

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Child centered teaching or student centered teaching is considered to be a philosophy that assumes to create a child friendly environment which will motivate the children to discover new skills and knowledge (Hara 1948). It is an approach to education focusing on students' needs, interests, abilities and learning styles rather than other aspects involved in the educational process as teachers and administration.

From the very ancient time, teaching is considered to be a social phenomenon and learning is psychological phenomenon. Teaching is a means to make changes in human behavior. Various models of teaching have been developed with its changing concept as teacher centered approach, students centered approach and interactive teaching model. Teacher centered approach has some weaknesses which leads to outcome that have been criticized by child centered proponents.

There is no recognition of independent learning or of children's life experiences. It is sometimes difficult for children to develop into independent learners (Cheryl, 2004).

As John Dewey indicated, "There is the standing danger that the material of formal instruction will be merely the subject matter

of the school isolated from the subject matter of life experiences." This approach ignores the ways in which children modify their learning as a result of their diverse life experiences (Dewey, 1016 : 89). Further, it tends to categorize and stereotype children. There is no recognition of children's difference in their learning ability, psychological development or that each child is at a different stage of learning.

Hara emphasizes that centered approach is fixed and repetitive and there is no consideration of children's inner worlds. It not only ignores the children's interests and potentials but also ignores the ideas of sharing and relating with others (Hara, 1948).

In curriculum, teacher centred approach treats children as equal in their ability and stresses that children reach the goal altogether at the same time. Thus, it does not help achieve children's uniqueness as individuals, and it restricts children's potential and their creative growth. In short, teacher centered learning has the teacher at its centre in an active role and students in a passive and receptive role (Hara,1948).

Child centred classroom teaching method acknowledges students' voice as central to the learning experience for every learner. Teachers are no longer supposed to transfer fact and information into the head of passive students but rather facilitate their discovery of relevant information. As a matter of fact, the job of the teacher is to facilitate the learning by creating very

suitable learning environment, not to dictate the students. For this, teachers rarely stand in front of the class and teach lessons. They involve the students in activities moving around the classroom. Students are assigned to work together in many groups based on the number of students on a project. For the best effective and projects. Teacher engages him/herself conferencing one student while the rest of the class work alone (Hara, 1948).

The teacher evaluates the learners by providing honest and timely feedback on individual progress. She becomes aware of the diverse background of the learners. When the teacher allows their students to make inquiries or do of their own for academic success, learning is, undoubtedly, productive and successful. Learning occurs when learners are fully engaged in a active learning process providing them the opportunity to explore their own learning styles. In a nutshell, the teacher's goal in the learning process is to guide students as a facilitator into making new interpretations on the learning materials.

Child centred approach uses experimental method, field trip, excursion, individual study, mini project, survey and problem solving method to make learning very effective and permanent. In terms of curriculum practice the student has the choice in what they want to study and how they are going to apply their new found knowledge. According to Ernie Stringer, "Student Learning processes are greatly enhanced when they participate

in deciding how they may demonstrate their competence in a body of knowledge of the performance of skills.

A manual developed for primary curriculum development in Nepal by Opifer Ltd. cited in CERID (2004) listed down the principles of child centred approach as; all children are equal and should be treated with love and respect Put children first, by responding to their needs and building on their knowledge, Children are unique individuals with different needs, interests and abilities, Children come to school already knowing many things, Children learn at different rates, i.e. they have their own pace, Children are curious and inquisitive, Children must have the freedom to choose their own activities, Instruction will be individualized where it is possible that children are at different levels and engaged in different tasks, attaining different curricular activities, Children learn best through concrete, hands on experiences, The learning environment should stimulate children's development. Different children learn in different ways and a variety of strategies are necessary to cater for the needs and interests of individual children in interesting ways. The researcher tried to relate this existing theoretical perspective of teaching learning process with the current teaching practices in primary level education in the course of data analysis and interpretation.

The existing practice in the primary level in Nepal is teacher teaching mostly lecturing and expecting students to read by hear

and recall what is taught in their assigned classes on the basis of the class routine planned for the year at the beginning of the school session. The content to be taught is already fixed in the textbook. Two or three periodic examinations are the main evaluation tools used by the schools for summative purpose. Single national level curriculum, whole class teaching and mainly paper and pencil methods of assessment are in practice. Textbook is the mostly used curriculum material by the teachers. Teachers follow the content and the sequence of the lesson as provided and arranged in the text book (CERID, 2004, P. 21).

It is not easy to change teacher centred practices to child centred one in a short duration and in an easy way. Child centred education needs to be along term vision with a number of steps. It tends to provide various materials to the students increasing their involvement on participation in teaching learning activities based on their interests, needs, abilities, social and educational back grounds. There must be suitable physical environment in the school and parental support (Aggarwal, 2003).

The present educational system emphasizes on the pupil's individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. Curriculum needs to be designed according to the pupils' needs and interests. In order to cater individual's needs of the children, Continuous Assessment

System (CAS) will be used to record what they have learnt and where they are for the learning goals set at any given point of time.

1.2 Statement of the Problem

Child centred teaching is indispensable in the present teaching learning context as it leads to accomplish teaching goals and objectives. In this development of children's own capacity and intelligence. Traditional approach as teacher centred happens to be unscientific and inadequate manner of nurturing children's independence. Cullinan (1992), Goodman (1992). It is criticized system, forcing children to complete mark sheets, exercises or components of text book or skills. Education can be viewed as externally controlled by the teacher. Their participation in the teaching learning process is minimal which cannot help for effective outcomes. In any perspectives, command and instruction, teaching standards, contents and methods are determined by the teacher.

There are tremendous positive changes regarding teaching learning procedures with the passage of time and the invention of science and technology. Child centred teaching gives rise of the children's needs and interest for permanent learning. At present, most of the teachers are trained, experienced and qualified. But it lacks variety in teaching that may restrict students' creativity and potentiality. The way of teaching strategies happen to be teacher centred. They mostly use lecture

and demonstration methods in teaching learning. Methods of teaching in schools are conventional and teacher dominated. The students generally do not take interest in their class-work. There is little use of teaching materials in the classroom. Child centred teaching as progressive teaching model initiates children's participation in classroom activities, use of tables, graphs, pictures, videos etc. which promote academic achievement. In short, it makes teaching productive and sparkling.

1.3 Rationale of the Study

The children centred approach leads to achieve the targeted goals and objectives. The teaching outcomes are not transmitting of knowledge and facts to the children but there is the development of children's own capacity and intelligence. Thus, it emphasizes nurturing children's original thinking connecting the learning to their individual needs giving children diverse experiences. Hence, Children have their own needs, qualities and power at each stage of their growth. Child centred curriculum focuses on children's needs, their values and interests in learning. It allows students to actively participate in discovering processes from an independent viewpoint. Students spend the entire class time constructing a new understanding of the subject matter being learned. A variety of teaching learning activities is used in order to promote successful learning. Moreover, distinctive learning styles are encouraged in the classroom with the use of valuable learning skills. Students are

capable of achieving life long that further enhances student's motivation in the classroom.

In the light of present day approaches to school level education, a great educationist and scholar, Herbert Spencer argued that the process of self development and should be led to make their own investigations and to draw their own facts and information. They should be told as little as possible and encouraged to discover as much as possible. Methods of learning by discovery are pleasurable and based on the spontaneous activities of the pupils. The subject matter in which pupils show no interest should be abandoned. Self instruction is the fundamental principal held by Spencer in the methods of learning. It enables the child to promote learning based on natural development of its faculties. Students must be well motivated to the subject matter by self. For this, subject matter needs to be best suited to the age, interest, ability, educational level and social background of the learners (Spencer, 1997, P. 547).

Child centred teaching as it is the great concern in school level education in the present days to develop student's inner talents and potentialities, the researcher expects that the findings of the study will be useful for the teachers, policy makers, educational managers and others who are involved in teaching learning.

1.4 Objectives of the study

The present study aims to achieve the following objectives:

- i. To find out current situation of child centered teaching.
- ii. To discover the affecting factors of teaching techniques in primary education.
- iii. To find out the teaching techniques in primary education.
- iv. To recommend the solution of obstacles in primary education.

