

CHAPTER : ONE

Introduction

This is the study entitled 'The Role of Child- friendly School in English Language Teaching' begins with background of study. It attempts to describe child-friendly school environment and its role in English language teaching. It also consists of review of related literature, objectives of the study, significance of the study, methodology, analysis, interpretation and presentation of data and findings and recommendations.

1.1. General Background

English language is the bridge across the mass or different groups of people in the world. Being an international language, English is taught from grade one compulsorily in Nepal. Teaching English is not an easy task, instead it is really a challenging job for the teachers of Nepal. There are various aspects or factors which directly or indirectly affect in the process of teaching and learning English. Smallwood (1988,p.66) recommends that criteria for the selection of children's literature for language learners should include age; appropriate theme; simple language; limited use of metaphor and unfamiliar experiences; use of rhyme; unambiguous plot; realistic but dialogue; potential for reading aloud; brevity; and good illustrations. So, several practices are being made to increase access and ensure quality of English language to education. The concept of child-friendly school is one of the important aspects of improving English in the context of Nepal. In my view, unless there is child-friendly school, the access of English is not possible.

According to Winch et.al (2004, p.339) children's literature can play an important role in cognitive and linguistic development, providing "a locus for the activation of ... speaking and listening skills, giving them purpose and direction," and a place "where children encounter in a non- threatening way a diversity of possible perspectives on philosophical issues, worldviews, social ideas, and cultural practices." So, Child-friendly school is that school, which

provides a learning environment suitable to the children by eliminating child labor, violence, attack, child sex, rape and so on. Child-friendly school focuses on the targeted group like helpless, orphanages, mentally retarded, conflict victims, displaced, vulnerable and street children by supporting such environment. As a result, teaching English in this situation is more helpful and purposeful or it's more supportive. Backward Society Education (2011) in Child Friendly Village (CFV) concept seeks to create;

Child labor free community, child exploitation free community, access of every child in school and all children should be going school, schools should be very sincere towards the children's right to education all the parents should be aware and enthusiastic to send their kids to school.(p.9)

The concept of child-friendly school is not only to enroll children in school. It is more concerned to build capacity of all the schools to provide appropriate education for children according to their wishes. As the interest of parents is motivated to English education in present days, they are attracted to private boarding school. Therefore, it is necessary to create English environment in all the public schools.

1.1.1. Child-friendly School

Child-friendly school is that school which provides a learning environment suitable to the children. In such school, environment for children is conducive to learning out their inherent potential are developed as cited in National Framework of Child-friendly School for Quality Education(2010,p.2).Child-friendly school provides a safe and healthy environment physically, mentally and emotionally to the children. Child Rights are highly respected and they are encouraged to enroll in school without any discrimination on grounds of their caste/ ethnicity, sex, and financial status, physical and mental frailty both within and outside school.

Teachers and students are worried about teaching and learning English language. Students are afraid of English language. They are bored to teach and learn English because they have no child-friendly environment with sufficient materials in English as well as students are dropped out school especially not liking English subjects. E.B. White (1973, p.140), a well-known children's writer, makes the following observation about the language of children's literature:

Anyone who writes down to children is simply wasting his time. You have to write up, not down. Some writers for children deliberately avoid using words; they think a child doesn't know. This emasculates the prose and bores the reader. Children love words that give them a hard time, provided that is in a context that absorbs their attention.

When the children are asked to read a text by heart or to do homework then they like to stay at home. So, learners are irregular. Focusing such issues in primary level children, the concepts of child-friendly school is a necessary background and it is being practised throughout the country.

The main procedure of child-friendly school is teaching no authoritative and dictatorship one. It is friendly within teacher and learners. Policy makers are not only involved to make the framework but children, parents and communities are actively involved in making, planning, implementation and evaluation of activities in the schools. It is regarded that all types of physical, corporal and mental punishment are prohibited and constant efforts are made to protect children from abuse and harm. Therefore, it is believed that child-friendly school plays a great role in English language teaching and learning.

1.1.2. What is Child-friendly School Framework?

National Framework of Child-friendly School for Quality Education (2010) states a child-friendly school as:

The child-friendly school framework is an important document developed to provide guidance to school in order to impart quality education consistent with children's aptitude and capacity. In this document, basic principles of child-friendly schools as well as their scopes and indicators have been incorporated. The indicators mentioned in this document pay foremost attention to the children's aptitude, level and needs. This is expected to help all stakeholders of education become sensitive, alert and willing to consider children as the focal point for their own future (p.2)

In this regard, we can say that child-friendly school creates second language learning environment. There are thousands of children 6-16 years old, who have been sent away from their homes to work as child laborers and are not enrolled in school. These children are in high at-risk adolescents representing the poorest of the poor (POP). Still there are thousands out of school children and even there are drop-out children in each village in the maximum house holds. The concept of Child-friendly Village (CFV) signifies the different-joint with the live agencies along with BASE's individual initiatives. The activities are rescue and rehabilitate child laborers and enroll all children in school.

1.1.3. Why Child-friendly School Framework?

Primary level learners are not aware of education. Even, they think English subject is not necessary for them. They are not interested in this subject like in others because the system is conventional. Students are threatened by the teachers to read forcefully instead. So, they think learning English is a curse not a blessing. In this context, child-friendly school framework is a must because this framework is designed focusing on the problems of primary level learners in education as well as English education. National Framework of Child-friendly School for Quality Education (2010, p.2) includes:

Most of the schools in Nepal are still being run in a conventional way in terms of management and teaching-learning. The whole

school environment is focused on encouraging children to get the text by heart. The text books and teaching aids made available by the central level only are being used. Seldom are the teaching and learning materials that can be made available that the local level utilized. For all these reasons, teaching and learning that are suitable to children have not been addressed properly. In the child-friendly schools, these issues are addressed. If the child-friendly environment exists in the schools, children can learn quickly and they will have less mental stress while reading and writing.

Keeping in mind such positive aspects, schools are required to be child-friendly. This framework is developed in order to determine the basics for making the schools child-friendly. This framework is developed in order to determine minimum and expected indicators for making schools child-friendly, identifying these aspects that need to be improved and incorporated in school reform plans and making monitoring and evaluation objective and effective.

To sum up, we can say that Child-friendly Framework is an important document to improve quality of education by identifying the minimum and expected indicators of schools. It ensures to carry out necessary programmes for the inclusiveness of different economic, cultural or ethnic groups.

1.1.4. Aspects of Child-friendly School

1.1.4.1. Effectiveness

A child-friendly school aims at enabling children to become educated and competent persons as per their potentials and needs by conducting activities that are necessary for positive change. Effectiveness is generally understood as how much any action, programme, practice, effort and investment has had impact on the targeted group. Effectiveness is imperative for achieving quality results by optimally utilizing the educational investments, providing children with opportunities to fully utilize their potentials and talents by promoting the child-

friendly learning environment for second language and ensuring quality education by referring the overall aspects of public school education. The effectiveness of school activities reduces the incidence of absence of children from schools as well as their drop-out rate. In order to make the learning environment of school effective and child-friendly, we should be careful to enhance the efficacy of the existing state of education rather than launching new special programs. In this context, it is essential to bring about changes that are immediately perceptible in all aspects by putting the child at the center of all activities such as current planning process of schools, working style of School Management Committees (SMC), teacher management, financial resource management, physical resource management, effective mobilization of local stakeholders, teaching and learning process and extra-curricular activities.

1.1.4.2. Inclusion

Inclusion is a process for addressing groups deprived of opportunities. Inclusive education refers to inclusion of understanding for each other, respect for each other, responding to academic needs, including the experiences, aspirations, and norms and values of all learners. Especially, inclusiveness addresses the conditions of children deprived of various opportunities or it accepts the different between children. It identifies the problems of children at risk or dropping out of school due to lack of an appropriate environment and co-operation in schools and adopts appropriate measures to resolve them. Inclusion encourages adoption of a learning friendly environment that meets the social, cultural and educational needs of all children.

At present, school level educational management has not been able to adequately address the needs of weaker group of society like conflict-affected children, dalit children, indigenous nationalities, disabled children, child victims of sexual exploitation and trafficking, children engaged in child labor, children suffering from poverty, children who are in prison, handicapped/orphan and sick children. Inclusiveness includes those targeted group for the identification of the social, economics, linguistic, cultural, physical and mental backgrounds.

Similarly, the second language teachers and management committee must have knowledge of the fundamental assumptions of inclusiveness and the ways of achieving inclusion. English teacher must have knowledge or skills in topics. Such as, pupil staging arrangement, personal contacts between teachers and pupils, child-friendly language should be used in classroom teaching by teachers etc.

1.1.4.3. Gender Perspective in Education

Gender perspective in education is next aspect of child-friendly education as it is concerned about the girl's participation in school. Gender affects in teaching and learning process because still some parents don't like to send their daughter to school but they prefer to send their son to English medium boarding school. Child-friendly school is an effort at governmental level to achieve gender equality which efforts have resulted in the enrollment percentage of girls. To enroll or to make child-friendly environment and behaviour in schools, the government as well as NGO, INGO has strengthened scholarships, opportunity, school uniform, free textbooks and such others aspects. Even the awareness-oriented programmes are conducted outside schools to increase girl's participation and English medium course in school.

