

ROLES OF RESOURCE PERSON IN SUPERVISION

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Submitted by

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RECOMMENDATION LETTER

This is to certify that Mr. Bishnu Prasad Pathak has prepared the dissertation **Roles of Resource Person in Supervision** under my guidance and supervision. I recommend his dissertation for final evaluation and award.

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ABSTRACT

Resource Person is local level educational officer who are responsible for the overall management of education system. This study is an effort in education field to assess the roles of the Resource Person, effectiveness of their performance in quality improvement of education, challenges faced by them and measures to minimize these challenges.

Dailekh is a hilly district located at western part of Nepal which has 12 Resource Centers (RC) with one Resource Person in each resource center. This study is concentrated on roles, effectiveness and challenges of Resource Person in supervision of the study area. This study has conducted in only one resource center with 6 total number of schools in which two are secondary level schools and four basic level schools. As latest amendment of educational policy up to grade eight is considered as Basic level and twelve is regarded as Secondary level. Out of two secondary level schools one is nearer to resource center and one is far from it. Likewise, two basic schools lie nearer to the resource center and two are farther apart. I used both qualitative and quantitative technics along with primary and secondary data. Purposive sampling method was used to select schools. Questionnaire method was used to collect necessary information. To know the geographical obstacles how affect the education and supervision process. The major roles of Resource Person are administrative, social, facilitative & advisory. The effectiveness of Resource Person depends on field visit, use of ICT, participation in enforcement of physical infrastructures, attendance in particulars and meetings, seminars.

The major challenges faced by Resource Person they are accessibility, maximum number of schools, administrative burden, political pressure and uneducated people. Resource Person has mainly three roles i.e., administrative,

social and advisory. Among different roles the administrative role is major and most time consuming role of Resource Person.

The schools nearer to resource center has good performance in education quality in comparison to farther schools. Accessibility and maximum number of schools are major challenges faced by Resource Person among many of them. The measures to minimize challenges are free from political pressure, reasonable number of schools, clear division of labor and personality development through trainings. This study suggest to give rights enough to regulate supervision, relief administrative burden and minimize irrelevant challenges.

Keywords: Supervision, Roles, Effectiveness, Resource Person, Resource Center.

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ABBREVIATIONS

BS	Basic School
CBO	Community Based Organization
DEO	District education office
DLE	District Level Examination
ICT	Information and Communication Technology
KII	Key Information Interview
LEA	Local Education Authority
MOE	Ministry of Education
NGO	Non-Government Organization
PEP	Primary Education Project
PTA	Parents Teachers Association
RC	Resource Center
RCMC	Resource Center Management Committee
RP	Resource Person
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SMC	School Management committee
SS	Secondary School
SSRP	School Sector Reform Program
TPD	Teachers Professional Development
TRC	Teachers Resource Center
VDC	Village Development Committee
VEC	Village Education Committee
WFP	World Food Program

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The dictionary of education mentions that all efforts of school officials towards providing leadership to teachers and educational workers in the improvement of instructions that involves the situation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instructions and methods of teaching and evaluation of instruction come under supervision.

In the same way, the Encyclopedia of educational research defines “supervision” as a term used to describe a wide variety of behaviors carried out by a diverse group of people within the context of a specific school system. The primary purpose of supervision is to improve instruction. Out of 26,494,504 people of Nepal, 65.9% is literate which was 58% in 2001. Female literacy has increased from 43% in 2001 to 58% in 2011, which places Nepal in fourth position among SAARC countries. However, disparities continue to exist across sex, rural-urban, districts and regions (CBS, 2011).

The Government of Nepal has handed over management of over 2000 schools to communities; these schools remained without being properly monitored. Though the policy of handing over the management of schools to communities has led to increased interest in and ownership of schools by the community, the EFA documents do not focus on empowering the communities for its proper management. The large-scale programs like the Basic and Primary Education Program (BPEP) have in the past concentrated more on capacity building at the central level, thereby increasing the gap between the centre and the grassroots level, which is yet the same.

A Bachelor in Education degree (Bed) is the minimum qualification required of an Resource Person. Teaching experience is preferred but it is mandatory. Over 50% of the Resource Persons do not have any teaching experience. The status salary structure and status of the Resource Person is equivalent to that of a secondary level teacher.

To remove weakness in the practice of supervision, current literature on supervision suggests (Mohanty, 2008; Bhatnagar and Aggarwal, 2006) the use and application of the Modern concept of supervision in place of the traditional concept of Inspection. In theory, Modern Supervision has been advocated for schools which is described as objective, systematic, democratic, growth centered & productive, which accentuates the spirit of inquiry by emphasizing experimentation and continuous evaluation as compared to traditional inspectional system which is authoritarian and imposing (Burton & Bruecker, 1955, p.13).

The quality of Education in the rural context of Nepal is poor. In addition, the use of traditional teaching methods, lack of effective learning environment, untrained teachers, and stagnant technology impede the dissemination of effective knowledge. In return, this hinders the rural development process, which has a direct negative impact on the minority and marginalized groups. Due to this, they are either compelled to migrate to urban areas or other developing regions of the country for quality education or leave the school cycle. Consequently, a weak community lacks the capacity to mobilize local resources to initiate and implement development programs.

The role of the Resource Person is understood in different ways. It is often the DEO, an immediate supervisor of the Resource Person, whose interpretation of the position and functions of the Resource Person makes a difference. In some instances, the Resource Person is considered to be an administrative assistant of

the DEO. During field visits, too many Resource Persons were found spending too much time at the District Education Office rather than being in the RC or in the field visiting schools and local communities. Some DEOs simply considered the Resource Persons as project employees and did not interfere with their work or provided little guidance and monitoring. Owing to multiple sources of command and a general lack of consensus on the role of Resource Person, the Resource Persons often find themselves in a rather precarious position which may have negative impact on their job performance.

The work of the Resource Person is not sufficiently coordinated and mentioned. The time spent by the DEO and PC in field activities is negligible. A study has reported a number of instances of Resource Person absenteeism, leading to closure of the RCs (CERES, 1995). It is not clear as to whom the Resource Persons are accountable.

Education refers to the act of developing knowledge, skills or character of a child. It may also defined as the act of bringing up, rearing, guiding or directing a child.) Divides education in three categories viz. Formal, Informal and Non-formal education. School belongs to the Formal education (Ocit, 1994).