1.5 Research Questions

The present study entitled "Application of child centered teaching in primary level education" involves the following questions that relate the problem in their study:

1. What are the methods applied by the teachers ?
2. What is teachers' view towards Child Centered Approach ?
3. Do they need teachers' training relating Child Centered Approach?
4. Are they qualified and skilled in classroom activities ?
5. What are the problems faced by the teachers in course of the use of Child Centered Approach in teaching?
6. What do students expect from teachers?

1.6 Delimitation of the study

According to the limitation of time and objectives of the study, the area has been confined within the Bhanu Higher Secondary School Kisanpur VDC Yagyabhumi-6 Dhanusha . The study was limited to only 10 primary schools of this resource center.

1.7 Definition of the Terms

- Child centred teaching** : Teaching learning activation based on the students' needs, interest and abilities, self instruction method in teaching, finding out facts and information in the given environment.
- Teacher centred approach** : Teacher as central aspect in teaching learning process, teacher as a guide.
- Resource centre** : A leading school established in the centre geographically of the concerned schools for conducting educational activities.
- Effective learning** : Activity of obtaining knowledge targeted according to the goals and objectives.
- Resource Person** : A senior teacher of the Resource Center appointed to monitor the activities of the RC from DEO.
- Teacher** : A person whose job is teaching especially in a school.
- Satellite Schools'** : Concerned schools of a particular Resource Center to collect data and deliver instructions & information.
- School Supervisor** : Employee of DEO responsible for the supervision of schools under assigned Resource Center.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter aims at presenting theoretical aspects of child centred approach in teaching including related articles, findings, information and suggestions as well as existing teaching learning situation.

2.1 Review of Related Literature

Child centred learning focuses on the learners' needs, interest, abilities and overall educational and social background. Different views have been put forward by various educators regarding child centred approach in learning.

Dewey (1916) emphasized the fact that a child should be free to learn from the direct experience. Dewey advocated that children pursuing their own studies would be motivated to speculate, observe, gather information and test out guesses or hypotheses to solve their own problems (Pollard and Bourne, 1994, P. 189). It has also been advocated that if it is not children's experiences and interests that direct the curriculum content, their experiences and interests need to be considered by the teacher. A child centred pedagogy takes account of children's experiences and interests, but direction is made by the teacher (CERID, 2006, P.65).

For best and effective results, in child centred approach, Kilpatrick developed four stages of learning from real situation as; the children specify what they want to know, ask questions, and devise ways of finding out. They consult books and develop an action plan. They execute that work. They present findings to others, review and make judgments (Pollard and Bourne, 1994, P. 189)

Individual attention occurs when the teacher interacts privately with a single child. By contrast, individual work takes place when all the children have different tasks, frequently drawn from a wide range of curricular areas. When individual work is in progress, the teacher is almost bound to favor individual attention as well because no two children are doing the same thing (Boydell, 1978, P. 66-67).

Individualized instruction requires a teacher to work on a personal, one to one basis with each student and tailor instruction to specific needs and abilities of the learner. It is also necessary that learners want to be free to work alone at their own pace; and pace, medium of presentation, study style, context, evaluation technique are adopted to the needs of each individual student (Chauhan, 1979, P. 59). As for continuous and comprehensive evaluation it is also suggested to divide into suitable units with well defined objectives and assess student's attainment on each unit (NCERT, 2003).

Progressive education have introduced the concept of the whole child' as an answer to what they consider partial interpretations of the child's nature. They advocate the child central school, in which the process of learning is determined not only by the teacher and the subject matter, but mainly by the individual child. Further, progressivism is naturally disposed to learn whatever relates to his interests or appears to solve his problems. Student learns because he needs and wants to learn not necessarily because someone else thinks that he should. He should be able to see the relevance of what he learns to his life. Students, need guidance and direction from specialists as teacher. The teacher already possesses what Dewey calls "the ripe fruitage of experiences" while the child experiences a continuous critical reconstructing of his private interests. It is further argued that the child learns properly only when he can relate what he learns to his own interests. Since the child is naturally active and curious, he should be encouraged to inquire after knowledge himself co-operating with his fellows and advised by his teachers (Chery, 2004, P. 141-161).

Dewey (1916) stated that it was useless to expect a child to indulge in abstract intellectual pursuits until he had reached the age of reason. Instead a child should learn the things, he is capable of understanding through personal discovery. One of the important fact is that teachers' role is not direct but to advise because the child's own needs and desires determine what he

learns. The children plan their own development together; the teacher is only to guide learning (Aryal & Bhattraï, 2010, P. 225-226).

Critical thinking: It is very important in everyday life situation. To woolfolk (Ibid: 338) it incorporates evaluating conclusion by logically and systematically examining the problems, the evidence and the situation. "The feature of quality education" has presented on the effectiveness of materials of the classroom which helped the students to create new ideas and skills by themselves in friendly environment in an effective way(Grung,2006).

"Use of teaching materials and its impact in the language learning, a case study." The finding showed that teaching aids were effective and reliable supplementary in teaching language skills (Chapagain).

English language teaching and learning strategies in Montessori schools." In her study, she concluded that teaching learning strategies in Montessori Schools are playing a vital role for early childhood education.

The Montessori method" presented the method for all the senses. His elaborative ideas showed that the education of the sense is important for child who makes observation, and not accomplishes the general work, but also prepares them directly for practical life(Hunnt,1964).

A study on the instructional materials used in the classroom."In her study, She concluded that materials help to develop in the language skills. Teaching materials are an integral part of the English language teaching (Sedai 2008).

The studies reviewed above are related to teaching strategies and the early child development. None of them have been found to study about child centred approach in primary level. Therefore, the researcher has conducted this study entitled "Application of child centred approach in primary level education" as a distinct one from all research works reviewed above.

2.2 Theoretical Framework

This study is based on the following theories to make it more systematic and objective oriented. Bhatia (1997) has highly focused on students' learning to be best suited with needs and abilities, and relates it to the following.

Montessori Practice is always up to data and dynamic because observation and the meeting of needs are continual and specific for each child. When physical, mental spiritual and emotional needs are met, children glow with excitement and a drive to play and work with enthusiasm to learn and to create. They exhibit a desire to each, help, and care for others and for their environment.

Montessori emphasizes that the equipment in the rooms is specially designed to arrest children's interest and motivate them to work on the apparatus meant for education them. teacher is skilled in putting the child in touch with the environment, and helping him learn to make intelligent choices and to carry out research in a preenvironment. The teacher than protects the students' concentration from interruption. This fosters a love of lifetime learning in the student.

The Montessori approach to education requires that children are placed in a well-planned and structured environment which will meet their individual educational and cultural needs. The children are free to follow their own interests within this planned environment, rather than being forced to learn something that is inappropriate to their developmental stage. The result is that children develop in basic skills and in many cases earlier than in a more traditional system of education. To bring about these results, the teacher is trained specific skills, the curriculum is carefully planned to reflect the children's own culture and educational needs, the support materials for the curriculum are specifically Montessori and the outcomes for the children are unique. The Montessori classrooms are always attractive, warm and inviting and there are plenty of materials which reflect the children's own culture. However, the classrooms should not be over stimulating but rather have a calming effect.

The Montessori learning materials are the tools which provide the children with 'hands on' active learning experiences. Through this direct experience and the process of discovery and investigation the children gradually progress from the concrete to the abstract. Maria Montessori designed materials for children in the Pre-school and in the junior school. In the Middle and Senior schools practical investigation and the application of research methods are encouraged.

2.2.1 Individual Constructivism

According to **individual constructivism**, exploration and discovery are more important than teaching. Similarly, guided discovery teaching is the basis and fundamental fact of constructivism. Individual's prior knowledge, beliefs and thinking affect learning. Following are the general implications of constructivism. Inquire learning: To Woolfolk (2004: 329). It is an approach in which the teacher presents a puzzling situation and students solve the problem by gathering data and testing their conclusion.

Problem based learning: It tends to say students are confronted with real problems and has meaning for them. Methods that provide students with realistic problems that do not necessarily have right answer (Ibid: 331). Dialogue and instructional conversation: It is the situation in which students learn through interactions with teachers and other students (Ibid: 333). Cognitive apprenticeships: It is claimed to be proved

effective in educational woolfolk (Ibid: 334) contends that it is a relationship in which as a less experienced learner acquires knowledge and skills under the guidance of an expert (Aryal & Bhattarai, 2010, P. 225-226).