1.1.4.4. Participation of Children, Families and Communities

According to NFCFE (2010, P.12), "The school community refers to first and foremost, the people, organization and service provides of the vicinity in the school area."

Without children, school can not be imagined. For quality education there are some bodies of school. Like, School Management Committee (SMC), Parents Teachers Association (PTA), principal, teachers and students themselves. Some parents still think school is for teachers not for children, some think only educated and rich people study in school but they should not go there. To solve those problems, child-friendly school advocate for maintaining direct contact with them for proper and all round development of children. Physical

construction, library, teaching materials should be available to teach English language properly in second language context. Parents support plays vital role to improve all aspects of school. Therefore, child-friendly school has ensured the participation of parents by forming Parents' Teachers' Association (PTA) and making them active.

1.1.4.5. Health Security and Protection

Shrestha et.al. (2012, p.98) include the definition of World Health Organization (WHO), “Health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity.” ‘Health is wealth.’ Without being physically healthy and wealthy no child can develop properly. Every child has the right to live free of diseases and, if, ill, receive prompt treatment. Among with parents, it is the duty of child-friendly school to ensure this right. In this concept, children’s health is checked up twice a year and kept the personal health profile. It focuses the school and classroom environment to make healthy and clean with the necessary provision of safe drinking water, clean toilet, drainage, ladies toilet, complementary, nutrition and midday meal. By adopting measures for safety from earthquakes and other natural disasters, provision must be made for disseminating information and organizing simulation exercises about them from time to time. Therefore, a child-friendly school collaborates with families and the community for health, safety and protection of children.

1.1.4.6. Physical Condition of School

School’s physical condition is the most important and fundamental aspect of a child -friendly environment. Among the three perspectives of the educational process-investment and output, physical infrastructure is linked at from the perspective of investment. Physical condition refers to school land, and compound, school building, classroom, laboratories, library, furniture, toilet, drinking water, playground, educational aids, blackboards, white boards, Audio -visual materials, cupboards, electronic equipment, computers, canteen, hostel

etc. Most of the schools in our context have the problem of fundamental aspects like the buildings are not good as they are built without design and supervision. Similarly, furniture items are either too low or too high, or too big or too small and lack of finishing and they are likely to injure pupils. As a result teaching English is very unfriendly. Therefore, child-friendly school seeks to maintain that environment as the need of pupils' age and need.

1.1.4.7. Teaching and Learning Process

Saxby (1997, p.5) notes that “language development is at the heart of educative process; and language develops through listening, speaking, reading and writing”. Teaching and learning is the process of real and formal education. Teaching is incomplete without learning. Teaching second language mostly depends on the environment of school and classroom. If there is child-friendly environment, teaching and learning second language is more effective. Otherwise, it is very difficult to enhance this in our context.

Until the teachers are made professionally competent, teaching and learning can not be effective. The knowledge of teachers over subject matter plays the vital role in English language teaching and learning. Stewig (1995, p.4-5) asserts that “writers (of children's literature) usually do not limit their word choices, knowing that children's listening comprehension is more extensive than their speaking and reading vocabularies.” The activities and the materials used by teachers are the important matters of teaching but the child-friendly school environment is the primary source of teaching English language. It emphasizes on exploratory, interactive and promotional activities and continuous assessment system which is supportive to create learning friendly environment for English language.

1.1.4.8. Teaching and Learning in Mother Tongue

The Interim Constitution of Nepal 2063 B.S. guarantees every community the right to receive basic education in mother tongue as per the provisions of law. The school sector reform programme

and the curriculum framework lay down that the medium of instruction in basic education shall be mother tongue, that in other classes of school level Nepali or English or both language, exemption to study any language subject other than Nepali subject in case of Non-Nepali citizens and for studying the subject of languages the medium of instruction shall be that very language. Efforts concerning mother tongues need to be made as directed by these national documents as cited in National Framework of Child Friendly School. (2010.p.23)

Nepal is a multilingual country. Children speaking different languages go to the same school. The primary language is that language which a child has learnt at home and if he gets environment to learn language as his before, he learns easily otherwise he does not. Similarly, English language teaching is very essential for those children from different communities. Child-friendly school seeks the proper environment focusing on their mother tongue as well as English language teaching. Next, through teaching in mother tongue, the problems of access and irregularity of pupils in school can be resolved.

1.1.4.9. School Management

School management is the primary aspect of child-friendly school. It refers to not only one aspect of school. It is the process of mobilizing physical, financial, and community resources by harmonizing them with pupils' learning. It encompasses the all-round reform and improvement of school which are done by governmental and local agencies. Therefore, the main body to govern school, School Management Committee (SMC) is formed. SMC has the right and responsibilities to manage financial resource, teacher management, compliance with rules and regulation, teacher-pupil code of regulation, teacher-pupil code of conduct and its enforcement to community mobilization, social audit etc.

1.1.5 Child-friendly School System in International Context

Balananon, Puzon and Camacho (2002,p. 27) state... it is clear that institutionalization of change through policies had met formidable barriers in the social norms that influence people's perceptions and attitudes on violence and children. Thus, several programs which integrated capability building with values change have been implemented in schools to address this stumbling block.

The Child-friendly School System (CFSS) programme of the Department of Education in Partnership with UNICEF is one example, Launched in 1919; the program aims to make all schools in the country "child-friendly". Schools are considered as child-friendly if they exhibit at least five traits, mentioned in UNICEF and the Department of Education (1999, p.28).

-) It is nondiscriminatory, gender sensitive, and inclusive. Gender, social status, cultural origin or religious beliefs are not hindrances for the children to learn.
-) It is effective, which is exhibited by a child-centered curriculum, when the quality learning objectives are met, and when children are active participants in the schools' activities.
-) It is a healthy place for children. A school is characterized as healthy place if the buildings, facilities and grounds are clean and safe for the children, and also if there are immunization programs and other healthy services available.
-) It cares and protects all children.
-) It involves families and other institution in the community by enlisting their support for projects and activities that are beneficial to school children.

The United Nations World Report on Violence against Children (2006) is a landmark document in the advocacy for children's human rights. Specifically, it

discussed VAC in the home and family, in schools, in workplaces, in care and justice institutions, and in communities. Specific to violence in education settings, the report identified the occurrence of physical and psychological punishment; gender-based violence and discrimination; bullying, fighting, physical assault and gangs; homicide and serious physical injury, and weapons in school as violations of children's human rights, regardless of the number of cases or frequency, these were experienced by children in schools.

The UN world report forwarded its core message that “No Violence against Children is *justifiable*. All violence against Children is *preventable*”. The report also recommended creating information systems, including establishing baseline data, on VAC in schools. This recommendation is particularly significant in the light of the dearth of data on such in the country. These data would be critical in developing policies and programs to address violence in schools systematically.

The past two decades saw gains in increasing awareness and building knowledge about violence against children in this country. A total of 21 national legislations were passed relating to protection of children's right and welfare during this period. Most of these pertain to child abuse in general, with two of these enacted legislations citing specific forms of violence against children in schools. Plan Philippines (2009) cites in Towards Child-friendly School Education Environment, the Anti-sexual harassment law (1996) penalizes various forms of sexual violence specifically in the work place including the educational environment, while the anti-hazing law (1995) addresses the violent initiation rites of school-based fraternities, sororities and similar organizations. (p.5)

Indeed, the school is one setting where violence against children occurs. The extent and magnitude however are largely unknown. There are many non-government organizations assisting children who are victims of violence and abuses but the systematic collection of data is weak. Available data at national level is usually limited only to reported cases from the legal department of the

department of education, the department, the Philippine General Hospital (PGH) child protection unit, and the Philippine National Police.

1.1.6. Role of Child-friendly School in English Language Teaching

English language is wide spread language. It is necessary to learn as it is an international language. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. But, teaching English in Nepali context is very difficult. The whole school environment is focused on encouraging children. Teachers focus pupils to learn English by heart instead by creating or encouraging the child-friendly context.

The teaching learning process to bring out the inherent potentials should not be limited to classroom. As the teacher can also teach a lot from the community and the environment, pupils need to be involved in activities of entertainment such as singing, dancing, explorative work, storytelling, sports etc. Most of the schools in Nepal are still being run in a conventional way in terms of management and teaching learning. The school environment is very monotonous for children. Teachers think themselves as dictators and they keep pupils in fear. The textbooks and teaching aids made available by the center level only are being used. No local materials to teach English are made available in schools. Children have a kind of psychological fear or mental stress to English language because they cannot find proper environment as they seek by English teachers. They are seeking support and security in school environment. They want their teacher's behavior as their parents' at home. If they cannot find such environment in school and the number of irregular, failure and drop-out students are in community. These students want to involve in child work rather to go school. Keeping this in mind, the government encourages English teachers to use new pedagogy, technology and local aids by involving different seminar, workshop, training etc. Nepal English Language Teachers' Association (NELTA) is one of the bodies to role on English language teaching in schools. The child-friendly school focuses on thus environment which is favoured by pupils. It will not be a matter to say if the child-friendly

environment exists in school, the pupils learn language quickly and they will have less mental stress while reading and writing.