The word supervision is a coinage from two Latin words: 'super' and 'video'. Super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means 'to see from above' or to 'oversee' (Marecho, 2012).

Generally speaking, supervision may be defined as “to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement” (Douglass & Bent, 1953).

Primary Education Project (PEP) pursued the RC approach as a method of

developing primary education in 6 districts of Nepal. However, there was fundamental difference between the two projects in the way the RC was organized and managed. In the SERDP, the institution, i.e., the RC school, was vested with the responsibility of organizing and managing the RC activities. In return, the RC school was provided with an amount equivalent to the salary of secondary school teacher. It was up to the school to decide whether or not a teacher would be employed using the funds received. In case a teacher was employed with the use of these funds, he or she would not be individually responsible for ensuring project activities. The provision of extra salary was intended to facilitate the working of the RC so that regular teaching learning activities would not be disrupted due to the additional demands made by new responsibilities. On the other hand, the PEP made the provision of one Resource Person (RP) for each RC to carry out the RC-based educational programmes. There was a Field Coordinator (FC) who, in addition to planning, implementing and supervising the PEP programmes, assisted, coordinated and monitored the activities of six Resource Persons. Thus, in the PEP, the responsibility was borne by one individual, whereas in the SERDP, it was institutional.

Evaluation studies have indicated the positive role played by the Resource Centres in bringing about improvement in the quality of teaching of the teachers through regular supervision and teachers training (CERID, 1989); CERES,1995). Encouraged by the positive experiences of the Seti Project and PEP, the BPEP has embraced the RC system as a strategy to provide services to teaches to enable them to perform effectively in their classrooms.

The Resource Centre (RC) concept adopted by BPEP is very similar to that of the PEP. It involves grouping neighboring schools into a cluster and selecting one of them as a RC. Any school, whether a primary, lower secondary or secondary, can be designated as a Resource Centre. However, in order to qualify

for hosting the Resource Centre, the school has to be in centrally located place, with 10 to 15 schools within a radius of four hours' walking distance from the Resource Centre. In most cases, secondary schools have been selected to serve as RCs. Often central location (2 to 3 hours of walking distance) and availability of physical infrastructure form the criteria for selection of the RC.

Resource Centres are expected to provide a broad range of services to neighboring schools, such as recurrent teacher training, school supervision, professional and technical support, and delivery of educational inputs. The RCs provide an excellent forum to the satellite school teachers for professional interactions and exchanges through the Friday meeting. In addition, the Resource Centre is a place where a number of educational activities, exhibitions, and programmes are held with a view to developing healthy competition among the schools. Major functions of the RC as listed in the Resource Centre Operation Handbook (BPEP, 1993).

The education is a law in Article 26 of the Universal Declaration of Human Rights (UDHR). A number of international donors like World Bank, DANIDA, UNICEF, UNDP, and JICA have been extensively involved in supporting Nepal's efforts to enhancing participation, quality, efficiency, and accountability of schools in basic and secondary education. In recent years, the GON has received supports from multi-donors in scaling up the transfer of management of public schools to communities.

Nepal has to ensure basic and primary education for all children irrespective of their ethnic origin, religion, culture, language, economic status or disabilities. In order to ensure of these children with special focus on the disadvantaged groups,

GoN has taken different initiatives and practices to increase access,

participation and quality in primary education. Introduction and continuation of the provision of Resource Centre (RC) and Resource Person (RP) has been one of such initiatives in the field of national education program (MOE, 2000).

The national education is run by the following Educational Administrative Structure:

- i. Ministry of Education
- ii. Department of Education
- iii. Regional Education Directorate
- iv. District Education
- v. Resource Centers/Resource Persons
- vi. School

The concept of the resource center is not new in educational management. It has been in operation in a selected number of areas in many countries of the world since the 1950s. Many terms such as nucleus, zones, complexes, school learning cells, clusters or satellite schools are used to describe the phenomenon (Wheeler, 1986).

Nepal has only a short history of RC practice. As its beginning is concerned, it is traced back to 1982. A pilot project, Education for Rural Primary Education Project (PEP 1984-1992) was implemented in six selected districts. Both programs aimed to increase quality in primary education. Similarly, Nepal endorsed Jomtien Declaration (1990) on „Education for All“. Among the set goals of EFA, one goal is quality primary education. To achieve the goals, the government has implemented – basic and primary education for all, and quality improvement in primary education in Nepal. BPEP-II (1998-2003) aimed to strengthen district-level management and planning of primary education. From ERD Seti Project to the BPEP-II, Resource Centers in different structures have been involving in the whole process of managing reform in primary schools.

The motto and programs of resource centre in the previous two projects ERD Seti project and PEP were to provide help to the teachers in their respective field of teaching. The resource centre in those days were equipped the teachers with skills in preparing teaching materials and use them in classroom teaching, different strategies of teaching, and evaluation techniques. In the present structure of the education in Nepal, resource centre is a local educational body especially working as a bridge to connect the works of schools to the district education office. In fact, the concrete concept of Resource centre in Nepal was developed and implement from Basic and primary education project (2049/50) in the line to integrate the scattered schools in a cluster to enhance their quality education. This schools that RC system was started with a view to guide the school with quality education. However, the emergence of RC concept goes to primary education project and Seti Rural Development project started before BPEP.

It generally involves clustering 10 to 20 schools within a region and pooling resources together in order to develop and use learning materials more intensely, to strengthen teachers' skills and performance and thus to improve the educational attainment of pupils (Kumarak, 1986).

The resource centers offer their venues and personnel, in particular the Resource Persons, to conduct professional training to schoolteachers and head teachers. Teachers can go to the resource center training center for all kinds of in service training. The Resource Person organizes meetings of teachers, head-teachers, and resource center management committee members, where they can discuss common problems and find solutions. This is the place where they can agree on sharing their resources according to their needs. Instructional supervision is one of the most important types of support provided to the satellite schools. Resource Persons, in principle, are expected to visit schools at least once a month, but in reality do so much less frequently. They discuss instructional

issues with teachers and examine school functioning to check if the necessary educational materials, such as curriculum, teacher guides, and reference materials, are available and used by teachers, and if teachers are well prepared for classroom teaching. They give demonstration classes if they feel that teachers need them. They organize workshops/seminars and provide teacher training in specific subjects (CERID, 2004).