On the basis of above mentioned theories, various aspects of child centre learning in this respect have been studied.

2.3 Implication of the Review for the Research

Child centred learning highly emphasizes on the learners' needs, abilities, interests educational backgrounds etc. while teaching them. Finding out the individual difference is the basic feature of child centred learning. The Montessori approach clarifies that children must be placed educational and cultural needs It is further argued that the classroom interest and motivate them for better learning. Similarly, individualized instruction relates working on students' specific needs and abilities.

Consideration of students' psychological aspect helps to decide what to teach and how to teach. Apart from this, learning and doing work together as problem solving method happens to be very much effective for imparting knowledge, skill and attitudes. Hence, children's spontaneous play gives enough opportunities for exploration, experimentation, and manipulation which are important for constructive knowledge.

The review of research has been implemented as a guideline of carrying out this research. Analysis and interpretation of data

collected by the means of different tools in the sampled area has been based on previous research. Its prime concern is to focus on child centred learning and problems in the proper implementation in real class room. This study is very much helpful for the preparation of recommendations of the child centred learning in planning, practice and further research level in this field.

CHAPTER THREE

METHODS AND PROCEDURES

This chapter describes the design of plans and procedures of the study which is carried out to achieve the objectives of the study.

3.1. Research Design

Research design is concerned in exploratory and descriptive research. The study has used qualitative and quantitative techniques. All the necessary information and data were collected to fulfill the objectives of the study from the School Supervisor (SS), Resource Person (RP), Head Teachers (HT) and Teachers of the schools of Bhanu Higher Secondary School Kisanpur VDC Yagyabhumi-6 Dhanusha Resource Centre with the help of questionnaire, interview and open discussion. According to the nature and availability of data from the concerned respondent, qualitative and quantitative methods were be use for best analysis and findings.

3.2 Population and sample

There are 10 Resource Centres (RC) in Dhanusha district. One of them is Bhanu Higher Secondary School Kisanpur VDC Yagyabhumi-6 Dhanusha. There are altogether 38 schools (4 Higher Secondary schools, 3 secondary, 4 lower secondary and 27 primary schools). Except 6 pre-primary schools) which are selected as a sample for the study. Since remaining 10 schools were selected as a sample for the study. Since Bhanu Higher

Secondary School Kisanpur 1 is situated geographically in the middle of the schools, it has been established as Resource Centre. Resource person of Bhanu higher Secondary School, Kisanpur VDC Yagyabhumi-6 of Dhanusha district, concerned school supervisor, all the head teachers and teachers of all the concerned school of this resource centre are taken as the population of this study

3.3 Sources of data

3.3.1 Primary Data

Bhanu higher secondary school Kisanpur of Dhanusha district was been chosen for the study by the purposeful sources to see the application of child centred approach in teaching as it was new and productive approach in teaching. .

Secondary Data

Secondary sources can be various - company records, archives, trade union materials, census data and government sources. Much economics research is performed as secondary data analysis of the multitude of time-series data sets that most governments maintain. Secondary data occur as raw data or processed. If raw data is available, then the data can be reworked. More often, however, only published reports are available. For international studies, secondary data analysis is the most common type of study performed. Similarly, many longitudinal studies involve secondary data analysis.

3.4 Tools of data

All the selected schools were visited to collect adequate necessary data and information with suitable instruments. Good relationship was established to get very factual and relevant information with concerned respondents applying previously examined and tested instrumentation. Following instruments were used to collect the necessary data and information to fulfill the objective of the study which are briefly described below:

i. Questionnaire

It included both the open and closed types of questions based on the nature and given circumstances of the schools. The questionnaire was related with resource person, school supervisor, head teachers and teachers of the schools. All the respondents had been previously informed. Good relationship was established with them making the objectives very clear, and requested for the responses.

ii. Observation for Research

An observation table was developed for obtaining information in the appendix-V. First, teacher was informed about the objective of the visit, and friendly relation was created. In course of teaching learning process, interaction was done with the teacher and students as well. Classroom teaching learning included plenty of activities involving students being well-motivated in group and peer teaching. Teaching strategies

(involving teacher and students) in the classroom was observed for best result.

Open Discussion

It included interacting with RP, Head Teacher and Teachers as per the child centred approach in teaching of effective learning.

ii. Interview Schedule

It included questions to be asked with HTs, Teachers, RP and School Supervisor to fulfill the objectives of the study for the given purpose;

HTs: To find out current teaching pattern.

Teachers : To find out the practices of child centred learning as well as teaching pattern.

R/P & S/S: To find out the obstacles in the application of CCA.

3.5 Data Collection Procedure

For the collection of necessary information and data, researcher had visited all the selected schools of the resource centre with essential instruments. The required information was obtained conveniently.

Questionnaire : All the respondents previously informed about the purpose of this study, and given to get data and information.

Observation : Firstly, an observation table was developed to visit classroom with an aim to collect the genuine information about the classroom teaching learning procedures.

Open Discussion : In the presence of all the concerned head teachers and RP in Resource Centre meeting, it was discussed with great concern about the child centred learning and gist was taken from it.

Interview Schedule : Teachers, Head Teachers, RP/SS were requested for necessary data about CCA to fulfill the interview schedule, and was done.

3.6 Data Analysis Procedures

All the necessary data and information obtained by the proper use of above mentioned tools had been categorized tabulated according to their nature. Simple statistical tools as average and percentage were used for analyzing the data quantitatively. Beside, the information obtained from various respondents and class observation had also been interpreted qualitatively.

CHAPTER FIVE

DISCUSSION OF RESULTS

The present study entitled ‘Application of child centred teaching in primary level education’ was done in 10 schools of Bhanu Higher Secondary school Kisanpur Resource Centre in Dhanusha district. In order to get information, data were collected from the direct observation of the classroom, focused group discussion, open and closed questionnaires in relation to the application of child centered teaching which have been analyzed, discussed and interpreted systematically. The response from the different respondents were analyzed by quantitative as well as qualitative methods depending on the nature of data which are presented below:

4.1 Current Situation of Child Centred Teaching

There are altogether 9 resource centers in Dhausha district and a school supervisor and a resource person are appointed by District Education Office (DEO), Dhanusha in each resource centre to collect data, deliver instructions to the satellite schools and supervise them for the quality of education. In Kisanpur resource centre, there are 38 schools out of 27 primary. So, only 10 school are taken as the sample of this study. Hence, 36 Teachers, 10 Head Teachers, 1 Resource Person and 1 School Supervisor as prime respondents are taken as the source of data and information. To fulfill the given objectives, the researcher had collected data by the means of direct observation of the

classroom and the questionnaires which are tabulated and presented below under the following topics:

4.1.1 Teaching Methods

Teaching methods in an overall plan for the orderly presentation of language skills. It is concerned with classroom procedures or way of teaching language. Thus, it is said to be procedural. A method tells the teacher a way of teaching which is based on the systematic principles and procedures or approach. With the method, there may be different techniques to achieve the objectives of the lesson. The following bar diagram shows the existing teaching methods based on the questionnaire to the teachers.

According to the data given above 24 teachers out of 36 total respondents had used lecture method and 4 teachers' demonstration in teaching which was, in fact, teacher centered approach. However, they had shown initiative role in making project work for effective learning by 2 teachers while teaching environment and social studies subjects. Similarly, 4 teachers added that they had involved students in participatory activities. Since 98% of the primary level teachers had already got teachers basic training and refreshment training every year as well, they must use learners' centred methods in the class. Likewise, field study, discovery, problem solving, individual study etc. are some of the child centred methods in teaching which are practiced by only 2 teachers entitled as miscellaneous.

Child centred approach in teaching puts emphasis on the learners' own investigations and their own facts and information. They must have active participation in the classroom activities. Further, methods of learning by discovery and project work are pleasurable and based on the spontaneous activities of the pupils. Such teaching methods help students promote learning based on natural development of its faculties. In the class observation it was observed students were very much interested in learning activities.