1.2 Review of Related Literature

English language is a dominant language and an official language for the international purpose. English language comes to our aid in our commercial transactions through the globe. It is the language of the latest business management in the world. It has become increasingly essential for inter-state commerce and communication. In our context, English language is taught from the very beginning of the school but most of the schools don't have proper environment to teach English. It is taught as a second language after learning their first language. If the learners can get the child-friendly environment, then it helps them to learn English language easily. Therefore, many studies have shown that children should not be used in war, violence, work, exploitation. National Framework of Child-friendly School for Quality Education -2010 has focused to implement the child friendly curriculum by identifying the resources and means of specific to its area. It has mentioned 9 aspects to make school with child-friendly and healthy environment i.e. effectiveness, inclusion, gender perspectives in education, participation of children families and communities, health security and protection, physical condition of school, teaching and learning in mother tongue and school management where it has explained the minimum and expected indicators.

The Interim Constitution of Nepal (2007, Act. 22) stated children's rights in constitutions as:

-) Every child shall have the right to his/her own identity and name.
-) Every child shall have the right to be nurtured, to basic health and to social security.
-) Every child shall have the right to protection against physical, mental or any other forms of exploitation.

Any such act of exploitation shall be punishable by law, and the child to treat shall be :

-) Helpless, orphan, mentally retarded, conflict victims, displace, vulnerable and street children shall have the right to special privileges from the state to secure their future.
-) No minor shall be employed in factories mines or in any other such hazardous work, or shall be used in army, police or in conflicts.

Backward Society Education (BASE, 2011) in ‘A Child-friendly Village in Nepal (CFV)’ found that school should be very sincere towards the children’s right to education, live protection, to create child labor free community, child exploitation free community, access of every child in school, enrollment of out of school and dropout children in school.

In the combined third and fourth period’s report of the Philippine government to the CRC committee, it cited the following statistics on violence in schools (VAC) in schools:

-) An estimated 500 to 800 cases of child abuse were committed by teachers each year according to the child adolescent psychiatrists of the Philippines in 2006, a CAPPI survey also revealed that 50 percent of the perpetrators child abuse in schools were teachers, while a small number involved janitors, bus drivers and other school personnel.
-) The UP-Philippine general hospital (UP-PGH) Child protection unit like wise accounted five percent of physical abuse cases it handled to teachers, as well as there percent of sexual abuse cases.

A study of Yacat and Ong (2001) referred to child abuse in schools as a “silenced phenomenon” that could be rooted in the masking of corporal punishment as discipline and the non-reporting of even extreme cases of child abuse such as sexual assault. In both cases, the lack of awareness of children and adults alike on children’s human rights was the main factor. Adult- child hierarchies and dependence of children on adults were also identified. The high premiums on a child’s completion of formal education vis-à-vis the

communities' high regard for teachers also explain the reluctance to report abuse in schools.

Thami (2008) studied about 'The Role of Classroom Management for Effective English Language Teaching'. In her study she says physical and teaching aspect plays the main role in classroom management; she found that the concerned people related to the teaching profession should pay attention towards the role of classroom management in language classroom. Educational experts and the students themselves should be conscious of it.

Ghimire (2010) conducted a research entitled 'Role of Teachers in English Language Classroom'. The main objectives of his study were to find out the role of English teacher and learners in a classroom. He found that teachers' knowledge over subject matter and skills to use different teaching pedagogy as well as his behaviours to the learners play effective role for English language teaching.

Negi (2009) carried out a research work entitled 'The Role of Teachers' Non-verbal Communication in English Language Proficiency' and he found that students had both the positive and negative impact from their teachers' non-verbal communication.

i. Students were highly motivated to the teacher who smiled at them, made them laugh in the classroom, and illustrated the subject matter but felt difficulties to deal with the teacher who stared at them coldly and indicated a particular student with their raised finger.

ii. Students became more active if the teacher kept movements in the classroom and made the frequent eye contact with them.

Singh (2008) carried out a research entitled 'The Role of Motivation in English Language Proficiency. In his study his claim was that the motivation status has some sort of positive and direct role in language proficiency. The strongly instrumentally motivated students have higher proficiency in reading and writing.

The aforementioned books and research works are related to the role of teachers, classroom management, teachers' nonverbal communication, materials and techniques, and motivation in English language classroom teaching as well as the study of violence against children in schools. But no research work has been carried out related to the role of child-friendly school in English language teaching in primary level in Dhading district. That is why, this study will be different from other studies.

1.3 Objectives of the Study

Objectives of the study will be as follows:

- a. to find out the role of child friendly school in primary level's English education.
- b. to point out the problems related to child-friendly school in English language teaching.
- c. to suggest some pedagogical implications.

1.4 Significance of the Study

This study is expected to be significant to provide the guidance to the English teachers, School Management Committee (SMC), Parents' Teachers' Association (PTA) and head teachers of public primary school. Because this concept enrolls all drop-out children, out of the school children in school. It is said that Children are as little Scientists who actively construct their knowledge and understanding of the world. Therefore, teachers should help them to flourish their inherent capacity into behaviours which justifies that there is learning. Behavioural theories of child development focus on how environmental interaction influences behaviours. Similarly, child-friendly school environment focuses on the child-right and proper environment for commanding over language and quality education. This study proposes to identify the state of the child-friendly schools and to build capacity of schools to transform themselves into child-friendly school. The researcher hopes that the findings will be a valuable support to those who attempt to study in area of child friendly school.

CHAPTER : TWO

METHODOLOGY

To fulfil the objectives of the study the following methodology was adopted.

2.1 Sources of Data

In the process of this study, the research data were collected from both sources: primary and secondary.

2.1.1 Primary Sources of Data

This study was based on the data collected from the primary sources. The primary sources of data were the 25 English teachers and 25 students of public primary school in Dhading district. The data were collected using questionnaires.

2.1.2 Secondary Sources of Data

The secondary sources of data were related articles, books, unpublished theses, research reports, journals, and materials from websites. Some of them were the National Framework of Child-friendly School for Quality Education (2010), Tan (1982), Saxby (1997), Smallwood (1988), Stewig (1995), White (2004) etc.

2.2 Sampling Procedure

For this study, a sample of 25 schools was selected using non-random convenient method in Chainpur, Khari, Muralibhanjyang, Nilkantha, and Sankos V.D.C. of Dhading district. Then, the researcher purposively selected 5 schools each and an English teacher and a student of primary school from that V.D.C. The researcher used questionnaires related to the role of child-friendly school and they were requested to give their opinions.

2.3 Research Tools

The researcher used questionnaire as the major tool for collecting data.

2.4 Process of Data Collection

The following procedures were followed to collect the data for the research work:

-) The researcher prepared questionnaire.
-) She went to selected schools, talked to the authority, built rapport with them and explained them the purpose of the study.
-) Permission was taken to consult with primary English teachers and students of selected schools.
-) Questionnaires were distributed and requested them to complete those with authentic information after getting permission from the authority.

2.5 Limitations of the Study

The limitations of the study were as follows:

-) The study was limited only to the public primary schools of Dhading district.
-) This research work was limited to the primary level English teachers and students.
-) Role and problem of child-friendly schools in English language teaching were observed in the study.
-) Only questionnaires were used for collecting data.

CHAPTER : THREE

ANALYSIS AND INTERPRETATION OF DATA.

This chapter deals with the analysis and interpretation of the data which were collected through questionnaires. This research study was related to the role and problem related to child-friendly school in English language teaching in primary level. To find out whether the schools were child-friendly or not, the 9 related aspects of child-friendly school were judged using questionnaires i.e. effectiveness, inclusion, gender perspective in education, participation of children, families and community, health security and protection, physical condition of school, teaching and learning process, teaching and learning in mother tongue and school management. The researcher used two-types of questionnaires viz. open-ended and close-ended. The data were collected from both teachers and students. Their responses were highly regarded to find out the present state of schools to child- friendly concept.

3.1 Identification Role of Child-friendly School in English Language Teaching

This study was mainly concerned with the role of child-friendly school in English language teaching in primary level. The interpretation was based on the response of the informants. Here, the researcher had tried to present teachers' and students' perspectives through questionnaires addressed to the role and problem related to child-friendly school.

3.1.1 Role of Child-friendly School in English Language Teaching: Analysis of Data Obtained from the Teachers

The new concept of child-friendly school environment seeks to make every school friendly in teaching and learning process. Teaching and learning process is not concerned only among teachers and students. This was related to the all round development of school. The schools' physical and economical condition directly affected on quality of education. Most teachers were viewed if the school does not have the access of teaching materials, qualified teachers, good

governance, good management of classroom, availability of furniture, clean drinking water and toilet, spacious playground etc, the schools would not fully child-friendly though the concept was most worthy on itself. The same happened on most of the schools in Dhading district. Even, the teacher found English teaching very challenging in this context because of the wide gap between policy makers, Curriculum designers and local level stakeholders. Anyway, the teachers were trying to teach English in friendly environment as it possible.

In this research study, the researcher had tried to draw out the teachers' perspectives to this topic where she had collected the data from 25 English teachers. According to the view of the informants, the roles of child-friendly school in English language teaching are as follows:

-) Everything was friendly or co-operative.
-) Child-seeking, child centered, gender sensitive and inclusive environment were promoted through this concept.
-) Educational scenario and traditional way of teaching were changed in the child-friendly school environment.
-) It established good relationship among teachers, learners, community and head teacher.
-) Child-friendly schools were provided social interactive environment. Where children were supposed to be social and friendly. So, it emphasized students to learn by playing, singing and dancing which increases children's participation.
-) In child-friendly school, teachers were encouraged to teach in pair or group work. So, the students were active and help to increase their learning achievement.
-) In child-friendly school, punishment was prohibited in classroom, so students were taught in non-threatening way which helped to enroll the drop-out, out of school children or irregular children to school.