The suggested structure of Research Centre for actively functional in management and implementation has been given in fig: (1).

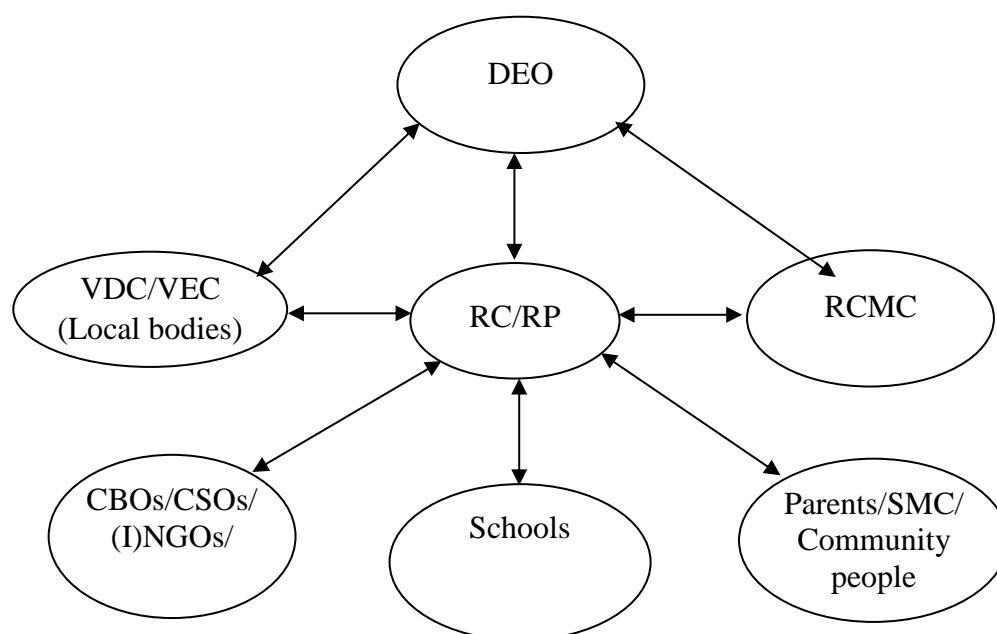


Figure 1: Suggested new structure of the RC

While in general the efficiency of supervision was gravely in doubt, the situation in the rural and mountainous areas was even worse. Schools are scattered and it takes many hours on foot to reach them from the district headquarters. At the same time, head teachers or teachers have to walk for more than a whole day to reach the district headquarters for any kind of advice or support. As a result, schools were seldom, if ever, supervised, many used to remain closed most of the year and teachers were very irregular in their

attendance. The community was not aware of school management issues and of the way teachers were expected to run classes. The role of supervision is not just to keep the teachers under control.

It is much more to serve them by giving advice, as to how they can improve their teaching system and giving exposure to innovative ideas and method so that schools and teachers learn from each other (Khaniya, 1997).

The major task of the Resource Person was to improve the educational situation of the schools in the cluster through providing in-service training and supervision of classroom instruction. It was also supposed to provide teachers with the necessary professional support. Supportive supervision of the schools in the cluster area was the most important activity of the Resource Person under PEP, and one well appreciated by the teachers and school heads (BPEP, 1993).

1.2 Statement of the Problem

Education is gaining more prominence in the affairs of Nepal more than ever before. There are two main types of schools in Nepal: community schools and institutional schools. The Government, or a community, usually run community schools. Institutional schools are often referred to as 'private' schools. Both community schools and institutional schools cater to primary, lower secondary, secondary and higher secondary students. There are now over 34,000 primary and secondary schools in the country, nine university-level institutions, with over a 1,000 colleges and affiliated campuses. The literacy rate of Dailekh district is less (63.6%) than the average literacy rate of the country (65.9%) (CBS, 2011). Poverty and social exclusion of women, disadvantaged castes and indigenous people are the main barriers to equitable access to education for all.

More funds are being committed to education both by governments and private sectors. The maintenance of standards and assurance of adequate measures of

quality control are now the concern of all enlightened parents. There is regular conflicts between schools and community regarding who have the power to manage, and how to manage, schools. There is little training for either committee members, teachers or head teachers in school management. For these reasons, the introduction of school co-operation committees turned out to be unsuccessful and therefore, they were later abolished. It indicates that the middle man (RP) between them is necessary for cooperation and supervision. The significance of school supervision has now come into limelight. The ineffective supervisory structure is one of the main weakness in education sector of Nepal. Now the present model has become more administrative and less professional, because it is working as a separate institution among the school, a mid-layer of the educational administration.

1.3 Rationale of the Study

The school teachers are capable to perform all the tasks, what they need is constant advice, supervision, follow-up, refresher courses and skill enhancement training. The pilot projects have shown that Resource Person could be useful for training teachers, without taking them away from the schools, in a cost-effective manner. Resource Person is assigned to help teachers to use the basic learning equipment and advanced technology for better performance in teaching practices.

In the absence of an intermediate mechanism, a school would have to directly contact the DEO for all kinds of communication. The Resource Person, by playing this go-between role, would also promote decentralized planning and management by schools. The idea was that the schools within the cluster should be led by the Resource Person to collectively plan their educational development for example running examinations, conducting extra-curricular activities, holding weekly meetings and sharing human and physical resources if necessary. The Resource Person management is expected, therefore, to

develop a yearly plan for the educational developmental activities of all schools under its responsibility and play pivotal role in supervision of all aspects of school.

The role and function of Resource Person's is increasing day by day. It is now, becoming a necessary wing of the structure of national educational. The development of resource center proceeded from professional management model to administrative unit of DEO/government.

1.4 Objectives of Study

The objectives of this study are as follows:

- i. To recognize the roles of Resource Person.
- ii. To assess effectiveness of Resource Person in supervision for quality education.
- iii. To identify the major challenges faced by Resource Person.
- iv. To find out the measures to minimize the challenges of Resource Person.

1.5 Research Questions

Findings of this study gives the answer of the following questions. These are as follows:

- i. What are the roles of Resource Persons in supervision for quality education?
- ii. How effectively are they doing their work and what changes occur in schools?
- iii. What are the major challenges faced by them?
- iv. Which role is most time consuming and taken as burden?
- v. What will be the measures to minimize the challenges of Resource Person?