According to the data collected here, teachers have not emphasized child centred learning. There must be the provision of methods based on learners' abilities, interest, age and educational level etc.

4.1.2 Use of Teaching Materials

Use of teaching materials in the teaching learning process in an integral part. The things used in the classroom is called teaching materials. The teacher makes his/her class lively, change usual situation of the class, motivate the students, make teaching realistic by using teaching materials. Without teaching materials, lessons lack excitement and fun. Students loose interest. It is said 'a picture is as valuable as ten thousands worlds'. Teaching with materials helps student's retention. The classroom is never boring and monotonous. The researcher's study in this regard has been presented below.

According to the given data, Most of the teachers used printed materials as text books, pictures, posters, photos, map, globes etc. In fact, they relied on text books, in particular. Only 6 teachers had used teachers' guide. Reference books, new articles had never been used for teaching learning purpose. Listening text was only the lesson for English teacher to use audio materials as cassette player, radio etc. 6 teachers had used listening cassettes for beginner's developed by Madam Cristine Stone, Published by Koselee Prakashan which is much more effective. Songs and rhymes in Bhanu higher Secondary School had been well practiced. In class one, it was very much interesting and motivating to the children. Only 20% teachers had used visual materials as globes, maps, tables etc. properly especially in social studies and science subject. Regarding audio visual materials, only Mulabari Bhimman Higher Secondary School had such equipments and their application in teaching. A respondent teacher told that she used their equipments whenever appropriate to the subject matter.

Learners' centred method states there must be an adequate use of teaching aids as per student's age, interest, educational level. It brings variety in teaching. Moreover, Students are self-motivated and learning very much effective and sparkling. Many listening texts have been developed for the primary level students which must be taken into use.

4.1.3 Preparation and Use of Lesson Planning

Lesson planning means a teaching outline of the important points of a lesson arranged in a proper order in which they are to be presented. It includes objectives, questions to be asked, reference materials, materials to be used, assignments etc. In other way, as defined by Longman Dictionary “Lesson planning is a description or outline of the objectives teacher has set for a lesson, the activities and procedures the teachers use to achieve them and the order to be followed and the materials and resources which will be use.” Lesson Planning is like a ‘polar star’ which guides the ship of a classroom teaching and helps in reaching to the final goal.

Here, the researcher had collected the data by direct observation of the classroom activities and responses got from the sampled teachers by asking questions which are presented below in the table.

From this table, it is obvious that nobody makes lesson planning before entering into the classroom. Only 8 teachers responded as they have short notes for the guidelines of each lesson for teaching. 28 teachers do not have any preparation for the lesson to be taught. They argued that they lack time for preparation since they have to teach 34 periods in a week. So, it was answered that preparation of lesson planning was not possible. Anyway, lesson planning is a very effective tool to achieve the objectives. It was obviously found the head teacher want them

make notes at least for the lessons. Likewise, School supervisor and Resource person highly emphasized on the preparation and proper use of lesson plan in short. Moreover, they mentioned that 98% teachers in primary level had already got 10 months basic training, and refreshment training. From the above analysis, it can be summed up with the statement that there must be short notes of all lessons at the hand of a teacher. It helps teaching process to be systematic and goal oriented.

4.1.4 Classroom Management

Classroom management includes the process of maintaining the internal environment of the classroom conditions to attain the educational goals. It includes the physical environment as suitable schools building, proper management of furniture, sanitation, light, air, temperature etc. As per the study done by the researcher, it was found that there was not enough space for the teaching activities in the classroom. Education Act (2028), Regulation (2059) and its sixth amendment (2067) under the Clause-21 states that 0.75 sq. meter space be given for one student in the class. None of the schools had such space. Student's sites in rows in the class. It was difficult to pay teacher's individual attention for all the students. However, Bhanu higher Secondary has enough space and students' sitting is also in U shape. The head teacher of this school responded, "Students, sitting in U shape helps the poor students in particular pay teacher's individual attention".

There is not good attention on sanitation and setting of furniture in the classroom. In most of the schools, the physical condition of the primary schools were poor. However, proper place for blackboard, light and air were maintained. Learners centered approach takes classroom management as primary need which helps create teachable environment and student's motivation to learning.

4.1.5 Students' Participation in the Classroom Activities

Students' active participation in teaching learning is the basic and fundamental needs to make teaching learning effective. It helps to motivate students. Moreover, It enhances students creativity and potentialities. Students need a good cooperation and guidance from the teacher. It was found in the study that students' participation in class activities was low. Students were ashamed and did have fear to take part in the role play, pair work and group work activities. In most of the schools, teachers were not skillful in involving students in group activities. They mostly had blackboard use, lecture and demonstration method in teaching. Students had little participation in classroom activities.

Since teaching learning is dual process, there must be active role from both teacher and students. Child centered approach states that students Talking Time (STT) must be increased and Teacher Talking Time (TTT) decreased. Learning occurs when learners are actively engaged in the teaching process providing them the opportunity to explore their own learning styles. The

role of the teacher is to guide students as a facilitator into making new interpretations on the learning materials.

According to Ernie Stringer cited in CERID (2004), “Students learning process are greatly enhanced when they participate in deciding how they may demonstrate their competence in a body of knowledge of the performance of skills”. The teacher should involve the students in academic activities moving around the classroom facilitating them for suitable learning environment.

4.1.6 Discussion of Findings

It includes the major findings based on the analysis and interpretations of the data and information obtained from the study are in connection to the current teaching learning pattern in primary level education.

Findings

About 2/3 two third teachers used lecture and demonstration method in teaching which was entirely teacher centered approach, learner centered methods was less practiced. Although all the teachers were trained in Primary level, classroom teaching did not seem skillful and learners’ centered. Head teacher focuses on the use of adequate teaching materials and learners’ centered methods.

Application level, indeed, was weak, learnt things in the trainings were not implemented well. All the teachers believed that teaching learning is effective and productive if it is learners centered. Only printed materials were used. However, there was the use of audio visual materials as computer and power point in one school. Head teacher warned teachers use more teaching materials. It was argued on the part of teachers that they lack time and effective training. None of the teacher used to make daily lesson plan. However, 8% of them had short notes for guidelines.

Classroom management was not properly maintained. Students sit in rows. There was not enough space in the class especially for teaching dialogue and funny stories. There is initiative role in making students' participation in pair work and group work activities. All the head teachers and teachers took CCA as the best way for students' potential growth. But little attention was paid towards it. Students were very much interested in child centered methods in teaching, but their participation in English subject was weak. Child centered teaching has its great concern to develop students inner talents and potentialities involving them in learning by doing process. For this, the environment needs to be child friendly. Student's psychology must be taken into consideration to find out individual difference. Subject matter to be taught and teaching styles must be best suited to the age, interest, needs, education level and social background of

the learners. Teachers used mostly lecture methods which is fixed and repetitive. There was little use of teaching materials. It was found that teachers did not give much time for the preparation of the next lessons. There must be abundance use of instructional materials that helps students remember for long time.

Constructivism believes on the fact that teacher presents a puzzling situation and student's solve the problem by gathering data and testing their conclusion. Students learn more from the interaction from the teacher. Hence, it is considered that learning by doing is only the means for imparting practical knowledge skills and attitudes.

4.2 Practices of Child Centered Teaching Approach

On the basis of real classroom observation and interview to the Resource Person and School Supervisor, the above mentioned objective is tried to be fulfilled analyzing the obtained data in regard to the practices of child centered teaching approach in primary level education. Responses from them are presented under the following topics.

4.2.1 Evaluation System

Evaluation is the process of calculating of the amount, size, quality, importance etc. In other words evaluation is the process of determining to what extent the educational objectives are being realized. All the schools conduct periodic examinations in

a year, two term exams and one final exam. The first term exam was found to be usually taken after 4 months of the academic year which carried 10% and second term 30% in the 9th month and final exam at the end of academic year with 60% of the total marks. These tests were basically used for summative purpose carrying certain marks for deciding the promotion of the students in the next grade.

For holistic development of the children for effective assessment, a model of assessment record is given in an appendix-VI. The present study includes the responses of the sampled teachers which is shown in the table below.

