्न, कमजोर विद्यार्थीहरूका लागि अतिरिक्त, विशेष तथा उपचारात्मक शिक्षणको व्यवस्था एवम् सबै सरोकारबालाहरूले आफ्नो जिम्मेदारी निवाह तथा आफ्नो कामप्रतिको उत्तरदायित्व बढाउन गरेका वातावरणका लागि निम्नानुसारका सुकावाहरू प्रस्ताव गरिएका छन्:

जमल

अनुस्थान प्राप्तिको कार्यान्वयनका लागि उपयोग तथा सुकावाहरू अनुस्थानका प्राप्ति र निष्पक्ष्यका आधारमा सामुदायिक विद्यालयको आधारभूत तहको विद्यार्थीहरूको सिकाइ उपलब्धि वृद्ध गर्न तथा तिनको स्थायित्वका लागि विभिन्न तहका लागि निम्नानुसारका सुकावाहरू बुद्धागत रूपमा पेस गरिएका छन्:

नीति नियमसंग्रह सम्बन्धित

१ शिक्षकहरूले आफ्नो प्राप्ति विवरण तथा कामको समीक्षा खुलने कुनै अभिलेख आफ्रै नराखेको हालको अवस्थामा नेपाल सरकारले प्रत्येक शिक्षकलाई आफ्नो प्राप्ति विवरण तथा कामको समीक्षा उल्लेख गर्न सम्बन्धित विषयको पाठ्यक्रमको सडङ्कलन, आफ्रै पढाउने विषयको पाठ्यक्रमको विकल्पण, पाठ्यक्रमका सबै र दुवेल पश्चात्तको आकलन, बारिक कार्यकृतिको तयारी, शैक्षिक सामग्रीको सडङ्कलन तथा निर्माण, विद्यार्थी मूल्याङ्कन, अरूको क्रमा अवलोकन
गरेको अभिलेख, अरुले आफ्नो कक्षा शिक्षण अवलोकन गरेर दिएका सुभावहरू, कम्युनिता पनि दुई ओटा कार्यशैलीक अनुसंधान तथा विविध प्रश्नो दिएका पृष्ठभूमि तथा सुभावहरू आदि संगठन गरेको रेकर्ड फाइल तयार गर्न अनिवार्य रूपले लगाउने नीति लिनुपर्ने देखिन्छ।

2. उक्त कार्यवाह कार्यस्थल शिक्षकहरूको लागि उनीहरुले गरेका कार्यविवरणहरूको जानकारी हुन्छ, भने अर्काल उनीहरुमा रहेरो कमीकमजोरी तथा आवश्यकता सजीलेसारे परिचालन गर्न सकिन्छ।

3. यसवाट शिक्षक तालिम तथा विकासका लागि उनीहरुको आवश्यकता विशेषण गर्न सजिलो हुन्छ। यसका अतिरिक्त शिक्षकहरू आफ्नो पनि सचेत हुन्छन् र सबै सरोकारबालाविश्वको सहकार्यकलाप तथा सरसहयोग गर्न संस्कृतिको विकास हुन्छ।

4. यसै गरी शिक्षकहरू पाठ्यजोना तथा त्यादीर्मा लिने नै कममजोर देखिएका छन्। सरकारको नीति कस्तो हुनु आवश्यक छ भने शिक्षकहरूलाई तालिम तथा पेसागर्विकासका कार्यक्रमहरूको तर्जुमा तालिम केन्द्र अथवा जिल्लामा आयोजना नगरी विद्यालय भ्यम्लाई तालिमको व्यवस्था गर्न लगाउनुपर्दछ।

5. सरकारको तर्फबाट पनि वात्य विशेषज्ञको व्यवस्था गर्न र अनुममा गर्न गराउन सकिन्छ। यसका लागि सम्बन्धित विद्यालयका विद्या तर्क शिक्षकहरूलाई तालिम सहजकर्ताको रूपमा र विद्यालय भ्रोत विद्यालय अनुममनकर्ताको रूपमा योग गर्न सकिन्छ।