1.6 Delimitation of the Study

The lack of time and economic source and being the working area of researcher, researcher compelled to limit the study area in Dailekh District. There are twelve resource center in Dailekh district. Among them Tilepata resource center is selected for the study. There are 45 schools under this resource center. Two secondary schools and four basic schools altogether six schools are selected as sample. But the questionnaire are asked to six Resource Person and one DEO. Purposive sampling is used in this research. Data has collected from the Resource Persons, DEO, Head teachers, teachers, chairman of SMC and PTA. It has included only roles, effectiveness and challenges no other aspects of the Resource Persons.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

To fulfill of the study and research, the related journal, bulletins, documents which are studied and evaluated, this means literature review. By this study we can make our own study easy and comfortable. Topic of this thesis is role of research person in supervision and challenges of Resource Person that's why review of literature helps to make effectiveness and objectivity in this study.

2.1 Review of Related Literature

As the first use of the term resource center is concerned, it is found that the term was begun entitled teachers Resource Center in the decade of 1960s in Britain. The main purpose of those TRCs was to support teachers' professional development (TPD) as well as provide access to resources. Further, in service training facilities to the teachers was also provided by the center, The some model was promoted in various developed as well as developing countries since 1970 (Kumarak, *et al.*, 1986).

Resource Centers are centers which provide support for improving teaching and learning in the forms of resource, materials, workshop and other relevant services to teachers in the school system (Bush and Bell, 2002).

RCs is also defined as information resources and techniques, which the teacher directly deals with to acquire searching skills of information, analyze and evaluate to build a new knowledge and experience, and then develop them using several learning methods. It also provides services to facilitate the useful for both teaching and learning (Alomran, 2007).

In Britain during late 1960s to early 1980s Teachers Centers were working as the center for curriculum development and dissemination, and in service teacher training. As a center for curriculum development, the Teachers Centers organized local groups (including advisors from local level) for curriculum development at school level curriculum materials for classroom use. As the center for dissemination and training TRCs disseminated developed curricula and materials and conducted in service training for teachers (Knamiller, 1999).

The warden was responsible for the management of Teacher Center activities. The center got some fund from Local Education Authority (LEA). There were lack of well-defined functions and responsibilities of Warden. Therefore, Centers were only as good as Wardens. The role of Warden seemed confusing as it was neither an advisory, nor as a senior teacher or a local education authority officer and s/he had to be a little of all these things and more besides (Weanling, 1983).

The Seti Education For Rural Development Project (SERDP), a pilot project designed to raise the quality of instruction in primary education through improved supervisory system and increased in-service teacher training, initiated the RC system by clustering nine or ten schools and designating one of the centrally located schools as RC school. The RCs provided a broad range of services to neighboring schools such as supervising and assisting satellite schools within their jurisdiction, providing support to non-formal education programmes, conducting in-service training programmes for primary school teachers, supplying materials to local schools, and providing a venue for monthly Friday meeting for teachers of satellite schools, and providing a venue for monthly Friday meetings for teachers of satellite schools to discuss their pedagogical concerns (Crowley, 1990).

The Indian scenario of TRCs that two projects-District Primary Education

Project (DPEP) and the Andra Pradesh Primary Education Project (APPEP) has been working in the modality of teacher support. In Andra Pradesh of India, the teachers Resource center is a meeting place for teachers of a cluster of 7-13 schools. Teachers have to attend six mandatory meetings each year in their resource centers. Some schools have separate meeting halls; others used a classroom for their meetings. The resource school principal works as the secretary of TRC but the assistance secretary is elected from the teachers of the cluster schools. Generally, presentation of lessons prepared by the teachers and discussions on them are the routine activities of the TRC meeting (CERID, *et al.*, 2004).

As the first use of the term resource centre is concerned, it is found that the term was begun entitled teachers Resource Centre in the decade of 1960s in Britain. The main purpose of those TRCs was to support teachers' professional development (TPD) as well as provide access to resources. Further, in service training facilities to the teachers was also provided by the centre (Kumarak *et al.*, 1986). The some model was promoted in various developed as well as developing countries since 1970.

According to Knamiller (1999), In Britain during late 1960s to early 1980s Teachers' Centers were working as the centre for curriculum development and dissemination, and in service teacher training. As a centre for curriculum development, the Teachers' Centers organized local groups (including advisors from local level) for curriculum development at school level curriculum materials for classroom use. As the centre for dissemination and training TRCs disseminated developed curricula and materials and conducted in service training for teachers (Knamiller, 1999). The warden was responsible for the management of Teachers' Center's activities. The centre got some fund from Local Education Authority (LEA). There were lack of well-defined functions and responsibilities of Warden. Therefore, „Centers were only as good as

Wardens" (Knamiller, 1999). The role of Warden seemed confusing as it was neither an advisory, nor as a senior teacher or a local education authority officer and s/he had to be a little of all these things and more besides. The broader roles of Warden (Weanling et al, 1983, in Knamiller 1999) identifies.

CERID (2004) states that the objectives of the Seti Centre was to function as a training centre, a channel for the supply of materials and to provide supervisory support to literacy programs and clusters of satellite schools. The resource centre was established with three main functional roles: as training centre, supervision centre and supply centre. RC system and its training programs, material construction, supervision system and community development activities have received wide appreciation (CERID, 1986). However, increased workload of RC school affected teaching learning situations of the RC school.

As the history of RC in Nepal is concerned, another donor funded project entitled primary education project (PEP) was started in 1984 and launched in six different districts of Nepal. However, the PEP Continued the RC activities in different model than the RED. The main difference was shift from the institutional model to an individual model RC. The project people were responsible for the RC activities. The PEP also implemented school-clustering system with a centrally located secondary or lower secondary school as RC school within the cluster schools. However, RC activities were not the responsibility of RC school and RC school"s Head Teacher, It was the responsibility of a project staff-Resource Person (RP) school"s Head Teacher, it was the responsibility of a project staff-Resource Person (RP) with the assistance of field co-coordinator (FC). There was a FC for six RCs, responsible for planning, supervising and monitoring the project activities. It became a separate administrative unit. Ultimately, it could be seen in the form of administrative cum professional individual base model.