The given situation reveals that all teachers evaluate the students' competence and performance just by the means of formal examinations as terminal and final written exams. It mainly aims at deciding students' promotion in the next grade. It seems oral tests were ignored because only 9 teachers had taken it with certain marks in all the periodic exams. On the other hand, practical tests were being done in especially social studies science and physical education subject by only 7 teachers. However, 2 teachers had followed Continuous Assessment System (CAS) developed by themselves and was properly done. Since primary level education aims at developing listening and speaking skill more, teachers must emphasize on these two skills of learning. The present curriculum is also developed focusing on these two skills. Both RP and school

Supervisor argued that CAS is indispensable in grade 1 to 3 designed by the new curriculum developed by CDC.

Child centered approach states that the CAS must be taken in proper use as it given rise of enhancing students' knowledge making corrections and on the basis of frequent feedbacks. It links to permanent learning. CAS from must be developed including students' class work, homework, discipline, punctuality, writing, uniform, sanitation etc.

4.2.2 School Based Assessment

Formal evaluation done by the schools as written exams and assessment on the basis of written works were used by the teachers in case of homework and class work. Another method used for the assessment of learning was found to have been used for formative purpose which are taken and analyzed.

4.2.2.1 Homework

During classroom observation of the resource center school. Bhanu higher Secondary School, the researcher collected homework copies of the students randomly. These copies were analyzed for coverage of the subject matter, checking of the homework and quality of feedback provided to the students. In all the classes observed, about 60% students were found to have mentioned homework, 50% of the homework copies were left unchecked. In about 30% copies, teacher had signed or given

marks or had drawn a line indicating minor mistakes. Only 20% copies of the excellent students were sincerely corrected and some feedback provided.

Feedback plays a crucial role in students' effective learning. It provides remedy for the mistakes done previously, and a way to encourage students for good performance.

4.2.2.2 Class-Work

The activities that students do in the classroom when asked by the teacher either written or oral is considered to be class work. High proportion of class-work was found students' reading or reciting by themselves. Repeating text book matters, memorizing texts after a lead student were some models of class-work. In mathematics classes, usual practices were to solve one or more problems on the blackboard and ask students to do other problems of similar type from the textbook.

Since the students do the class-work and submit it to the teacher for correction, they are able to get immediate feedback in most of the cases. It was observed that active and better performing students used to benefit more from class-work. In selected schools, only 4 teachers were found checking randomly selected from the groups due to the lack of time. In 2 schools by 6 teachers, class-work was used to be done on the blackboard selecting the different items and making students' correction by

the teacher. None of the teachers were found asking students to share their corrected copies with the mistakes done.

4.2.2.3 Classroom Questioning

Classroom questioning during teaching learning activities was another important formative assessment used by teachers. Asking a student about a problem and listening the explanation of the process used can provide the teacher with excellent information about the nature and cause of the errors or difficulties. The art of questioning is vital for good teacher (UNESCO, 2001:P.43). It was observed that the more teachers are trained and skilled, the more students ask questions in the class. Here, the researcher found that teachers started the lesson without reviewing, motivating students and linking it to the previous lesson. However, it was found 5 teachers started lessons with giving reference of the previous lesson asking questions to the students.

Interactive model of teaching highlights on adequate interaction between the teacher and students. It was, found less interaction on the given topics which must be highly emphasized to make learning students' centered. Further, special attention needs to be paid on formative evaluation. It provides an opportunity to improve learning with immediate feedback.

4.2.3 Teachers' Training

Teachers' training is utmost important to impart up-to date knowledge, ideas and information to students. It includes teaching methods and techniques, instructional materials, evaluation techniques, classroom management, child psychology etc. It helps teaching learning to be more systematic and child centered. The following table shows the reflection of the condition of teachers' training taken by the concerned teachers. It is explicit in the above table that all the teachers had already taken refreshment and 10 months basic teachers training. It is good aspect for the provision of quality education. The training was found mainly focused on class management, preparation and use of teaching materials of no cost low cost materials, learners centered teaching methods and techniques etc.

As responded by the Resource Person, Professional Development Training (TPD) is the new concept consisting 3 stages, in which the first package is being provided to the teachers. Further, school supervisor and head teachers added that private resource teachers are not given 10 months training with much priority. Training opportunity is first given to government teacher and then others. In fact, all the teachers have equal contributions to good education. In general, about 20% teachers in all levels of school education are privately paid working in low paid condition. Until and unless equal opportunity is given to all the teaching staff in the school, we

can't expect quality of education. Education Regulation (2059) in its clause-13 states that all the teachers should be given teachers training in full package.

4.2.4 Classroom Interaction

Interaction means acting upon each other. It provides condition for learning. As there is more interaction between students and teacher, There is more learning. Classroom interaction contributes to effective learning. It includes teacher talking time and students talking time. It was found in most of the classes students to be passive recipients, teacher delivering speech without concerning students' needs, interest, motivation in the subject matter. The classroom setting happened to be as traditional as teachers talk more and students listen just being passive listeners.

Interactive model emphasizes that too much opportunity needs to be given to students to speak to teachers' question, inquiring with teacher, arguing, discussing with friends, correcting their mistakes etc. Teachers are the guide to facilitate learning. It must be noted down that Teachers' Talking Time (TTT) to be decreased and Students Talking Time (STT) increased. In order to put students in interactive situation, pair work and group work activities should be practiced.

4.2.5 Physical Environment

Physical environment includes suitable school building, setting of furniture, sanitation, air light, temperature etc. Spacious classroom is one of the basic and fundamental features of child centered physical environment.

In this study, only 4 (40 percentage) schools out of 10 had enough classrooms as one classroom for one grade. Remaining all the schools had combined classes either due to the lack of teachers or the rooms, which hinders to meet the educational objectives to some extent.

Although there was a separate class room, it was not child friendly in the sense that it was not suited well to the students. It was not spacious to do any classroom activities. Besides, poor attention was found to be paid on sanitation inside and outside the class. Child friendly environment best suited to children make ready or motivate for further learning.

4.2.6 Discussion of Findings

This chapter deals with the major finding which has been obtained

from the analysis and interpretation of the data in regard to the practices of child centered teaching.

Findings

The holistic development of a child entirely depends upon her/his learning environment. If the school did not have abundance of teaching materials and suitable child friendly environment, the child cannot learn properly. Instructional materials help to make environment friendliness. Only blackboard, alphabet charts, counting board, and a to z charts were used, but they were inadequate in the class. Even in grade 1, children were sited in benches and being taught.

Teachers were active and students just passive listeners in the classroom. Combined classes were being practiced which hinders learning. Although teaches were trained, teaching did not seem very effective and goal oriented. It was not skillful. These was no proper sitting management of students. Teachers were agreed that students' sitting in U shape attracts teacher's attention indirectly. Teachers are given many sorts of trainings but implementation of learnt things in the real class is poor.

The learning pattern was not child centered. For child centred practices students should have receptive behavior adequate classrooms, interactive teaching, attractive learning atmosphere, safe environment and better school community relations. The teacher monitors students' behavior and evaluates students' attention. Teachers feel it is their duty to control the students. However, they lack technological materials. They are control students by domination and class work management.

Insufficient academic preparation, poor accountability, political interference are directly or indirectly addressing affecting learning achievements of the students. Evaluation should be a continuous process and integral part of teacher learning process. It makes learning effective and sparkling. Student should be given enough opportunities for arguing, discussing, inquiring with teachers, working in pair and groups etc. It is interactive model. Tools of formative evaluating as class work homework weekly, monthly test, unit test were not found properly done.

Teaching learning process involves a number of aspects as good classroom management suitable teaching methods and techniques based on students needs interest, educational level, provision of enough teaching material, systematic examinations and tests. Evaluation is a continuous process which establishes interacting between students and teacher to maximize students' learning. There should not be merely a separate procedure as taking periodic examinations for the purpose of determining the achievement level of the students in terms of marks and grades. That's why, entirely relying on the periodic examinations should be discouraged and methods such as homework class work, project work, group individual attention to the students, classroom questions etc, should be emphasized.