-) Child-friendly school environment was emphasized quality of education for those teachers who were provided training related to teaching methodology and material production.
-) Feedback was provided to both teachers and students by SMC, Head teacher, and PTA.
-) It encouraged learning English by respecting the learners' mother tongue.
-) Students were provided nutrients snacks and health facilities.
-) Stakeholders were equally concerned about the effectiveness and quality education.
-) Students could learn as their interest, need and level.
-) Students could express their feelings without fear.
-) Students were motivated to child-friendly environment and extracurricular activities could be held in their active participation.
-) The environment was created friendly to all level of learners which carried out an indigenous group.

3.1.2. Problem Related to Child-friendly School in English Language Teaching : Analysis of Data Obtained from the Teachers

In the view of teachers, the problems related to child-friendly school in English language teaching are listed as follows:

-) In child-friendly school, the students were taught in non-threatening environment. Therefore, the students did not obey their teachers. That resulted difficult to control the classroom.
-) Teaching English was not friendly with the view of physical facilities. Such as, the classrooms were dark and congested. Therefore, teachers had felt difficult to involve them in group or pair work. In some schools, the sizes of benches and desks were not available according to the age and height of the learners. Even the roof, doors, windows, latrines and others were out of condition. Some schools did not have

good playground and most schools were not found friendly to the disable students.

-) Teachers were not habituated to produce materials because they were not experienced on such things.
-) The text-books and the reference materials were not child-friendly. Some exercises were beyond the access of teachers and learners.
-) Teaching English in classrooms is problematic because of mixed ability class, multilingual students from different ethnic groups, different economical class and religious groups.
-) Teachers were lacked refreshment training. Therefore, they had problems on material production and new teaching pedagogy.
-) The main problem in English language teaching was difficulty in understanding English language due to mother-tongue interference.
-) Most schools did not have lacked of means of information and technology such as: OHP, Multimedia Projector, Computer etc. Therefore, teachers were used traditional way of teaching and usual materials.

3.1.3 Analysis of Students' Questionnaire about the Child-friendly School.

In this study, the researcher had found that most of the learners were interested to learn English but they were not given proper environment. Nearly half of the learners found learning English was easy and the rest of them found it difficult. Most of the English teachers used students-centered method and local materials but it was not found in some of them. They taught traditionally using lecture and translation method. It had been found that doing English homework was difficult for most of the learners because they did not have ideas and skills of English language and explicit instructions related to sentence construction using proper vocabulary.

In the process of data collection, the researcher found that most teachers created English environment while teaching English by encouraging them to speak in English but teaching English in child-friendly environment was not fully succeeded due to the absence of different physical, economical and educational factors. It was found that some students still found lack of security in English classroom. They were asked and threatened to learn English. If they failed to learn as the teacher indicated, they would be punished. As a result, the data showed some of the students liked to stay at home when they were asked to read the certain text by heart. Therefore, the irregular and the number of failure was not found decreasing with easy practice. The data also showed that most English teachers were serious and practised hard for their profession but the learning was found satisfactory.

It seemed that most schools had been formed child-club and their creations and leadership were highly respected but it was not found in some schools. the researcher found 60% of teachers were male only 40% were female who were teaching English language in primary school. Similarly, in this data more than 50% schools had either library with building or corner library but none of the schools had teaching computer learning. Most of the students were found problem in obtaining first division marks in English instead, some of them were found poor marks in English. Next, the learners in most primary schools were found their health was not properly checked. So, their health problems were not identified. Analyzing those aspects, the researcher found that still there were many things which were not addressed to children. Therefore the schools had not been friendly with physical, social and educational perspectives though the concept of child-friendly school was an attempt at present.

3.1.4. An Analysis of Close-ended Questions

Section: B

Effectiveness

S.N.	Statement	Excellent	Good	Average	Poor
1.	Class-wise average age	72%	4%	16%	8%
2.	Rate of students with maximum age group among all students	72%	16%	4%	8%
3.	Dropout rate	84%	12%	4%	0%
4.	Completion rate of grades	84%	4%	4%	8%
5.	Rate of repeating classes	84%	16%	14%	0%
6.	Rate of students with minimum age groups among all students	60%	20%	12%	8%
7.	Use of innovative teaching methods	20%	36%	36%	8%
8.	Attendance of teachers	100%	0%	0%	0%
9.	Teaching days in classrooms	100%	0%	0%	0%

The above table shows that the effectiveness of child-friendly school was found very effective. Every school was found trying to enroll the out of children and drop-out children in school by managing the classroom, teaching materials, and teaching pedagogy friendly to support English language teaching. But it showed that teachers were not given child-friendly training for English language teaching. Therefore, using innovative methods was found satisfactory.

S.N.	Statement	Percentage	
		Yes	No
1.	A total of 220 days a year.	76%	24%
2.	Planning in collaboration with parents based on pupils individual achievements and implementation of plan.	84%	16%
3.	Every teacher received demand-based training at least once a year.	32%	68%
4.	Every teacher observed by the supervisor concerned at least twice, by counterpart at least twice a year and feedback is shared.	56%	44%
5.	Teachers were evaluated every year based on the achievement of their classroom and subject performance, arrangement of reward and feedback on such performance.	68%	32%
6.	Continuous evaluation of students.	100%	4%

The second part of effectiveness of child-friendly school showed that 76% of schools opened 220 days in a year and it was not found in 24% schools. 84% of schools were planned in collaboration with parents based on pupil's individual achievement and implementation of plan. But it showed that 68% of teachers of teachers were not given demand based training and only 32% of English teachers were given demand based training. 56% of teachers' works were observed by head teachers SMC or school supervisor but 44% of them were not observed it. Similarly 68% teachers were evaluated based on the achievement of subject performance and it was not found in 32 % of them. Continues assessment system was used by the teachers of primary level to decrease the failure and dropout rate but educational quality was not improved as it wanted.

Section: C

Inclusion

S. N.	Statement	Total Percentage			
		V. good	Good	Average	Poor
1.	Distance between children's home and school.	0%	60%	40%	0%
2.	Inclusion based on disability.	4%	44%	40%	12%
3.	Inclusion based on caste and ethnicity.	8%	76%	8%	8%
4.	Inclusion based on religion and culture.	8%	80%	12%	0%
5.	Enrolment in school of those who are economically weak.	12%	56%	24%	8%
6.	Inclusiveness in extracurricular activities.	36%	40%	24%	0%
7.	Participation of stakeholders on school activities.	8%	44%	36%	12%
8.	Inclusive training to teachers.	8%	24%	60%	8%
9.	Teachers' training for inclusion.	8%	36%	28%	28%

1. Distance between Children's home and school

The collected data showed that the distance between Children's home and school was 60% of good enough and 40% of poor but it was found neither very good nor poor. So it is satisfactory.

2. Inclusion based on disability
Inclusion based on disability was found 4% very good, 44% good, 40% average, and 12% poor in public primary schools.
3. Inclusion between caste and ethnicity
8% very good, 76% of good, 8% of average and 8% of them were found poor inclusion based on caste and ethnicity.
4. Inclusion based on religion and culture
8% of very good, 80% good, 12% average students were found inclusion based on religion and culture. None of them were found poor. Therefore, it seemed satisfactory.
5. Enrolment in school of those who were economically weak.
12% very good, 56% good, 24% average, and 8% students were found on enrolment in school of those were economically weak.
6. Inclusion in extracurricular activities
36% very good, 40% good, 24% average students were found on inclusiveness in extracurricular activities but there were no students who were exclusion in extracurricular activities.
7. Participation of stakeholders in school activities
8% very good, 44% good, 36% average and 12% poor participation was found by stakeholders in school activities.
8. Inclusiveness training to teachers
8% very good, 24% good, 60% average and 8% poor inclusiveness was found in teachers' inclusiveness training.
9. Teachers training for inclusion
8% very good, 36% good, 28% average and 28% poor inclusion was found in teachers training for inclusion.

It showed that inclusion on distance, caste and ethnicity, religion and culture and economically weak were found satisfactory. But inclusion for disabled, teachers training, participation of stakeholders and extracurricular activities were found to be improved in primary schools in Dhading district.

Section: D

Gender Perspective in Education

S.N.	Statement	Percentage	
		Yes	No
1.	50% of scholarship.	100%	0%
2.	Scholarship for Dalits.	100%	0%
3.	Scholarship for children of martyrs.	32%	68%
4.	Scholarship for the disabled.	100%	0%
5.	Female teacher management.	40%	60%
6.	There is at least one woman member in the management committee to lay special emphasis on gender aspects.	100%	0%

The above table showed that 100% girls', Dalits' and disabled children were provided scholarship in primary schools but only 32% of martyrs children were provided scholarship due to the ongoing peace process. 40% female teacher management and 100% of female member in management committee were found through the questionnaire. So, it was clear that still the access of female teacher management had not been met to the target for a child-friendly school. Anyway, other aspects were satisfactory.