Education in Nepal was long based on home schooling and Gurukula. The first formal school was established in 1853 but was intended to serve children from elite families. The birth of Nepalese democracy in 1951 opened up classrooms to a more diverse population. The Education Plan in 1971 secured the development of education in the country. In 1980, the Education for Rural Development (ERD) Project was initiated in the Seti zone. When the Seti project had been in operation for two years, in 1982, the Primary Education Project (PEP) was initiated. Under PEP also, the resource center was considered to be a very important component of the project. Most of the activities intended for school improvement were channeled, as in Seti, through the resource center to schools. However, the resource center in the PEP model was different from the Seti ERD model in many respects. It differed from previous projects in its approach to link the concept of school clustering with resource centers. The resource center in PEP was not confined to merely a concept, rather it started emerging as an independent institution involving a separate management. There was a separate resource center building with adequate furniture and equipment.

The Resource Person, a full-time employee, is the man implementer of RC-based educational programmes. His major responsibilities include: conducting training programmes for teachers and headmasters, holding meetings of teachers, headmasters, and SMC members, organizing cluster-wide co-curricular and extra-curricular activities, supervising schools, providing support and guidance to the teachers, collecting, compiling and analyzing cluster-wide educational statistics, conducting village surveys, distributing educational materials, operating NFE programmes, and launching community awareness programmes. A Supervision Manual has listed 33 job responsibilities of the Resource Person (BPEP, 1996). A recent decision (1996) of the Ministry of Education has converted the RC into a venue for providing the first package of the 10-month primary teachers training. Some 300 RCs in BPEP districts have been chosen to deliver this package. The Resource Persons have been heavily

engaged in conducting the training programme, to a certain degree at the expense of the other activities.

B.Ed. graduate with some experience in teaching was appointed as a full-time Resource Person (RP), responsible for all resource center activities, in contrast to Seti, where generally the head teacher of the center school performed that role. The construction cost of the resource center was borne by the project. The center was to be used exclusively for resource center functions, in particular for teacher training. Strict instructions were given to head teachers and DEOs that no classroom teaching was allowed in its hall. The resource center was a cornerstone of the Seti project. The objective of the Seti resource center was to function as a training center and a channel for the supply of materials, and to provide supervisory support to literacy programs and clusters of satellite schools. The resource center at the initial stage began, thus, with three main functional roles: as training center, supervision center and supply center. In a way, the resource center was, from the very beginning, expected to provide a broad range of services (Crowley, 1990).

Nepal is facing various challenges in the education sector in terms of achieving the MDGs (Goal No.2: achieve universal primary education), which is to ensure that, by 2015, children everywhere including Nepal, boys and girls alike, will be able to complete a full course of primary schooling. In this Endeavour, though the enrolment campaign (2005) raised the 22 enrollment rate, it led to the overcrowding of classrooms in some of the cases, thus adversely affecting the quality of education. Teachers without adequate training and motivation are unlikely to help improve the quality of education in Nepal. One of the main reasons for many children to be unable to enroll in primary school is the lack of financial resources to cover the school uniforms, stationery and examination fees. While 10 percent of children were not enrolled in primary school, they comprise a disproportionately large share of child population from the

historically, geographically, economically and socially deprived and marginalized communities. Besides, as a teacher support mechanism there are 1053 resources centers functioning under the District Education Offices (DEOs) across the country (DoE, 2010).

Bringing sort changes in the supervisor's culture and attitudes is a challenging task that demands radical improvement in their working conditions. This monograph argues that such a change should be preceded by reforms in their job-description and in supervision and support structures. It proposes an alternative model with three tiers: external supervision; interschool supervision and in-school supervision. The external school supervisors represent standards against which schools are measured, introduce new instruction (and management) strategies and represent schools' needs to the appropriate agencies. A study conducted on Resource Centre Structure identified some weaknesses in the effective functioning of the RCs. Some of the findings of this study are stakeholders had positive attitude to the institution but negative attitude to the day to day management, inadequacy of human resource and unavailability of the Resource Persons in the centers, lack of supervision and monitoring, lower representation of the local people in RCMC (CERIS, 1995).

The TRC provides a preview collection of instructional materials and professional development resources that may be utilized onsite. It is argued that educators have access to core and supplementary curriculum materials, books, digital resources and educational supply catalogs (Dahl, 2015).

RCs as centres for in service training academically and professionally and are responsible for training teachers in active teaching methodologies in order to replace the traditional 'chalk and talk'. In order to achieve this also asserts that good training enables participants to gain new knowledge and skills as well as the attitudes. In addition to that, Resource Person's are also responsible for the

need to bring educational services closer to the schools as well as providing on-going professional support to teachers (Tyler, 2003).

Resource centers serve as the primary mechanism of school supervision. The creation of a supervisory structure at the local level can contribute to make supervision more frequent and regular. One advantage of this kind of supervision is to make available the professional assistance to the teachers as and when they need it. The BPEP envisages regular visits of the schools by the Resource Persons for giving professional assistance to the teachers of the cluster schools. However, study reports indicate that Resource Persons do not pay regular visits to the schools (CERES, 1995; CERID, 1997).

The challenge face resource centers as personal and time constraints. That time is tight to have a chance on how to get learning and teaching concerns to different centers. Teachers lamented that their time constraints prevented them even knowing what is needed to be done on TRCs. In that absence of such an intensive and targeted learning opportunity, there is a difficulty of leaving teachers to use TRCs effectively and efficiently figure as well as how to integrate with technology to their own time. This implies that TRCs played as a useful contribution in teachers' professional development but encountered with shortage of resources to run teachers' professional development program effectively and efficiently. The most common obstacle mentioned by teachers and administrators facing TRC was a lack of funding which touches every level of education and makes it particularly difficult to provide technology infrastructure and tools, sufficient support staff, and professional development opportunities. When TRC faced with shrinking budgets, improving technology and providing technology training is not considered a priority, according to several teachers and administrators. Limited funding can also mean limited professional development opportunities (Ceres, 1995).