In order to make it possible to use verify of assessment tools and use the result for formative purpose, it is necessary to lessen the teachers over burden of the periods. They have to teach 34

periods in some schools each day. Besides, it is very important to manage the size of the students in a class where it is combined classes. In this diverse situation, teachers need to use good skills in teaching and class management. In the same way, provision of teaching materials is proved to be the effective method for meaningful learning.

4.3 Obstacles in the Application of Child Centred Teaching

In this chapter, various problems in the application of child centred teaching in primary education have been analyzed on the basis of data obtained from focused group discussion with 12 head teachers of the satellite schools including Resource Person and school Supervisor, and questionnaire to the teachers under the following titles.

4.3.1 Physical Problem

Physical environment of any educational organizations constitutes school building, teaching materials, science lab, library, playground etc which play vital role in systematic and effective teaching. Besides, sanitation, air, light, temperature, setting of the bench desk in proper order, size and placement of blackboard etc. are also equally important for good physical environment of the school. In this study, it was found most of the schools have poor physical atmosphere that hinders in the application of child centred learning, which is best reflected in the following table.

The above table shows that most of the schools have poor physical condition. Only 2 schools (20 percentage) have separate classroom for all the grades. Systematic science lab is only available in Himalaya Milan Sec. School .Likewise, library in 2 schools (Bhanu Hig. Sec. School, Bhiman Hig. Sec. School) have been recently established. However, they have bench-desks as required in all schools. In terms of open space for classroom activities, it was not found good enough in any sampled schools. Learners' centred learning puts high emphasis on the suitable child friendly environment of the school.

4.3.2 Financial Problem

Financial resource is essential for the management and operation of any organization. For staff salary, necessary technical equipments, performing managerial task etc. financial aspect is very important. In this concern there is little amount of money from government to run the school for an academic year which is not enough for all maintenance of the school as responded by all the Head teachers commonly in FGD. Further, it was added by School supervisor that there is provision of earmarked grant, black grant and performance grant varying in the amount as per the levels of school from the government. Remarkably, NGO and INGOs financial support seems very much contributing in some schools. Similarly educational budget in VDC is also equally important in overall management of the school.

4.3.3 Human Resource Problem

Human resource is a resource which can only activate the organization for achieving its goals and objectives. It is the heart of any organization. For recording, editing, storing, providing services and keeping all the managerial tasks, an organization needs human resources. To be particular, human resource confines all the personnel as teachers and head teacher working in a school. It was found in this study that the schools did not have teachers as many as required. In the lack of teachers, classes in 4 schools were combined and taught together. Another, teachers especially privately paid were not fully trained. Child centred learning states that all the teachers must be provided teachers' teaching learning. It is only the way to update teachers' knowledge and experience. Although all the teachers had been already given 10 months basic training, the teaching did not seem very effective and skillful. Thus, it is an obstacle in the application of child centered approach in classroom teaching.

4.3.4 Weak Implementation

Effective planning is utmost important for the good result of an organization. It is said that very effective and targeted plans are made in Nepal but no more effective achievements. True to the statement, there is provision of very good teachers' training by the government as well as NGO and INGOs. All the training has its content centered on learners' initiated learning in the recent

years. Teachers were given training as refreshment, teachers professional development, basis training but not implemented as it was expected. In the some way, head teachers had opportunity for orientation, seminar and training for management, supervision and administration. Further, academic at all. In must of the schools, they had instructional materials but not properly used. Science materials were found carelessly stored in one secondary school. To summarize, implementation level is halting for best results. Education Regulation (2060) and its cluse-17 stated that a School supervisor has to supervise a school at least once a month and has to mention the discussion or interaction conducted during the visit in visitor's log book of the school. But the school visit was very low as mentioned, and implementation remained faulty.

4.3.5 Equipments Problem

Equipments relate to the mechanical instruments required while teaching. It is very important to make the environment motivating and child friendly. The researcher found the availability of such instruments not enough in the sampled schools. The given table reveals the equipments available in the schools as responded by the head teachers.

It is explicit in the table that there is not good facility of mechanical instruments in all the schools. Head teachers of 9 schools responded that they have cassette player but no more cassettes except listening lesson of text book developed by

Christine Stone. They did not have cassettes for chants, songs, stories, other activities focused on children. Notably, Bhanu Hig. Sec. School had facility to have internet access and computers in the school. Since there are so many academic activities, games, rhymes and songs available in the access to internet to make learning child centered, the sampled schools lacked such facility. It is also one of the problems for the child centered learning.

4.3.6 Problems of Instructional Materials

The use instructional materials makes the class lively, motivated and goal oriented. It one of the basic and fundamental features of child centred learning. Without teaching materials, students loose interest and it seems like the boat without rudder. It was found in the study that teachers did not use more teaching materials best suited to the subject matter and level of students. Apart form this, although teachers had got 10 months basic teachers' training, they were not skillful in child friendly activities.

In the focused group discussion head teacher stated that teachers lacked time to prepare teaching materials. Another, training given to them was not much effective, and entirely focused on the child centred approach in learning. From the responses in the questionnaire, none of the sampled teachers treated students finding individual difference and their psychology. It means to say the materials did not relate the students' actual educational

status, interest, needs, age, etc. Hence, lack of suitable instructional materials and their use seem to be an obstacle in the application of child centred approach in teaching.

4.3.7 Discussion of Finding

It includes major findings and description derived from the analysis of the data and information obtained from the study regarding the obstacles in the child centred learning.

Classroom teaching was found to be more emphasized on theoretical aspect rather than practical one. Teachers themselves were not very confident in child center learning. Head teacher as well as teachers was not greatly concentrated in the application of child centred approach. (CCA). Time Management in harmony with the course was not done appropriately.

Teachers felt burden or hard job to apply CCA. Training was rather emphasized on CCA but implementation aspect was remarkably weak. It was not parents' support in the application of CCA. Economical aspect was not supporting well for good physical condition.

Classroom management was not found child friendly to the large extent. Problem of language was one of major hindering matter in two schools (Bhanu Hig. Sec. School, Bhiman Hig. Sec. School) is the sense that students were from mixed community who lack proficiency in Nepal, as a medium of

learning formal education. Private resource teachers' demotivation was halting indirectly the entire process learning. Policy was not strict to run the schools smoothly. Teachers' training seems defective in terms of the provision of CCA.

Although the current trend in teaching focuses on child centred learning, there was not more practice in it. The fundamental features of CCA as child friendly physical classroom environment, learners' initiated teaching methods and techniques, continuous assessment system, teaching materials were not found appropriate to meet students' interest, needs and their educational level. Educational theories as Individualized Instruction and Constructivism accepted a teacher to work on a particular subject instructing to specific needs and abilities. Likewise, exploration, discovery, individual study, project work etc, are the emphasized methods and techniques of CCA. It is further argued that the child learns properly if the environment is teachable and suited to the interests and needs of the students.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter includes conclusion and recommendation derived from the analysis of data and information of this study.

5.1 Conclusion

The present study entitled ‘Application of Child Centred Teaching Approach in Primary Level Education’ has been adopted in the different schools of Higher secondary Mulabari Bhimman in Dhanusha district. It can be concluded with the fact that teacher centred approach was mostly used as it is explicit that about two third teachers used lecture methods in classroom teaching. Class management was not found well to facilitate child friendly learning.

New trends in teaching focuses on learners’ initiated methods as problem solving way, project work, survey, discovery etc. for students potential growth and creative development. There was little use of instructional materials in the class. Students were found as passive listeners and teacher being active. Students’ Talking Time (STT) should be increased and Teachers Talking Time (TTT) decreased. It cannot contribute to effective and permanent learning. Adequate use of teaching materials suitable to students is indispensable to create child friendly environment. It helps student retention or to remember for a long time. Drastic changes needed to be done for entire physical environment of the school to meet child centered learning features.

Although all the teachers had been provided 10 months basic training, there was not its proper implementation and teaching learning process seemed as traditional one. Formal examinations as terminal and final were just taken to upgrade or put marks for the promotion in the next grade. Eventually, there must be Continuous Assessment System (CAS) for students' better learning based on the correction and feedback. Hence, vital tools for the teacher are class-work, homework classroom questioning techniques. Furthermore, discussion, dialogue with individual student, indirect questioning help determining what part of the lesson student has understood. That's why, it is important to use assessment in formative way to help students' learning best. In the same way, preparation for the lesson to be taught with least in short notes helps teaching goal oriented and sparkling.