6. यसकस्तो काल भ्रमण गर्न नीति यदि सरकारले लिने हो भने भएका सबै शिक्षकले दैविक सनको शुरुमा, जीतेन्द्र कलाकार हुन भन्नै सन्दर्भ भएका हुँदैनौ र तालिममा सहभागी हुने मौका पाउँछन् भने बरिष्ट शिक्षकहरू तथा विद्यालय प्रशासनले पनि यही बेला सवैलाई सचेत बनाउने कार्य गर्न सकिन्छ। यसबाट योजनाविधि ढलाउँ विद्यालय सुधार कार्यक्रमलाई अगाडि व्यवस्था सहयोग मिल्दछ।

7. तालिम तथा विकास कार्यक्रमको अनुममान मूल्याङ्कन प्रभावकारी ढलाउँ भन्न सकिन्छ र यस अवस्थामा सरकारको नीति स्पष्ट हुन र कामहरू पारदर्शी हुनु आवश्यक छ।
8. स्रोत व्यक्ति र विवाद निरीक्षकहरुको काम स्पष्ट रूपले छूट्टिएको छैन भने गुमाउ आइरहेको अवस्थामा सरकारले कि स्रोत व्यक्तिको व्यवस्थालाइ हटाउने नीति लिनुपर्दछ, कि तिनीहरुको काम स्पष्ट ठहराले निरीक्षण गर्नुपर्दछ।

9. हालसम्म नेपाल सरकारले घैरे पवित्रत्व, निरीक्षिका तथा कार्यमूलक पुस्तकहरू विवादाऐंको सिकाइ उपलब्धिमा सुधार गरि उद्धेश्यले ल्याइरहेको छ तर तिनीहरुको कार्यान्वयन पक्ष भने एकदमै फिर्तो देखिएको छ। यस्तो अवस्थामा सरकारले तर्फवाद कि त्यस्ता निरीक्षिका तथा पुस्तकहरू ल्याउँदै नयाँ प्राप्त नै नीति बनाउनुपर्दछ कि त्यस्ता नीतिहरू कार्यान्वयन भए नभएको कदाइको साथ निरीक्षण, अनुगमन गरी कर्मजोरी हुने ठाउँलाई देखिन गर्ने नीति ल्याउनुपर्दछ।

10. केही वर्ष यत्रा गुणस्तरीय मानव संसाधन शिक्षण पेशामा आरक्षित हुन छैन छैनछ। त्यस्तो गुणस्तरीय मानव संसाधन र जनशक्तिकारण शिक्षण पेशाप्रति आरक्षित गर्नका लागि सरकारले त्यस्तो आरक्षक छात्रब्यूँतको व्यवस्था गर्न सक्नुपर्दछ जसका माध्यमवाट स्वीकृत जनशक्ति शिक्षण पेशामा आरक्षित हुन सक्दै।

कार्यान्वयनसंग सम्बन्धित

1. नासा अध्यनकारणको साथै अन्त्र निकायले पनि विवादी सिकाइ उपलब्धिमा प्रभाव पाउँ तत्त्वहरूको अध्ययन गरेका छैन तर ती अध्ययनवाट प्राप्त उपलब्धिहरू अभिलेखहरूमा मात्र सीमित देखि गरेका छैन। तिमलाई विवाद स्तरसम्म विस्तार गर्नका लागि उपयुक्त कार्यक्रमहरू जिल्ला शिक्षा, स्रोत केन्द्र आदि निकाय भाँपू र सरकारबारासम्म पुन्याउँनु आवश्यक छ र तिनको कार्यान्वयन गर्न संकेतको खण्डमा मात्र अनुस्ठानहरूले साथै रूप लिन सक्दै।