Educational supervision carries the same general concept and is applied to both academic and administrative tasks. Administrative functions of supervision included providing physical facilities to the teachers, checking the safety and security of the school plant, maintaining proper service conditions and redressing grievances of teachers in time, checking the accounts and records of the school and maintaining proper distribution of work load. The academic tasks included monitoring of instruction, providing guidance to teachers for improving teaching evaluation and assessment of pupil's achievement etc. (Mohanty, 2008).

Explained that “in view of the different functions which a supervisor has to perform, the necessity of supervision hardly needs any emphasis in the present scenario”. Few significant functions of supervision include providing expert technical assistance, helping teachers prepare for teaching, keeping them up to date, and providing professional democratic leadership (Bhatnagar & Aggarwal, 2006).

The resource centers were created and resources persons were appointed in all the districts. This innovation has in a way changed is changing the whole supervision landscape in Nepal. Teachers and community members accepted the resource center as an important center to obtain technical support to the schools. In the same way, teachers were trained in the resource center. The Interschool competition, extra-curricular activities and the selection of the best school among the cluster schools have improved the teaching learning situation. In this way resource center served as a bridge between the school and DEO which helped monitoring and supervision of the schools (Shrestha, 2004).

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of

educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a program which meets the educational objectives as laid down by the training body (Abdulla, 2008).

2.2 Theoretical Framework

The Expectancy Theory by Vroom's (1964) is relevant to developing countries because of its links between effort and rewards. Improved pay for trained teachers, motivate other to increase effort in attending TRCs for professional development. Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. This implies that, most teachers engage in learning development because they have expectation to meet. If the expectations are not met they are likely to drop learning or engage in other subsequent activities. Based on this argument any education program needs to be planned in such a way that they meet the learners' expectations.

This theory has been applied by this study as motivation is one of the factors for employees' implementation of set goals. Since motivation is not only in

form of money, we believe that Resource Persons can also motivate people to fulfil their duties effectively and efficiently. Thus, this theory is related to this study and used to achieve the goals of this research. This theory concerned to this research because Resource Person is motivator. He must motivate to the teacher to the teaching learning activities. So that this theory is related to this research also.

2.3 Educational Implications of the Review of Literature

Review of literature is one of the major part of research. As it helps in identification of the problems which leads the researcher to choose the topic to research. It helps in every steps of research directly and indirectly. In this research journals and reports helps me in different stages of my study. Resource Person and their roles, responsibilities, effectiveness, challenges and problems are recognized from this reports. It helps me to select the topic and resolved the problem of repeat topics of the study. As well as to collection of data, analysis and interpretation of the data.

CHAPTER THREE

METHODS AND PROCEDURES OF STUDY

The process used to collect information and data for the purpose of making business (study) decisions. The methodology may include publication research, interviews, surveys and other research techniques, and could include both present and historical information. The research methodology enable the researcher to organize his efforts into one cohesive conceptual product idea generation task for us.

3.1 Research Design

Research design is a plan on how a research problem will be tackled. The appropriate research design is applied in this research problem. Research design is the plan or arrangement of methods and procedures for obtaining the information needed to solve the problem. It is the conceptual structure within which research is conducted. Research design provides the glue that holds the research project together.

Descriptive and exploratory study design along with qualitative nature of data has been used in the study. Exploratory research is conducted without a formal research design and is flexible and open to all possible ideas to solve the problem. It investigates all alternatives until a better idea is formed. Descriptive research design provides information that helps the decision maker to take a decision. Qualitative research involves an in-depth understanding of human behavior and the reasons that govern human behavior. Qualitative data have been described in narrative style. The data have interpret qualitatively and present in different tabular and graphical form.

3.2 Population and Sampling of the Study

The schools were chosen by the field researcher on a random basis considering the years of experiences the schools have and convenience for field work. To fulfil objectives of the study has been conducted in Tilepata Resource Center of Dailekh District. In this study random sampling and purposes methods have been selected under following criteria.

There are 45 schools in Tilepate resource center. Among them I selected geographically nearer three and farther three schools apart from resource center. Altogether six schools were selected from by the purposive and sampling methods. I wanted to find the visiting times of Resource Person and effect to the schools performance in education.

The nearer secondary school and basic schools were Kalika secondary school, Nepal ratriya basic school and Narayan basic school Berupata. Then the farther Secondary Schools and Basic Schools were Dip Secondary School, Jhaure Pipal Basic School and Pashupati Basic Schools.

To get informations questionnaires were used which are shown in appendix. The questionnaires to the relative head teacher, teacher, chair man of school management committee and parents teachers association were asked which are shown in appendix 1 to 4. Likewise the questionnaires were asked to Resource Person and DEO which are shown in appendix 5 and 6 respectively.

The required sample has collected from the following process:

While researching, Dailekh district is selected as sampling. The main theme to select the Dailekh district is because of lack of necessity resource and also the working place of researcher. While selecting, the 12 research centers of districts

among them one resource center is selected by using purpose oriented method. Among twelve Resource Persons six Resource Person and one school inspector of district education office Dailekh are selected as a sampling by using above method. There are forty five schools under the Tilepata resource center. Among them I selected six schools and their head teachers, teachers, chairman of school management committee and parent's teacher's associations by using purposive methods. The selected sampling schools are: Two secondary schools and four basic schools. Named by Kalika Secondary School Tilepata, Dip Secondary School Tolichakha, Nepal Rastriya Basic School, Kumalkhada, Narayan Basic School Berupata, Pashupati Basic School Gorkhi, Nainaldev Basic School Damakh. The Kalika Secondary School is nearer and Dip Secondary school is farther from resource center. Likewise the Rastriya Basic School and Narayan Basic School are nearer from resource center. And the Nainaldev Basic School and Pashupati Basic School are farther from resource center.

3.3 Sources of Data

Both qualitative and quantitative techniques along with primary and secondary sources have been used in the study. Data as anything given as a fact and on

which a research inference is based. Data is information collected from observation of measurement from which an attempt is made to develop generalization or conclusion. It is anything actual or assumed used as a basis for reckoning. In this study all possible data are used.

3.3.1 Primary Data

Primary data is gathered by direct observation of researchers which is original and first hand data. Primary data can be collected through interview,

observation or experiments. Primary data as a data collected by the researcher himself/herself or by assistants from the field for the purpose of answering a research questions or objectives. The data for this study was collected from the field through questionnaires, observations and interview. The respondents were DEOs, Research persons, head teachers, concerned teacher, local stakeholders, member of SMC and PTA.