For most successful implementation of child centred learning, lack of suitable physical environment, lack of suitable instructional materials and their appropriate use, not good skilled manpower (teachers) in CCA, poor implementation of underlying government policy, defective teachers training, The common voice of all the respondents was "Child centered teaching is most applicable for real teaching."

5.2 Recommendation

Based on the findings of the study, the following measures could be adopted at different levels for the best result of the child centred approach in teaching.

5.2.1 Policy Level

All concerned agencies and stakeholders including teachers, head teachers, SMC members are required to keep themselves understood about the fundamental features of child centred teaching to promote its betterment in school. Teachers must have conceptual clarity about child centred education. Better strategies need to be adopted for effective teaching. For real classroom practices, play-way methods should be introduced in the school curriculum to retain children in the school. Ministry of Education and Department of Education are required to take steps to ensure especial grants for developing child friendly physical environment of the school. Trainers of the RC should be given training in full package so the concerned teachers can get good knowledge about skills about child centred learning.

Head teachers should be recruited on the basis of high qualification and academic experiences in teaching so that teaching strategies can best be evaluated and so-called practiced. The leadership quality and supervisory skill of HT should be developed through management training, seminars, orientation, study tours etc. for better child centred practices.

Teachers' training should be rather focused on the practical aspect by assessing teachers' needs. Curriculum must be designed taking into consideration of children's needs interests, abilities, age etc. There is the need of establishing strict supervision to check implementation of the subject matter discussed in the teachers' training on the part of teachers. Local bodies, NGOs, INGOs need to be motivated for funding to organize teachers' training based on child centred learning.

5.2.2 Practice Level

Formative evaluation tools as class-work, homework, questioning need to be practiced well. Student's sitting in U shape is better to conduct classroom activities. It helps teachers pay attention on individual student in the class. There must be provision of 0.75 square meter space for each student in the classroom as it is mentioned in the Education Act (2028) Regulation (2059), Cluse-21. Teaching activities as pair, group work should be practiced to make class more interactive. Discovery, play way, dramatization, individual study etc. as teaching approaches should be adopted as per the nature of the subject matter.

Students' Talking Time (STT) must be increased and Teachers' Talking Time (TTT) decreased, which gives rise of potential growth of the children. Special training package on CCA should be given to the teachers for capacity building. Montessori Method in teaching is the best one especially for beginners. So,

teachers need to take it into consideration for effective result of CCA. Short typical lesson planning must be taken into practice to fulfill the teaching objectives. Mother tongue, indeed, facilitates child centred learning. So, Students should be encouraged for to use the mother tongue in class activities.

Instead of present practice of focusing on reading and writing skill of language, more attention needs to be paid on listening and speaking of beginners. Classroom process as well as teacher preparation need to be emphasized on behavioral change rather than knowledge accumulation for life skills education. Teachers should use teaching materials as much as possible to motivate students. 'A picture speaks more than thousands of words'. Hence, it is the need to decorate class charts and figures. School administration and SMC should manage extra fund for creating more child friendly physical environment.

5.2.3 Research Level

Educational Research helps teaching learning more effective and goal oriented. Hence, measures for effective implementation of CCA in the current practice need for further research. The use of mother-tongue is one of the basic factor for successful application of CCA. So, importance of mother-tongue in teaching is to be researched.

Physical, economical, social, human resource etc aspects of the school should be separately researched. It will contribute to promote child centred learning. Head teacher's duties and

responsibilities must be specified and researched for more benefits in child centred learning.

Physical condition of schools in rural area is poor and number of teachers in this respect. How can CCA be made more effective need to be researched? Contents of the curriculum for a particular level should be developed in such a way that cartoons are designed and displayed for young kids, which match best their interests. In the same way, further research in developing content is required for child centred learning.

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APPENDIX:I

Application of child Centred Approach in primary Level Education:

Study based on Bhanu higher secondary school Resource Centre,
Dhanusha

Questionnaire (To the teacher)

Name: Qualification

School: Training:

Experience:

Dear Sir/Madam,

The researcher appeals to you return the paper duly filling the questionnaire presented herewith. I will always be grateful to you for your kind help.

- 1) Which methods do you mostly apply in the classroom ?
 - a) Lecture method b) Project work
 - c) Demonstration d) Students' Participatory method

- 2) How many students are actively participated in the classroom activities ?
 - a) All students b) about 50% students
 - c) Not more than 30% students d) Not at all

- 3) If students' participation is high, what are the reasons ?
 - a) Learning achievement is excellent/high.

9) What is the importance of teaching materials to improve learning ?

-
-
-

10) How do you evaluate the learning achievements ?

-
-
-

11) Do you get financial support from the school administration in the preparation of teaching materials ?

- i) Yes
- ii) No

12) How long do you prepare for the next lesson ?

- hour

13) What are the problems do you find in the students' participatory activities in the class ? Please, note down in points.

-
-
-

14) What are the expectations you have to make learning more effective from the head teacher ?

-
-
-

15) Do supervisors help you to make the class interactive providing some model classes ?

i) Yes

ii) No

16) How do supervisor encourage you as per CCA ?

➤
.....
.....

17) Is it possible to prepare daily lesson plan ?

i) Yes

ii) No

18) If yes, how can you make possible as teacher usually teach more than 30 periods in a weak ?

➤
...

19) If No, how do you plan for the next lessons ?

➤
.....
.....

20) How do you evaluate the result of students if it is students centred ?

i) Excellent

ii) good

iii) Not good

iv) Satisfactory

21) What is the importance of child psychology in the application of child centred methods in teaching ?

➤
.....
.....

22) How do you motivate the students for better learning ?

➤
.....
.....

23) How do you differentiate the teaching learning before and after teachers have taken training ?

➤
.....
.....

Thank you for your kind help.

Signature:

Date:

Respondent teacher's Name:

APPENDIX:II

Application of child Centred Approach in primary Level Education:

Study based on Sondha Resource Centre, Kaski

Questionnaire (To the teacher)

Name: Qualification

School: Training:

Experience:

Dear Sir/Madam,

The researcher appeals to you return the paper duly filling the questionnaire presented here with. I will always be grateful to you for your kind help.

1) What are your views towards child centred approach in teaching ?

➤
.....

2) What is the size of the classroom ?

➤
.....

3) Is there enough space in your classroom for academic activities ?

➤
.....

4) How many teachers in this school are trained ?

➤
.....

5) How do you differentiate Child Centred Approach to Teacher Centred Approach in teaching ?

➤
.....

6) How do you evaluate the results of the students if it is based on students' centred approach in teaching ?

➤
.....

7) Are the teachers devoted to their profession ?

i) Yes ii) No

8) Does the level of education of students meet the required level ?

i) Yes ii) No

9) How is the students' sitting management ?

i) Students sit in the U shape in the class.

ii) Students sit in the rows.

iii) Students sit randomly.

iv) If any

10) Do you use experimental method in teaching ?

- i) Yes
- ii) No
- iii) sometimes.

11) How do you co-ordinate the group activities ?

- i) Excellent students are grouped separately.
- ii) Excellent and poor students are mixed in the group.
- iii) Boys and girls are put in the same group.
- iv) `Based on the class roll no.

12) Which types of field trip do students like ?

- i) Community Trip
- ii) Inter-school Trip
- iii) Educational Tour
- iv) Individual Trip

13) Do your use teaching materials is the classroom ?

- i) Yes
- ii) No
- iii) sometimes.

14) If yes, how does the teaching materials promote learning ?

➤

.....

15) If not, what are the possible causes for the teaching materials not to be used ?

- i) Students are de-motivated.
- ii) Teachers feel difficulty in the preparation of teaching materials.
- iii) Teachers are not well trained and skilled.

iv) The class (lesson) is time-taking.

16) What is the drawback of child methods in teaching ?

➤
.....

17) How often do you visit the teacher's class ?

➤
.....

18) What are the obstacles you find in the application of CCA ?

i) Education

aspect.....

ii) Financial

aspect.....

iii) Management

aspect.....

iv)

Training.....

v)

Time.....