2. विवादी सिकाइ उपलब्धि उच्च गरेका विवादलाई असल अभ्यासहरू जस्तै विवादी तथा शिक्षकहरूको नियमितता कडाई, कडाकार्य तथा गृहकार्यको यथोत्तम उपयोग, नैतिजा विश्लेषण, पृष्ठपोषण तथा उच्चारात्मक शिक्षणको व्यवस्था, सहयोगात्मक तथा सहकार्यात्मक संस्कृतिको विकास, अभिमानको शिक्षको व्यवस्था, वालवालिका प्रतिको कार्य र सहकार्यात्मक संलग्नता आदि विस्तार तथा तिनीहरूको अनुगमन सम्बन्धित निकायवाट मारितु जस्तै देखिए।

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3. विद्यालयमा प्रधानाध्यापकको भूमिका मियो (Pivotal) को जस्ता हुनुपर्दछ । विद्यालयको सफलता तथा असफलता जस्ता धेरै कुराहु अवस्थाको भूमिकामा निर्भर गर्दछन् । त्यसकारण विद्यालयका प्रधानाध्यापकको छोटो र प्रतिनिधित्व राजनैतिक भागवण्डा वा दवाका आधारमा नभएर उनीहरूको प्रशासनिक दक्षता, विरितिता एम्ज नेतृत्व क्षमता र पहलकदमी लिन सक्ने जस्ता मानकका आधारमा गरिनुपर्दछ ।

4. शिक्षकहरू नै विद्यालय शिक्षका अन्तर मोहर्दा (Interface) हुनुै जसका हातमा विद्यालय सफल वा असफल हुने कुरो निर्भर गर्दछ । त्यसैले शिक्षको आधार विद्यालय शिक्षालाई विविध बनाउने हो भने सरकारले तिनीहरूको पूर्वसेवाकालीन तथा सेवाकालीन तलिमहरूमा विशेष ध्यान दिनु जसरी हुन्छ ।

5. प्रभावकारी तथा प्रतिबिम्बात्मक शिक्षण गर्न सकृत भने हेतुले तलिम साखालै नुपर्दछ भन्नहुने निर्देश दातृ संस्थाको सहयोग निर्विन्धित, शिक्षकहरूका आवश्यकता विशेषण नगरी, विषय सापेक्षतामा ध्यान मन्त्रालय सबैलाई एकै खालको तलिमहरू विद्वानहरूको देखिएको को जसको क्राकोटामा कमै मात्र अनुवाद भएको देखिएको ।

6. धेरैजसो शिक्षकहरू भन्नहुने सहभागी हुने तर तलिमवाट फकिएको न उनीहरू अन्य शिक्षकहरूले अन्तर्किया गर्छन् न उनीहरूले सिकेका कुराहु आफ्नो कक्षा शिक्षणमा नै उपयोग गर्दछन् ।

7. पूर्व सेवाकालीन तलिम भनिने शिक्षक शिखा पनि विभिन्न विशेषविद्यालयहरूले विना योजना तथा तिनीहरूको भावी असर विचार नगरी सम्बन्ध दिएका महाविद्यालयबाट कमजोर जनशक्तिलाई विषयको प्रमाणपत्रका आधारमा उत्पादित जनशक्ति आरक्षणको नामवाट शिक्षण पेसामा प्रवेश गरिरहेको छ ।

8. यस्तो अवस्थामा सरकारले प्रत्येक वर्ष शिक्षण पेसामा क्रति जनशक्ति आवश्यक पह्लु, त्यस्को समन्वयात्मक आकलन गरी उत्पादन गरेको तिनि लिनुपर्दछ र अन्य जनशक्तिलाई अन्य विभिन्न क्षेत्र जस्तै कृप्ण, पशुपतन, बागवानी आदि क्षेत्रमा तलिम दिई काममा लगाउने यवस्था गर्नुपर्दछ ।
शिक्षण पेसामा धेरै लामो समयदेखि एउटा विशाल समूह अस्थायी तथा कार्यरत छ जसले गर्दा उनीहरुमा विद्यालय प्रति अपनत्वको भावना पनि कमजोर छ । राज्यले उनीहरुलाई तालिम, पोसाक आदि सुविधामा पनि विभेद गरेको देखिन्छ । त्यस्ता शिक्षकहरुलाई यथाशीघ्र स्थायी वा विशेष कार्यक्रम अन्तर्गत हटाउने व्यवस्था गरिनुपर्दछ र सेवा आयोगमा छनौट भएका थोप व्यक्तिहरुलाई मात्र पठनपढानका लागि अनुमति दिनुपर्दछ ।