3.3.2 Secondary Data

Secondary data is already gathered by others, in which research is not eyewitness. It is collected by someone else for some other purposes. Secondary data have been collected from published and unpublished, reports, articles, journals, books, scientific papers. Different governmental and non-governmental organizations, concerned groups, libraries and related websites were visited for additional information. Secondary data have been collected from different related secondary sources through document related secondary sources through document study.

3.4 Research Methods and Tools

The following tools and techniques have been used to collect data for this study:

- i. Document study and observation: To fulfil the objectives of the study I will study the document of the selected schools. The records of students and their result, and progress report of schools as well as physical infrastructure of the school and the records of Resource Person visits will be observed and studied.
- ii. Questionnaire and Interview: To get essential information I will use Questionnaire and direct interview with selected personalities. The questionnaire were open types. The questionnaire are shown in index (1-6).

- iii. Focus group discussion: I have used next tool and method to collect information that's focus group discussion. The peoples were engaged in discussion relatively close with this study.

3.5 Data Collection Procedures

The choice of research methods depends on the purpose of the study and objective to be answered. In this study, the following data collection procedures are used:

3.5.1 Questionnaires

A questionnaire is a data collection instrument consisting of a group of questions designated to get information from respondents. The questionnaire help the researcher to collect data hand and gets a lot of information on problem under investigation. The questionnaires were distributed to teachers, head teachers, chairman of SMC and PTA of selected schools and Resource Person as well as DEO of Dailekh District.

3.5.2 Document Study and Observation

In way of data collection I reached to the selected schools and study their progress report, result of students of last three years their journal and documents, the attendance registers of Resource Person, Teachers as well as students. I observed the progress of physical infrastructure of the schools. The selected Schools were Dip Secondary School Tolichakha, Kalika Secondary School Tilepata, Nepal Rastriya Basic School Khumal Khada, Narayan Basic School Berupata, Nainal Dev Basic School Damakh and Pashupati Basic School Gorkhi.

3.5.3 Focus Group Discussion

A focus group discussion is a type of quantitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea or packaging. The Focus Group is related to group of person who are related to research objectives. I attended the related meetings, seminars, workshops and trainings to discuss, collect and get essential informations who are directly and indirectly concern in the schools in the study area of mine. The discussion was focused on my goals or objectives and corresponding information was gathered.

3.6 Data Analysis Procedures

In the data analysis, the results for each question in the survey were discussed along with appropriate statistical analysis and an illustration in the form of a table or chart. The data collected during the field work were analyzed using the charts, tables, and bar-diagram. The results given by these methods were interpreted manually. This includes understanding the meaning the meaning of text, the phrases used, the key terms, the authenticity and the authorship. Analysis look at the objectivity, inter subjectivity, validity, replicability and more of specific document. The MS Excel acted as a part of data analyzer.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The process by which sense and meaning are made of the data gathered in qualitative research and by which the emergent knowledge is applied to clients' problems. Data often takes the form of records of group discussion and interviews. The raw data is to organize and interpret data through tabulating, graphing, and statistical analysis which help to find objectives of researcher.

4.1 Supervisory Roles of Resource Persons

School supervision is one of the main functions of the Resource Persons in the Resource Person's that are carried out in improving the quality of education in the schools. The interview with Resource Person, DEO and stakeholders recognize the following roles of the Resource Persons. The points stated above are the roles and responsibility of the Resource Person/RC defined by different policy documents. As these roles are concerned Resource Person/RC has a key role to execute for the betterment of the quality of primary education. However, the data collected from the field show that Resource Persons in Resource Person's is engaged only in administrative works.

The questions were asked with them is mentioned in Annexes and generalized as follows.

4.1.1 Administrative Role

This study is based on the "Role, Effectiveness, and Major Challenges of Resource Person in Supervision". From the discussion with Resource Person, chairperson of SMC, chairperson of PTA, school's head teacher, teacher,

supervisor of district education office and other stake holders. I found that One of the major role of Resource Person is administrative role.

Analyzing the attendance of students and school staffs. Documentation of educational facilities i.e. computer lab, science lab etc.

Inspection of infrastructure construction of educational block, administrative block, play ground, toilets, drinking water etc.

Observe financial transparency aid provided by NGOs, INGOs, GON, Individual

Institutional etc. Scholarships and education supportive equipment's distribution process. like books, copy, bags lab equipment's etc/

Documenting, editing, reporting, and submitting the information papers. Documentation the day of running of schools, community learning center etc.

4.1.2 Social Role

Resource Persons are responsible to accomplish the social and cultural roles of the field site community. Cope with local festivals, their norms, values, traditions to know about students. Observation of Non formal education i.e. adult literacy class, capacity built up program.

To conduct awareness programme about the importance of education and schools. Also aware about roles, responsibilities and duties of community towards schools.

4.1.3 Facilitative or Advisory Role

In many complications, conflicts, barriers, obstacles and problematic situation must be handled by the Resource Person at first. They have to effort for solution of problems and make a consensus between the conflict parties. At that time different personal skills should be shown i.e. Facilitator, advisor, evaluator, trainer and director.

Teachers and head teachers are supported for their skill development for better teaching learning practices.

SMC and head teachers are facilitate to manage the whole school's environment.

Suggestion and direction given to staffs and students to obey the rules and regulations.

All concerned groups, stakeholders are advised to create sound environment for smooth run of educational activities.

Technical support to construct, use and manage instructional methods and materials for quality education.

Monitoring and Evaluation of overall educational scenario of the school.