Section: E

Participation of Children, Families and Communities

S. N.	Statement	Percentage	
		Yes	No
1.	Child club formed.	76%	24%
2.	Children's participation in formulation of school reform plan.	48%	52%
3.	Regular meetings of child club and its plan of action prepared.	44%	56%
4.	PTA formed.	100%	0%
5.	Parents' participation in school reform plan.	76%	24%
6.	Parents' meeting holds twice or more a year.	68%	32%
7.	PTA meets once every three months.	68%	32%
8.	Action and responsible parents awarded and all parents coming to know about their children's progress ever.	44%	56%
9.	Community meeting holds at school at least once a year.	80%	20%
10	Physical improvements made with support from communities.	40%	60%
11	SMC meeting holds every month.	56%	44%
12	Community meeting in the school holds every six months.	52%	48%

1. Formation of Child club

The above table showed that 76% of schools were found forming child club and 24% of them were not doing this club in the district.

2. Children's participation in formulation of school reform plan

48% of schools were found participating their children in formulation of school reform plan and 52% of schools were not found them in such activities. It showed that children participation should be increased to implement the action of SIP.

3. Regular meetings of child club and its plan of action prepared

44% of schools were held regular meetings of child club and its plan of action prepared. And 56% of them lacked such activities. Therefore those schools should make the programme to ensure children's participation and right.

4. PTA formed

The collected data in above table showed that 92% of schools had been formed Parents' Teachers' Association and 8% of them were found to be formed.

5. Parents participation in school reform plan

76% of schools had participated parents in school reform plan and it was not found so in 24% of them.

6. Parents' meeting held twice or more a year

It showed that 68% of schools were held parents meeting twice or more in a year and it was not found in 32% of them.

7. PTA meets once every three months

It was also found that 68% of schools were held PTA meeting once in every three months and 32% of them were not found doing it.

8. Active and responsible parents awarded and all parents coming to know about their children's progress ever

44% of active and responsible parents were awarded and almost same numbers of parents found coming to know their children's progress report whereas remaining 56% parents did not. It is not satisfactory, thus we should conduct this programme in all schools effectively.

9. Community meeting held at school at least once a year

80% of schools were held community meeting at school at least once in a year but 20% of them were found not doing it.

10. Physical improvements made with support from communities

It seemed that 40% of physical improvements made with support from communities and 60% of them were supported by DEO, VDC and DDC etc.

11. SMC meetings hold every month

It was found that 56% of schools held SMC meetings in every month and remaining 44% of schools did not hold it.

12. Community meeting in the school holds every six months

52% of community meeting was found holding it in schools in every six months but 48% of this meeting was not held.

Section: F

Health Security and Protection

S. N.	Statement	Percentage	
		Yes	No
1.	Health checked at six month intervals and personal health profile of every child maintained.	52%	48%
2.	First aid kit was available at school and the kit contains medicines.	96%	4%
3.	Code of conduct developed for prohibition of smoking drinking alcohol and taking other drugs.	72%	28%
4.	Regular participation of all including children in sweeping the school daily.	72%	28%
5.	Regular checking to ensure children maintain personal hygiene.	52%	48%
6.	Prevent water stagnation in the school compound.	64%	36%
7.	Children bringing nutritious snacks with them.	20%	80%
8.	Collection of dust in a certain place or dustbins.	92%	8%
9.	Physical and corporal punishment prohibited at school.	92%	8%
10.	Pits within school compound and maintained and repaired as required.	52%	48%
11.	Door and windows to protect from wind and rain in classroom.	80%	20%
12.	Exercises conducted from time to time for both children and teachers on what to do in case of an earthquake.	72%	28%
13.	Children informed of community mapping.	52%	48%

1. Health checked as six month intervals and personal health profile of every child maintained
52% of schools were found to check children's health properly and personal health profile of every child maintained. But 48% of schools were not found doing so.
2. First aid kit was available at school and the kit contained medicines for first aid and against parasites and vaccination
96% of schools were found having the management of first aid kit which were contained medicines but 4% of them were found not having it.
3. Code of conduct developed for prohibition of smoking/ drinking alcohol and taking other drugs
72% schools were found to hold code of conduct developed for prohibition of smoking and drinking alcohol and taking other drugs for children and parents. But 28% of them did not have such activities.
4. Regular participation of all including children in sweeping the school daily
72% of schools were found the participation of children in daily sanitation of classrooms and 28% of them were found not giving preferences to do so.
5. Regular checking to ensure children maintains personal hygiene
52% of schools were found to be careful to children's personal hygiene but 48% of them were found as it was before.
6. Prevent water stagnation in the school compound
It was found that 64% of schools were preventing water stagnation in their compound but it was not exercised by remaining 36%.
7. Children bringing nutritious snacks with them
20% of children were found bringing nutritious snacks with them in public primary schools but 80% of children were not aware or those who bring that was not found nutritious either.
8. Collection of dust in a certain place or dustbins
92% of schools had been the system to collect wastage in a designated place or dustbins but 8% of them were found to be done.

9. Pits within school compound and maintained and repaired as required

It was found that 52% of schools had been managed pits in their compound and 48% of them were still trailing.

10. Door and windows protected from wind and rain in classroom

80% of schools were found door and windows to protect from wind and rain in classroom but 20% of schools were found still in such problem.

11. Exercises conducted time to time for both children and teachers on what to do in case of an earthquake

72% of schools were found conducting exercise to protect from earthquake but 28% of schools was found not conducting this exercise.

12. Children informed of community mapping

52% of schools participated children on community mapping but 48% of them were found that they were not informed.

Section: G

Physical condition of school

S.N	Statement	Total Percentage			
		V. Good	Good	Average	Poor
1.	Earthquake resistant building.	24%	32%	32%	12%
2.	Roof that prevents rain water and heat from entering the building.	20%	68%	0%	12%
3.	Walls plastered or other opportunities arrangements made.	20%	48%	24%	8%
4.	Room with enough light to read and write.	24%	72%	4%	0%
5.	One classroom for every 45 pupils.	20%	48%	20%	12%
6.	Number of classrooms on the ratio of students.	12%	76%	0%	12%
7.	Condition of play ground.	12%	56%	16%	16%
8.	Number of bench-desk for students.	32%	60%	4%	4%
9.	Library management.	16%	40%	32%	12%
10.	Laboratories.	0%	8%	24%	68%
11.	Ladies toilet.	32%	24%	24%	20%
12.	Wall or fence around school.	12%	16%	24%	48%
13.	Drinking water.	20%	52%	24%	4%
14.	Separate room for office use.	16%	64%	8%	12%
15.	Canteen.	0%	52%	12%	36%
16.	Hostel for pupils and teachers.	0%	12%	4%	84%

1. Earthquake resistant building

The earthquake resistant buildings were found 24% of very good, 32% of good, 32% of average and 12% of poor. It showed that still there were many schools to be improved for earthquake resistant.

2. Roof that prevents rain, water and heat from entering the building

Roofs preventing rain, water and heat from entering the building were found 20% of well enough, 68% of them were found satisfactory and 12% of them were found poor. But no percentage was found for average.

3. Walls plastered or other opportunities arrangements made

It was found that 20% of walls were well plastered or other opportunities arrangements made, 48% was found good enough, it was found average in 24% of them and 8% of schools were poor to have plastered walls or other opportunities and arrangements.

4. Room with enough light to read or write.

It was found that 24% of schools had been sufficient light to read or write 72% was found satisfactory and 4% of rooms with average light. But no school was found poor.

5. One classroom for every 45 pupils

20% of schools were found having one classroom well managed for every 45 pupils 48% of them were found good, 20% of average and it was not found satisfactory in 12% of schools.

6. Number of classrooms on the ratio of students

The number of classrooms on the ratio of students was found 12% of very good, 76% of good, 12% of poor but no one was found in average.

7. Condition of play ground

12% of play ground was found well enough to play for children, 56% of found good, 16% of average and it was found 16% of poor condition of playground.

8. Number of bench-desk for students

It was found that 32% of schools had been sufficient furniture, 60% of them good, 4% of them an average and 4% of them very poor number of bench-desk.

9. Library management

16% of schools were managed library with all facilities, 40% of them done well enough, and 32% an average library and 12% of them were found poor management.

10. Laboratories

It was found that 8% of good, 24% of average management of laboratories and no schools were found very well and 68% of schools were found poor. So, it seemed to improve immediately.

11. Ladies toilet

Ladies toilets in schools were found 32% very good, 24% good, 24% average and 20% of poor in the district.

12. Wall or fence around school

It was found that 12% of schools wall or fence was well managed, it was found good enough in 16% schools, in 24% schools it was average and 48% schools were not found satisfactory condition of wall or fence around school.

13. Drinking water

20% of schools were well managed of drinking water, it was found good enough in 52% of schools, 24% was just found average and it was found very weak in 4% of schools.

14. Separate room for office use

It was found that 16% of schools had good management of separate office room, 64% of them were found satisfactory, 8% average and 12% of them were found very poor for using separate room for office use.

15. Canteen

Canteens in schools were found 52% good, 12% average and 36% of poor but no schools were found very good one. It seemed that the condition of canteen is not satisfactory.

16. Hostel for pupils and teachers

It was found that 12% of good, 4% average 84% poor schools having hostel for pupils and teachers but there was no school found very good. It seemed that the condition of hostel was very poor.