विद्यालयसम्बन्धी

१. विद्यालयहरुले प्रत्येक शैक्षिक सत्रको सुरुमा अभिभावक संचेतना कार्यक्रमहरुको आयोजना गरिनुपर्दछ ताकि उनीहरु आफ्ना बालबालिकाको सिकाइप्रति सहभागी, सहयोगी तथा शान्त बातचीत सिर्जना गर्न सक्छन् तथा आफ्ना बालबालिकाहरुले कस्तो गरिरहेका छन् भनी विद्यालय आउने अनि विद्यालयले आयोजना गरेका क्रियाकलापमा सहभागी हुन सक्नु ।

२. विद्यालयले आफ्ना विद्यार्थीहरुलाई विभिन्न परीक्षा तथा टेस्टहरुमा संलग्न गराउनु राख्नु जरूरी हुन्छ । यसले एकैहरु विद्यार्थीलाई नियमित तयारी गरेः बालिकाको विकास गर्दछ भने अन्यथा उनीहरुका लागि उपचारात्मक शिक्षणको व्यवस्था गर्न सकिन्छ । यसका साथै निरन्तर विद्यार्थी मूल्याङ्कनलाई प्रभावकारी बनाउनका लागि बेलाबेलामा अनुगमनको पनि उतिकै जरूरी पर्दछ ।

३. शिक्षकहरुलको कस्ता अवलोकन तथा उनीहरुसंगको अन्तर्क्रिया सिलसिलामा के पाइयो भने शिक्षकहरु पाठको तयारी, शैक्षिक सामग्रीको उपयोग, विद्यार्थी परामर्श, शिक्षण सिकाइका स्वास्थ्य आफ्ना सहकर्मीसंगको अन्तर्क्रिया, पुस्तकालयको भ्रमण तथा प्रयोग, इन्टरनेटको प्रयोग, आफ्ना कामको समीक्षा तथा प्रतिविम्बन जस्ता महत्त्वपूर्ण भूमिकामा एकदमै कमजोर देखिएका छन् । यस्तो अवस्थामा विद्यालय नेतृत्व तथा व्यवस्थापनले उक्त कुराहरुमा शिक्षकहरुलाई सबल बनाउन विद्यालयमा आधारित तालिमको व्यवस्था गर्न जरूरी देखिन्छ ।
शिक्षा कार्यालयसेंग सम्बन्धित

1. सबै सामुदायिक विद्यालयका आधारभूत तह अन्तर्गतका प्रजाहरु आफ्नो उत्तरदायित्व एवम् कर्त्तव्य प्रति सचेत भएको पाइएन। यसमध्य जिल्ला शिक्षाको समन्वयमा त्यस्ता प्रजाहरुको क्षमता अभिवृद्धि गर्नका लागि तलामोको व्यवस्था गर्नु आवश्यक देखिन्छ।

2. विद्यालय व्यवस्थापन समितिका अध्यक्षहरू तथा अन्य सदस्यहरूले निर्माणको कामदेखि वाहिकको अन्य उत्तरदायित्वहरू जस्तै नियमित अनुगमन, निरीक्षण, समन्वय तथा सहकार्य जस्ता काममा स्थलीय विद्यालय त्यस्तो अवस्थामा जिल्ला शिक्षा कार्यालयले सम्बन्धित विद्यालय निरीक्षकका माध्यममा उक्त कुराहरुमा उनीहरुलाई सक्षम पार्नका लागि तलामोको व्यवस्था गर्नु जरुरी देखिन्छ।