19) Are students interested when they are participated in the classroom ?

i) Yes

ii) No

20) Do you use follow teaches guide ? (The activities are mostly students centred)

The researcher appeals to you return the paper duly filling the questionnaire presented here with. I will always be grateful to you for your kind help.

1) How often do you visit the school ?

➤
.....

2) Is your visit focused on academic or administrative activities ?

➤
.....

3) Have you got teachers training based on child learning ?

Name:

Period:

4) Do you observe the teacher's class ?

i) Yes

ii) No

5) If yes, how do you find the classroom activities ?

i) Teacher delivers the speech and students listen.

ii) There is mutual interaction between the teacher and student.

iii) Students are more active and teacher facilitates.

iv) If any

6) If No, what are the reasons ?

i) Teachers are no more interested.

ii) Frequency of the visit of school is low.

iii) Child Centred Approach is no more effective.

iv) If any

7) Are teachers skillful and trained ?

i) Yes

ii) No

8) Is there any model class from you ?

i) Yes

ii) No

iii) Sometimes

9) If no, what are the causes ?

i) Teachers are not interested.

ii) Frequency of your visit is low.

iii) You have not got training based on CCA ?

iv) If any

10) How do you help teachers for participatory approach in teaching ?

i) Providing enough opportunities of teachers training.

ii) Providing necessary teaching materials.

iii) Creating an environment for interaction among teachers.

iv) Giving required budget.

v) If any

11) What are the obstacles you find in the application of CCA ?

i) Education

aspect.....

ii) Financial

aspect.....

iii) Management

aspect.....

iv)

Training.....

v)

Time.....

12) Does the TPD module training relate with CC model ?

➤
.....

13) Why is child psychology important for the teacher ?

➤
.....

14) Does the English teacher use cassettes for listening texts ?

➤
.....

15) How many teachers use teachers guide properly ?

➤
.....

16) How does CCA help in improving the quality in education ?

➤
.....

17) How do you evaluate the achievements of students before and after the teachers' training taken by teachers ?

➤
.....

18) How do you help teachers improve learning ?

➤
.....

Signature:

Date:

Name:

Designation: School Supervisor/ Resource Person.

APPENDIS-IV

अनुरोध पत्र

म सुर्यनारायण सत्यनारायण मरवैता क्याम्पस सिरहा, एम्.एड्. दोस्रो वर्षको विद्यार्थी हुँ । म मेरो अध्ययन कार्यको आंशिक आवश्यकता परिपुर्तिका लागि “प्राथमिक तहको शिक्षामा बालकेन्द्रित शिक्षण विधीको प्रयोग” भन्ने शीर्षकमा शोधकार्य गर्न लागि रहेको छु । यस कार्यका लागि आवश्यक सूचना तथा तथ्याङ्क उपलब्ध गराई सहयोग गर्नु हुन म विनम्र अनुरोध गर्दछु ।

अध्ययनका लागि आवश्यकम सूचना सङ्कलनका लागि निर्माण गरिएको प्रश्नावलीको एक प्रति यसै पत्रका साथ सम्लग्न गरेको छु । उक्त प्रश्नावलीमा राखिएका जिज्ञाशाहरुप्रति आफ्नो विचार व्यक्त गरी सहयोग गरिदिनु भएमा म आभारी हुनेछु ।

अन्त्यमा म यो विश्वास दिलाउन चाहन्छु कि तपाईंद्वारा प्रश्नावलीमा व्यक्त विचार शोधकार्यका लागि मात्र प्रयोग गरिनेछ, र पूर्णतया गोप्य राखिनेछ । धन्यवाद ।

क्याम्पस,

भवदीय
प्रमिला कुमारी सिंह
एम्. एड्. दोस्रो वर्ष
सुर्यनारायण, सत्यनारायण मरवैता

सिरहा

APPENDIX-V

CLASS OBSERVATION CHECKLIST

Name of the teacher:

Period:

Name of the School:

No. of Students:

Grade:

S.N.	Observed Items	Excellent	Good	Average	Poor
1	Classroom decoration				
2	Teachers' friendliness and interest on students				
3	Learners' interest in learning activities				
4	Students' comfort happiness in the class				
5	Types and use of teaching materials Audio materials Visual Materials Audio visual materials				
6	Appropriateness of the teaching methods and techniques				
7	Students' participation in the activities				

APPENDIX-VI

Keeping Evaluation Record

Student's Name:..... Class:..... Rool

No.:.....

Studies	Class Test	1 st Term		2 nd Term		3 rd Term		
	Total							
		+	+					
Games								
	1 st	+	+	+	+	+	+	
	2 nd	+	+	+	+	+	+	
Co-curricular	3 rd	+	+	+	+	+	+	
	1 st	+	+	+	+	+	+	
	2 nd	+	+	+	+	+	+	
Discipline	3 rd	+	+	+	+	+	+	
Indiscipline		+	+	+	+	+	+	
		-	-	-	-	-	-	
Homework								
		+	+	+	+	+	+	
Social Work		-	-	-	-	-	-	
		+	+	+	+	+	+	

Grand Total:

Note: 1. Reward 3 points for first position, 2 points for second position and 1 point for third position in class test, games and extra curricular activities.

1. Reward 6 points for first position, 4 points for second position and 2 point for third position in terminal examination

APPENDIX-VII

Respondent Teachers of Different Schools

S.N.	Name of the Teachers	Name of the school
1	Man Kumari Lama	Higer secondary school,Mulabari Bhimman Dhanusha
2	Ram Pukar Thakur	"
3	Direndra Yadav	"
4	Bisnu Kumar Karki	Bhanu higer secondary school Kisanpur VDC yagyabhumi-6
5	Muneshor Kapar	„
6	Ram Pukar Kapar	„
7	Ram bhajan Yadav	Shree ratriya primaryschool Nauwakhor parsahi
8	Suryakala Kapar	„
9	Sonelal Marbaita	„
10	Gita Devi	Janata ratriya primary school gohiyahi -3
11	Ram chalitra sah	„
12	Bindeswar Yadav	„
13	Dipendra singh	Shree ratriya primaryschool dhanushaDham
14	Birochan Pandit	„
15	Shuv Lal yadav	
16	Kishun Mahato	Shree Mithila ratriya primaryschool Haripur-4
17	Sila Sah	„
18	Ram Pabitra Yadav	„

19	Sunita Sapkota	Shree rastriya primaryschool Nauwakhor parsahi
20	Bindeswar Mahato	„
21	Satya narayan Mallik	„
22	Sunita Devi	Rastriya primaryschool Choharwa,
23	Rambriksha Paswan	„
24	Guddu Jha	„
25	Pradip Mahato	Sarswati rastriya primaryschool Kesarkutti-3
26	Bauwelal Yadav	„
27	Biltu Sah	Rrastriya primaryschool Jamuniya
28	Bhogendra Das	„
29	Rajendra Prasad kaith	

APPENDIX-VIII

RESPONDENT HEAD TEACHERS OF DIFFERENT SCHOOLS

S.N.	Name of the Head Teachers	Name of the school
1	Ramdular Yadav	Higer secondary school,Mulabari Bhimman Dhanusha
2	Ram Lalit Yadav	Bhanu higer secondary school Kisanpur VDC yagyabhumi-6
3	Laxman Dev Thakur	Shree rastriya primaryschool sikiyahi Dhanushadham-3
4	Ghuran yadav	Janata rastriya primary school gohiyahi - 3
5	Shree Narayan Sah	Shree rastriya primaryschool dhanushaDham
6	Ramchalitar Mahato	Shree Mithila rastriya primaryschool Haripur-4
7	Gyanulal Yadav	Shree rastriya primaryschool Nauwakhor parsahi
8	Styanarayan yadav	Rastriya primaryschool Choharwa,
9	Binda Kumari Dahal	Sarswati rastriya primaryschool Kesarkutti-3
10	Raj kumar Yadav	Rrastriya primaryschool Jamuniya

APPENDIX-IX

OTHER RESPONDENTS

S.N.	Name of Respondents	Designation
1	Prakash Kharel	Resource person
2	Pratibha Sah	School supervisor (DEO)