Section: H

Teaching and learning process

S. N	Statement	Total Percentage			
		V.Good	Good	Average	poor
1.	Annual action plan formulated and school activities conducted accordingly.	12%	64%	12%	12%
2.	Teachers' lesson teaching plan.	16%	48%	28%	8%
3.	Text book made available to all students in the beginning of academic year.	32%	60%	4%	4%
4.	Educational materials prepared by teachers and students or collected by them made available in class and their use.	8%	44%	44%	4%
5.	Materials displayed at classroom wall.	8%	40%	48%	4%
6.	Reference materials.	4%	28%	64%	4%
7.	Community took care of and supports in teaching and learning.	0%	52%	28%	20%
8.	Parents took an interest in their children's learning in school.	9%	52%	35%	4%
9.	Extracurricular activities for all round development of students conducted once a month.	30%	61%	9%	0%
10.	Discussion and interaction among teachers once a month.	26%	44%	26%	4%
11.	Education tour once a year.	9%	39%	26%	26%
12.	Application of teachers' training.	4%	53%	39%	4%
13.	Teaching and learning based on computers.	0%	9%	35%	56%
14.	SMC monitoring and assesses overall educational management.	0%	56%	31%	13%
15.	Head teacher monitoring and evaluates individual work of teachers working at school.	13%	61%	26%	0%

1. Annual action plan formulated and school activities conducted accordingly

The above data showed that 12% of schools were found very well, 64% of good, 12% of average and 12 % of poor schools found to formulate annual action plan and conduct school activities accordingly.

2. Teachers' lesson teaching plan

It was not found very effective on teachers' lesson teaching plan though it was compulsory. As the researcher analyzed the data she found 16% of very good, 40% of good, 28% of average and 8% of poor on preparing teachers' teaching lesson plan.

3. Text books made available to all students in the beginning of academic year

The data showed that 32% of schools were found very well, 60% of good, 4% of average and 4% of poor to make text books available to all students in the beginning of academic year.

4. Educational materials prepared by teachers and students or collected by them made available in class and their use.

The educational materials prepared by teachers and students or collected by them made available in class and their use were found only 8% of very good, 44% of good, 44% of average and 4% of poor in schools. It was not satisfactory. It showed that nearly half of the teachers were lacked such skills.

5. Materials displayed at classroom wall

Many schools were found weak physical condition. So, materials displayed at classroom walls were not found satisfactory. It was found only 8% very good, 40% good, 48% average and 4% poor.

6. Reference materials

Reference materials were found only 4% very good, 28% good, 64% average and 4% poor in schools. It showed that the condition of reference materials was not satisfactory.

7. Community took care of and supports in teaching and learning

The data showed that care and supports in teaching and learning by community were not found very well, just 52% was found satisfactory, 28% average and community supports were found very weak in 20% of them.

8. Parents took an interest in their children's learning in school

9% of parents took an interest in their children's learning in school very much, 52% were good enough, and parents' interest towards their children was found 35% of average and very few numbers of parents found not having this.

9. Extracurricular activities for all round development of students conducted once a month.

Extracurricular activities for all round development of students conducted once in a month were found 30% very good, 61% good, 9% average and no school was found poor. It seemed satisfactory.

10. Discussion and interaction among teachers once a month

It was found that 26% teachers were actively participated in discussion and interaction on themselves, it was found satisfactory in 44%, average in 26% and only 4% poor to participation about discussion and interaction among teachers once in a month.

11. Educational tour once a year

9% schools were conducted educational tour once in a year with very effectively, 39% of them were found good enough, 26% found just average and 26% poor to hold an educational tour once in a year.

12. Application of teachers' training

It was found that the application of teachers' training in classroom was only 4% very good, it was found satisfactory in 53% of teachers, 39% of teachers were found applying them in average and 4% of them were found very weak.

13. SMC monitoring and assesses overall educational management

56% of SMC was found satisfactory, 31% average, 13% poor on monitoring and assessing overall educational management SMC but no one was found very well.

14. Teaching and learning on computers.

The above table showed that teaching and learning on computers was not satisfactory because only 9% of schools were found good, 35% average and the remaining 56% was very poor and no schools was found very well.

15. Head teacher monitoring and evaluates individual work of teachers working at school

13% of head teachers were found actively participated on monitoring and evaluating the individual work 61% of them were found satisfactory monitoring and evaluation, 26% of them found just average on monitoring and evaluating individual work of teachers at school by head teachers. But no one was found poor. So, it was satisfactory.

Section: I

Teaching and learning in mother tongue

S.N.	Statement	Percentage	
		Yes	No
1.	Records of school age group pupils by caste living within its catchments area.	80%	20%
2.	Availability of curricula in mother tongue.	28%	72%
3.	Availability of textbooks and teachers' guide in mother tongue.	24%	76%
4.	Teacher training in mother tongue.	24%	76%
5.	All teachers having at least multilingual training.	44%	56%
6.	Managing classroom with educational materials in mother tongue.	33%	67%
7.	One activity conducted once a month.	88%	12%

1. Records of school age group pupils by caste living within its catchments area

It was found that 80% of records of school age group pupils by caste living within its catchments area in schools and it was not found in 20% of them.

2. Availability of curricula in mother tongue

The above data showed 12% of curricula were found in mother tongue and the most 88% of schools had not been practiced the mother tongue curricula.

3. Availability of textbooks and teachers guide in mother tongue

It was found 24% of the textbooks and teachers' guide in mother tongue but there were still 76% of them not available in mother tongue.

4. Teacher training in mother tongue

In the data, training to teacher in mother tongue was found only for 24% of teachers But 76% of teachers lacked training.

5. All teachers having at least multilingual training.

The data indicated that 44% of teachers had got multilingual training and the remaining 56% of them were trailing to have multilingual training.

6. Managing classroom with educational materials in mother tongue.

33% of classrooms were found managing classroom with educational materials in mother tongue but 67% of material management was not found in mother tongue.

7. One activity conducted once a month

It was found that 88% of schools were conducted extracurricular activity once a month but it was not found in 12% of schools.

Section: J

School Management

S.N.	Statement	Percentage	
		Yes	No
1.	Members in SMC inclusive according to gender and social structures.	92%	8%
2.	SMC meeting every month and 100% of the members present at meeting.	28%	72%
3.	Agenda sent to members two days before meeting.	32%	68%
4.	Agenda produced, discussed and decisions made at meeting by ensuring learning in a child-friendly environment.	76%	24%
5.	SMC officials were conscious of their duty and accountable to parents in relation to efficiency in school performance.	56%	42%

1. Members in SMC were inclusive according to gender and social structures
It was found that 92% of schools' School Management Committee had members' inclusiveness according to gender and social structures and the remaining 8% of schools had to be SMC formed.
2. SMC meeting every month and 100% of the members present at meeting
When the researcher analyzed the data, she found 28% of school's SMC members were met at meeting every month but the remaining 72% of them were absent in SMC meeting.
3. Agenda sent to members two days before meeting
It was found that 32% of schools were sent agenda two days before meeting to SMC members but 68% of them were presented the agenda in the time of meeting.
4. Agenda produced, discussed and decisions made at meeting by ensuring learning in a child-friendly environment
The above table showed 78% of agendas were discussed at meeting by ensuring learning in a child-friendly environment only 24% of them were discussed beyond this agenda.
5. SMC officials were conscious of their duty and accountable to parents in relation to efficiency in school performance
56% of SMC officials were found conscious of their duty and accountable to parents in relation to efficiency in school performance and the remaining 42% of them were found hesitating it.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

Introduction

The main purpose of this study was to identify the role and the problems related to child-friendly school in English language teaching in primary level. Next concern of my study was to provide some pedagogical implications. Therefore, the collected data were tabulated, analyzed and presented. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

4.1 Findings:

Findings are presented under two sub-headings.

4.1.1. The Role of Child-friendly School in English Language Teaching

Regarding the Role of Child-friendly School in English Language Teaching in Primary Level, the following findings of the study are summed up as follows:

-) It was found that child-friendly school environment has increased learner's participation and decreased learner's drop-out rate and repetition rate.
-) It has enrolled out of school children in school.
-) It has increased girls' and Dalits' participation in school.
-) It was found that child-friendly school is seeking to create social-interactive friendly environment for English language teaching.
-) It has encouraged on innovative teaching strategies and the use of local materials.
-) It has focused child-centered, gender sensitive and inclusive learning.
-) All the stakeholders are equally concerned about learning English.
-) Child-friendly school changes the educational scenario.
-) It was found that the primary level students' class repetition rate decreasing through continuous assessment system.

-) Child-friendly school has helped to achieve more teaching learning achievement in English.

4.1.2. Problems Related to Child-friendly School in English Language Teaching

-) Teachers were found using usual materials.
-) Teaching in non-threatening environment discouraged the students to practice less. So, the teachers found problems to achieve the goal.
-) The majority of teachers found difficulty to use English language in classroom.
-) Textbooks and reference books were not found sequentially ordered for English medium course.
-) Most schools' physical infrastructures were not good.
-) Most classrooms were found congested to conduct group or pair discussion.
-) It was found that teachers' problem on materials production.
-) Most schools' were not found friendly to the disabled children.
-) Most students were found problem in using English language due to mother tongue interference.
-) Demotivation to English language for teachers as well as students.
-) It was found that most teachers were trained but not qualified.
-) Most of the teachers' were found hesitating to speak English in the classroom.
-) Most teachers were found over loaded in school. Therefore, they entered in the language class without practices and preparation.
-) It was found that teachers' did not transfer training into the action.