शिक्षा नियमावलीमा उल्लेख भए ब्रम्हमिम जिल्ला शिक्षा अधिकारीको काम र कर्त्तव्यमा पाठ्यक्रम परिवर्तन, पाठ्यपुस्तक तथा शिक्षक निर्देशिका सुधारका लागि सुचारुहरू संकलन गर्नु पनि पाइएको देखिन्छ तर यी कामहरुको साथी मात्र भएको पाइयो। यसमध्य आफूले गर्नुपनि र विभिन्न एजेंसिमाफैल गराउनुपनि काम कडाईका साथ गरिनुपनि हुन्छ।

विद्यालय व्यवस्थापन समितिसेंग सम्बन्धित

1. विद्यालय व्यवस्थापन समितिका महत्त्वपूर्ण कार्यक्रममा विद्यालय सञ्चालनका लागि प्रशासन तथा व्यवस्थापन मिलाउनु, आर्थिक सोतको विद्यालय परिवर्तन, पाठ्यपुस्तक तथा शिक्षक निर्देशिका लागि सुचारुहरू संकलन गर्नु पनि पाइएको देखिन्छ।

2. उक्त कामहरूमा त्यस्तो ध्यान विकिरण निर्माणसम्बन्धी काममा मात्र चासो राखिएको पाइयो। त्यसलाई विद्यसमा चुनिन्नका मानिसहरुले आफ्नो अधिकार, कर्त्तव्य र भूमिकामा सचेत हुने गरी कामको विनाश गर्नु आवश्यक छ।
विद्यालय निरीक्षकसम्बन्धी

1. विद्यालय निरीक्षकहरूले शिक्षा नियमावलीमा उल्लेख भएकमा प्रत्येक विद्यालयको निरीक्षण गर्नु पर्ने विभिन्न बाहानामा वर्षमा एकपटक पानि विद्यालय निरीक्षण नभईरहेको अहिलेको अवस्थामा अनिवार्य रूपमा विद्यालय निरीक्षण गर्ने व्यवस्था मिलाउनुपर्ने हुन्छ।

2. यो प्रशासनिक कार्यका लागि मात्र नभएर विद्यार्थीहरूको सिकाइ उपलब्धि वृद्धि गर्न र शिक्षकहरूलाई पथप्रदर्शन गर्न समेत शिक्षकहरूको कक्षा अवलोकन गरेन, उनीहरूलाई पृष्ठपोषण दिने अनि उनीहरूका गुणात्मक सुन्ने गर्नु अनिवार्य हुन्छ।

स्रोत व्यक्तिसम्बन्धी

1. स्रोत व्यक्तिहरूको काम, कर्तव्यमा शिक्षकहरूको कक्षा अवलोकन गर्न, तिनीहरूको कर्मी कमजोरीहरूको सुधार गरेको फुरामा सहयोग गर्न, उनीहरूलाई शैक्षिक योजनाहरू निर्माणमा सहयोग गरेको विद्यार्थीहरूको सिकाइ उपलब्धिमा असर गर्न तथ्यहरूको खोजी गर्न लगाउन र शिक्षकहरूलाई कार्यमूलक अनुसन्धान गर्न सहयोग गर्न लगाउनमा केन्द्रित हुनुपर्ने हुनुपर्दछ।

2. त्यस्तै आफ्नो कामको समीक्षा गर्न सहयोग गर्नुपर्ने व्यक्ति अध्यापकहरूको वैठक बोलाउने विद्यालयका अभिलेख तयार गरेन, प्रश्न तयार पाने, निरन्तर विद्यार्थी मूल्याङ्कनको प्रतिवेदन तयार पाने जस्ता काममा बढी समय अत्मालिनु पर्ने भएको छ। यही कारण शिक्षा नियमावलीले सिद्धिदर्ज गरेका काम हुन सकिरहेका छैन। यस्तो अवस्थामा स्रोत व्यक्तिको एउटा मेन्टरको काम गर्नु पर्ने। विद्यालय निरीक्षकले गर्ने प्रशासनिक काममा व्यस्त हुने होइन।

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