4.2 Recommendations/ Pedagogical Implications:

Based on the aforementioned findings the following pedagogical implications are recommended.

-) Teacher should use new pedagogy and materials related to the teaching item to make learner's easy understanding.
-) Teacher should avoid mother tongue while teaching English. Students should be encouraged to speak in English language.
-) Teacher should manage the classroom as the learners can participate in pair or group discussion.
-) Teaching materials should make available to make teaching English friendly.
-) English teachers should be provided training to produce materials and to teach English in primary level.
-) Parents should encourage their children to do English homework at home as well.
-) Parents should be made aware to the globalization of English language.
-) SMC and PTA members should be informed every issues of English language teaching to make them friendly.
-) Continuous assessment system should be made behavioral.
-) Students' rules, regulations and instruction should be given in English.
-) Teacher should make teaching improvement plan and daily lesson plan for effective teaching.
-) Teacher should create social, interactive and non-threatening environment to increase learner's participation in English language.
-) Teacher should be very careful to the learners' ability, interest, and level while teaching English.
-) Teaching vocabulary, grammatical items and language functions should be taught using communicative language teaching approach.
-) Teaching materials should be displayed in the classroom. So that students can learn themselves.
-) All educational agencies and stakeholders should pay attention to physical management of school.

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Appendix I
Questionnaire

Dear informants,

As part of my research for the completion of master's Degree, this questionnaire has been prepared to draw the information for the research work entitled '**The Role of Child-friendly School in English Language Teaching**' under the guidance of Mr. Yuba Raj Subedi, lecturer and head of the Department of English Education, Nilkantha multiple campus, Dhading. I would be grateful to you if you could kindly provide me true information in the following questionnaire. All the information collected through questionnaire will only be used for the research purpose and your identity will be kept highly confidential.

I eagerly wait for your kind co-operation.

Researcher

Gyanu Thapa

Questionnaire for Public Primary English Teachers.

Name of the School:.....

Name of the Teacher:.....

TrainingQualification

ExperienceGender Male female

Section: A

Please respond to the following questions.

1. What do you think a child-friendly school is?

.....
.....
.....

2. How does a child-friendly environment help in English language teaching?

.....
.....
.....

3. What are the weaknesses of child-friendly school in English class? Please mention them.

.....
.....
.....

4. What problems are the teachers facing in English language teaching in public primary school?

.....
.....
.....

5. Who are responsible to make English-teaching child-friendly?

.....
.....
.....

6. What may be the role of parents in English language teaching in child-friendly school?

.....
.....
.....

7. How does a child-friendly school environment avoid the unwilling of the students to English language teaching?

.....
.....
.....

8. Why do the English teachers need a child-friendly context to use innovative teaching method?

.....
.....
.....

9. How does a child-friendly school environment support to fulfill the teaching materials in English language teaching?

.....
.....
.....

10. Child-friendly school concept is necessary for English language teaching in Nepal. Justify it.

.....
.....

11. How does a child- friendly school environment help English teacher to increase learning achievement?

.....
.....
.....

12. How does a child- friendly school environment help the teacher to use child- centered method in English?

.....
.....
.....

13. What are the strengths of child- friendly school in English language teaching?

.....
.....
.....

14. What supports have you got from your SMC in your English language teaching?

.....
.....
.....

15. What role do you expect from your head teacher to make your English class friendly?

.....
.....
.....

16. What things do you have friendly in your English class?

.....
.....
.....

17. What is the role of child-friendly school in English education?

.....
.....
.....

18. What are your suggestions to make English class child-friendly?

.....
.....
.....

Section: B

Effectiveness

	<u>Percentage</u>
1. Class-wise average age	(.... %)
2. Rate of students with maximum age group among all students	(.... %)
3. Dropout rate	(.... %)
4. Completion rate of grades	(.... %)
5. Rate of repeating classes	(.... %)
6. Rate of students with minimum age groups among all students	(.... %)
7. Use of innovative teaching methods	(.... %)
8. Attendance of teachers	(.... %)
9. Teaching days in classrooms	(.... %)

You are requested to give your opinions by putting tick (M) on the response.

	Yes	No
1. A total of 220 days a year.	<input type="checkbox"/>	<input type="checkbox"/>
2. Planning in collaboration with parents based on pupils individual achievements and implementation of plan	<input type="checkbox"/>	<input type="checkbox"/>
3. Every teacher has received demand-based training at least once a year	<input type="checkbox"/>	<input type="checkbox"/>
4. Every teacher is observed by the supervisor concerned at least twice, by Counterpart at least twice a year and feedback is shared	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers are evaluated every year based on the achievement of their Classroom and subject performance, arrangement of reward and feedback based on such performance	<input type="checkbox"/>	<input type="checkbox"/>
6. Continuous evaluation of students	<input type="checkbox"/>	<input type="checkbox"/>

Section: C

Inclusion

1. Distance between children's home and school
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
2. Inclusion based on disability
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
3. Inclusion based on caste and ethnicity
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
4. Inclusion based on religion and culture
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
5. Enrolment in school of those who are economically weak
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
6. Inclusiveness in extracurricular activities
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
7. Participation of stakeholders in school activities
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
8. Inclusive training to teachers
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
9. Teachers training for inclusion
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor

Section: D

Gender perspective in Education

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. 50% of scholarship | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Scholarships for Dalits | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Scholarships for children of martyrs | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Scholarships for the disabled | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Female teacher management | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is at least one woman member in the Management Committee to lay special emphasis on gender aspects | <input type="checkbox"/> | <input type="checkbox"/> |

Section: E

Participation of Children, Families and Communities	Yes	No
1. Child club formed	<input type="checkbox"/>	<input type="checkbox"/>
2. Children's participation in formulation of school reform plan	<input type="checkbox"/>	<input type="checkbox"/>
3. Regular meetings of child club and its plan of action prepared	<input type="checkbox"/>	<input type="checkbox"/>
4. PTA formed	<input type="checkbox"/>	<input type="checkbox"/>
5. Parents participation in school reform plan	<input type="checkbox"/>	<input type="checkbox"/>
6. Parents meeting hold twice or more a year	<input type="checkbox"/>	<input type="checkbox"/>
7. PTA meets once every three months	<input type="checkbox"/>	<input type="checkbox"/>
8. Active and responsible parents awarded and all parents coming to know about their children's progress ever	<input type="checkbox"/>	<input type="checkbox"/>
9. Community meeting hold at school at least once a year	<input type="checkbox"/>	<input type="checkbox"/>
10. Physical improvements made with support from communities	<input type="checkbox"/>	<input type="checkbox"/>
11. SMC meetings hold every month	<input type="checkbox"/>	<input type="checkbox"/>
12. Community meetings in the school hold every six months	<input type="checkbox"/>	<input type="checkbox"/>

Section: F

Health Security and Protection	Yes	No
1. Health checked at six month intervals and personal health profile of every child maintained	<input type="checkbox"/>	<input type="checkbox"/>
2. First aid kit is available at school and the kit contains medicines for first aid and against parasites and vaccination	<input type="checkbox"/>	<input type="checkbox"/>
3. Code of conduct developed for prohibition of smoking drinking alcohol and taking other drugs	<input type="checkbox"/>	<input type="checkbox"/>
4. Regular participation of all including children in sweeping the school daily	<input type="checkbox"/>	<input type="checkbox"/>
5. Regular checking to ensure children maintain personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>
6. Prevent water stagnation in the school compound	<input type="checkbox"/>	<input type="checkbox"/>
7. Children bring nutritious snacks with them	<input type="checkbox"/>	<input type="checkbox"/>
8. Collection of dust in a certain place or dustbins	<input type="checkbox"/>	<input type="checkbox"/>
9. Physical and corporal punishment prohibited at school	<input type="checkbox"/>	<input type="checkbox"/>

10. Pits within school compound and maintained and
 Repaired as required
11. Door and windows to protect from wind and rain in classroom
12. Exercise conducted from time to time for both children
 and teachers on what to do in case of an earthquake
13. Children informed of community mapping

Section: G

Physical Condition of School

1. Earthquake resistant building
 a. Very good b. Good c. Average d. Poor
2. Roof that prevents rain water and heat from entering the building
 a. Very good b. Good c. Average d. Poor
3. Walls plastered or other opportunities arrangements made
 a. Very good b. Good c. Average d. Poor
4. Room with enough light to read and write
 a. Very good b. Good c. Average d. Poor
5. One classroom for every 45 pupils
 a. Very good b. Good c. Average d. Poor
6. Number of classrooms on the ratio of students
 a. Very good b. Good c. Average d. Poor
7. Condition of play ground
 a. Very good b. Good c. Average d. Poor
8. Number of bench-desk for students
 a. Very good b. Good c. Average d. Poor
9. Library management
 a. Very good b. Good c. Average d. Poor
10. Laboratories
 a. Very good b. Good c. Average d. Poor

11. Ladies toilet
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
12. Wall or fence around school
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
13. Drinking water
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
14. Separate room for office use
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
15. Canteen
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
16. Hostel for pupils and teachers
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor

Section: H

Teaching and Learning Process

1. Annual action plan formulated and school activities conducted accordingly
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
2. Teachers' lesson teaching plan
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
3. Text books made available to all students in the beginning of academic year
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
4. Educational materials prepared by teachers and students or collected by them made available in class and their use
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
5. Materials displayed at classroom wall
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
6. Reference materials
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
7. Community takes care of and supports in teaching and learning
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor

8. Parents take an interest in their children's learning in school
 a. Very good b. Good c. Average d. Poor
9. Extracurricular activities for all round development of students conducted once a month
 a. Very good b. Good c. Average d. Poor
10. Discussion and interaction among teachers once a month
 a. Very good b. Good c. Average d. Poor
11. Educational tour once a year
 a. Very good b. Good c. Average d. Poor
12. Application of teacher's training
 a. Very good b. Good c. Average d. Poor
13. Teaching and learning based on computers
 a. Very good b. Good c. Average d. Poor
14. SMC monitors and assesses overall educational management
 a. Very good b. Good c. Average d. Poor
15. Head teacher's monitors and evaluates individual work of teachers working at school
 a. Very good b. Good c. Average d. Poor

Section: I

Teaching and Learning in Mother Tongue

	Yes	No
1. Records of school age group pupils by caste living within its catchments area	<input type="checkbox"/>	<input type="checkbox"/>
2. Availability of curricula in mother tongue	<input type="checkbox"/>	<input type="checkbox"/>
3. Availability of textbooks and teachers' guide in mother tongue	<input type="checkbox"/>	<input type="checkbox"/>
4. Teacher training in mother tongue	<input type="checkbox"/>	<input type="checkbox"/>
5. All teachers have at least multilingual training	<input type="checkbox"/>	<input type="checkbox"/>
6. Managing classroom with educational materials in mother tongue	<input type="checkbox"/>	<input type="checkbox"/>
7. One activity conducted once a month	<input type="checkbox"/>	<input type="checkbox"/>

Section: J

School Management

	Yes	No
1. Members in SMC are inclusive according to gender and social structures	<input type="checkbox"/>	<input type="checkbox"/>
2. SMC meets every month and 100% of the members present at meeting	<input type="checkbox"/>	<input type="checkbox"/>
3. Agenda sent to members two days before meeting	<input type="checkbox"/>	<input type="checkbox"/>
4. Agenda produced, discussed and decisions made at meeting by ensuring learning in a child-friendly environment	<input type="checkbox"/>	<input type="checkbox"/>
5. SMC officials are conscious of their duty and accountable to parents in relation to efficiency in school performance	<input type="checkbox"/>	<input type="checkbox"/>

Thanking you

Appendix II

Questionnaire for students

Name:.....Age:.....

Gender: Male Female

Class:.....

School's name:.....

1. Learning English is interesting subject.

Yes No

2. Learning English is easy.

Yes No

3. Your teacher uses different teaching materials in your class.

Yes No

4. Your English teacher makes you to do difficult homework.

Yes No

5. Your English teacher gives you hard punishment if you can't do your homework.

Yes No

6. Your English teacher helps you to learn English more.

Yes No

7. Your English teacher makes you to speak English.

Yes No

8. You like to stay home when your English teacher asks you to read the whole text by heart.

Yes No

9. You can sit easily on the bench.

Yes No

10. Your teacher makes you to work in group or pair.

Yes No

11. Your classroom is spacious.

Yes No

12. Your health is checked properly in each six months.
Yes No
13. You can read books in library or corner library as your choice.
Yes No
14. Your teacher use computer to teach you English.
Yes No
15. You are taught English by female teacher.
Yes No
16. There is child club in your school.
Yes No
17. You have secured 60 marks in English subject.
Yes No
18. You have clean drinking water and clean toilet.
Yes No
19. Child club hold extracurricular activities in your school.
Yes No
20. You can ask your teacher the problems which you don't know.
Yes No

Thanking you

APPENDIX III

The 25 teachers of 25 primary schools who were directly involved for collecting the data, including their name, address, experience, gender and qualification are presented below.

S. N	Name of the Teachers	Name of the Schools	Experience (in years)	Qualification	Sex	V.D.C.
1.	Ram Kumari Gurung	Jaladevi P.S.	8	I. Ed	Female	Muralibhanjyang
2.	Himali B.K.	Chandeshwory H.S.S.	12	B. Ed	Female	Muralibhanjyang
3.	Khada Nanda Lohani	Ratnadevi P.S.	11	I. Ed.	Male	Muralibhanjyang
4.	Basu Dev Subedi	Gayatridevi P.S.S.	6	B. Ed.	Male	Muralibhanjyang
5.	Apsara Duwadee	Upakar P.S.	7	I. Ed.	Female	Muralibhanjyaing
6.	Sita Bhatta	Little Star P.S.	10	B.Ed.	Female	Sankos
7.	Ganesh B.Gurung	Pashupati S.S.	3	I. Ed.	Male	Sankos
8.	Rimkeemaya Magar	Ranadevi P.S.	3	I. Ed.	Female	Sankos
9.	Gita Ghimire	Panditchaur L.S.S	2	I. Ed.	Female	Sankos
10.	Jyoti Poudel	Nawadurga P.S.	9	I. Ed.	Female	Sankos
11.	Bhadralal Khakural	Sthanapati P.S.	20	I.A.	Male	Chainpur
12.	Krishna Prasad Bhattarai	Paropakar L.S.S.	3	B.A./B. Ed	Male	Chainpur
13.	Nirajan Chhatkuli	Salbas L.S.S.	23	S.L.C.	Male	Chainpur
14.	Thakur P.Danai	Jalamukhi P.S.	13	I. Ed.	Male	Chainpur
15.	Bijayakumar K.C.	Salbas H.S.S.	10	B. Ed	Male	Chainpur
16.	Rajan Bhandari	Mahendra H.S.S.	6	B. Ed	Male	Nilkantha
17.	Kamal Thapa	Lama Guru S.S.	2	I. Ed.	Male	Nilkantha
18.	N.R.Adhikari	Neelakantha H.S.S.	10	M.A./B. Ed.	Male	Nilkantha
19.	Hari Laxmi Bhujel	Balmandir L.S.S.	6	B. Ed.	Female	Niakantha
20.	Radha Devi Poudel	Ijara L. S.S.	15	10+2	Female	Nilkantha
21.	Hom Nath Bhattarai	Annapurna S.S.	2	B, Ed	Male	Khari
22.	Krishna P. Kapri	Baladevi S.S.	3	B. Ed	Male	Khari
23.	Balaram Adhikari	Tripura H.S.S.	18	B.A./B. Ed	Male	Khari
24.	Chhal Kumari Ale	Manakamana P.S.	14	10+2	Female	Khari
25.	Rajendra Phyali	Dhuseni L.S.S.	4	I. Ed.	Male	Khari

APPENDIX-IV

The 25 students of 25 schools who were directly involved for collecting the data are presented below.

S.N	Name of the Students	Name of the Schools	Age (in years)	Class	Sex	V.D.C.
1.	Tej Bahadur Gurung	Lama Guru S.S.	10	5	Male	Nilkantha
2.	Dinesh Subedi	Balmandir L.S.S.	8	1	Male	Nilkantha
3.	Rachana Bhandari	Mahendra H.S.S.	8	4	Female	Nilkantha
4.	Bishnu Shrestha	Nilkantha H.S.S.	11	4	Male	Nilkantha
5.	Manoj Nepali	Ijara L.S.S.	9	3	Male	Nilkantha
6.	Jhamkakumari Ale	Salbas L.S.S.	11	5	Female	Chainpur
7.	Manju Ramtel	Salbas H.S.S.	12	5	Female	Chainpur
8.	Rahul Chhatkuli	Sthanapati P.S.	10	5	Male	Chainpur
9.	Subas B.K.	Jalamukhi P.S.	9	3	Male	Chainpur
10.	Samir Pathak	Paropakar L.S.S.	11	5	Male	Chainpur
11.	Ramkrishna Kumal	Nawadurga P.S.	6	1	Male	Sankos
12.	Nirajan Shrestha	Ranadevi P.S.	9	4	Male	Sankos
13.	Manoj Shrestha	Panditchaur L.S.S.	8	3	Male	Sankos
14.	Priksha Shrestha	Pashupati S.S.	9	5	Male	Sankos
15.	Bibek Kumal	Little Star P.S.	9	2	Male	Sankos
16.	Bishu Kumal	Gayatridevi P.S.	11	5	Male	Muralibhanjyang
17.	Avinaya Duwadee	Upakar P.S.	6	1	Male	Muralibhanjyang
18.	Anita Duwadee	Chandeshwory H.S.S.	10	4	Female	Muralibhanjyang
19.	Sajan Pariyar	Jaladevi P.S.	6	1	Male	Muralibhanjyang
20.	Ram Bahadur Kumal	Ratnadevi P.S.	12	5	Male	Muralibhanjyang
21.	Amrit Magar	Annapurna S.S.	10	5	Male	Khari
22.	Anita Kapri	Baladevi S.S.	6	1	Female	Khari
23.	Sumitra Ale	Manakamana P.S.	6	1	Female	Khari
24.	Nisha Adhikari	Dhuseni L.S.S	7	2	Female	Khari
25.	Nabina Thapa	Tripura H.S.S.	9	3	Female	Khari