The work of Resource Person is field extensive work. To know the major role and most time consuming role among above mentioned role, Resource Persons of three (3) resource center were selected to collect information about field visit done by them in a month in an average. Which is shown in Venn-diagram. (fig: 2)

Total number of field visit per month = 13

Number of visit to perform only one role = 3 (administrative only)

+ 0 (Social only) + 2 (Advisory/Facilitator only) = 5

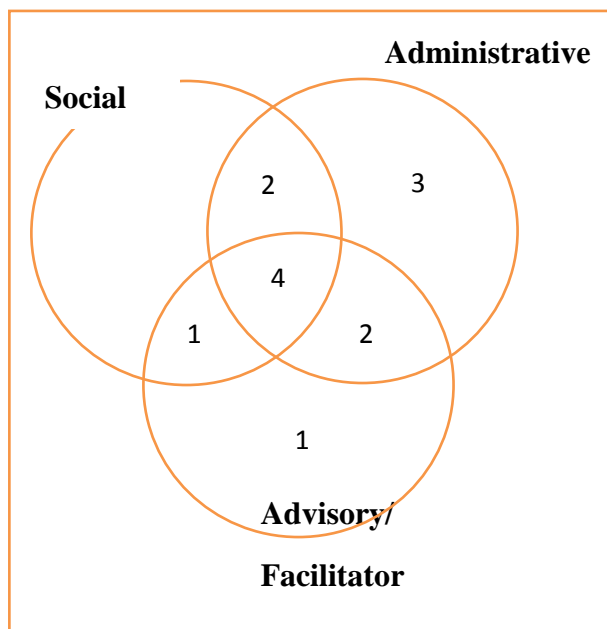


Figure 2: Venn-diagram of role of Resource Person

Percentage of field visit to perform only one role = $4/13 * 100 = 30.8\%$

Percentage of field visit to perform role in combination $9/13 * 100 = 69.2\%$

From above Venn-diagram we can say that major role of Resource Person is Administrative role and it consumes more time. From percentage analysis almost 70% of work has been done by Resource Person in field at same time. It is good to done work in the same visit and analyze in different ways. It is most appreciable, easy, economic and fastest rule of work. But above diagram shows that most of the time is consumed in unnecessary titles. Facilitative or advisory role of Resource Person must be focused rather than more administrative type of work.

4.2 Effectiveness of Resource Persons

Resource centers in Nepal at present have so many works to do and so many activities to perform. One of the issues raised by other stakeholders of education regarding resource center activities is how effective their performance is to enhance the quality of education at schools. Resource Persons are good for teachers to brush their brains and are places where teachers of different subjects meet and exchange their knowledge and skills and therefore improve their effectiveness. Even DEO and Resource Person's staff said that most teachers perceived those centre positively, specifically those who had already attended seminars and courses at those centres.

To know the effectiveness of Resource Person work some of the parameters are analyzed and interpreted below.

4.2.1 Field Visit

Presence and absence of Resource Person greatly affects in the performance of teachers and students. Number of field visit of Resource Person in last 3 years in sampled schools are given in figure 3. From bar diagram we can say that Resource Person frequently visited to the nearer sites than farther sites. Time bound limits them to go the farther sites.

Bar-diagram shows secondary schools have visited more than the Basic schools. Kalika S.S, Nepal Rastriya and Narayan had visited at least once in these three years as it is nearer to the Resource Center. While other schools farther are Dip, Pashupati and Nainaldev had visited in less number and may not come its turn in a year also. Field visit depends upon the necessity also of the schools and other factors. This data is considered in normal conditions not represent the field visit of resource center in emergency situations.

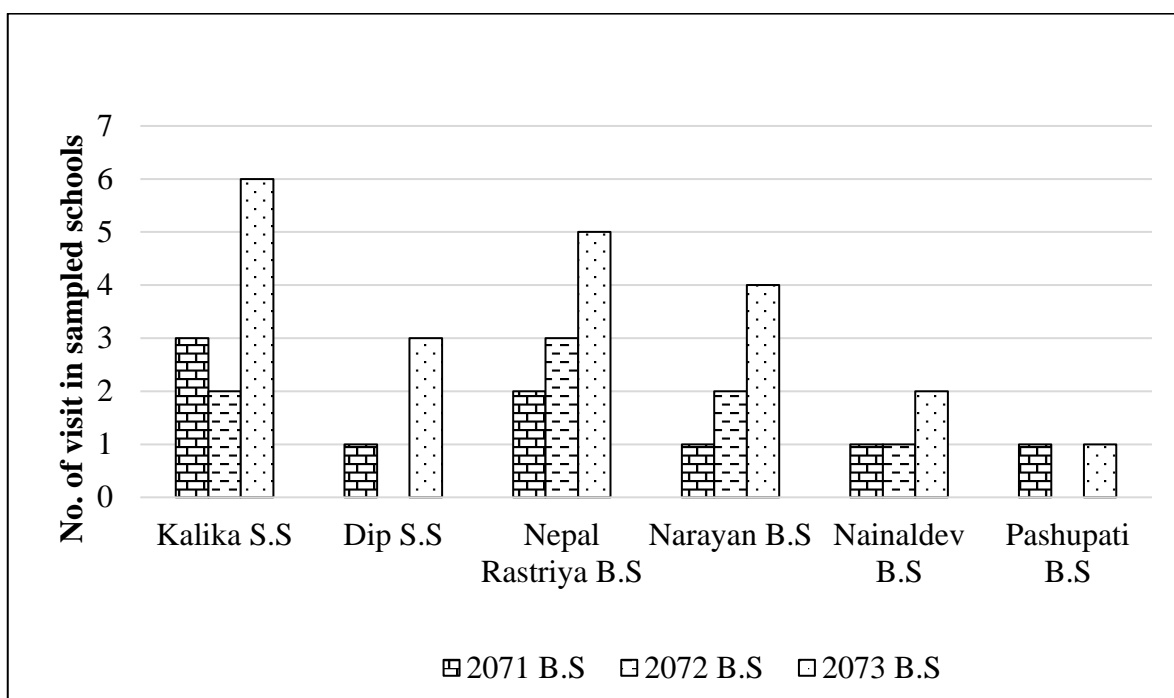


Figure 3: Field visit of Resource Person in last three years

According to the above fig. no.3 the Kalika Secondary School nearer from resource center is visited by three times , two times and six times in years 2071,2072 and 2073 respectively. Like wise the Nepal Rastriya Basic School Kumalkhada is visited two times ,three times and five times and five times by Resource Person in year 2071 ,2072 and 2073 respectively. But the farther apart from resource center's school Dip Secondary Nainal Dev and Pashupati Basic Schools visited only one time in the year 2071 .And then three times , two times and one time in the year 2073 Dip Secondary School ,Nainal Dev and Pashupati Basic are visited.It shows that the nearer school can visit more time than farther from resource center.

4.2.2 RP to Enforce the Physical Resources of Schools

Not only the human resource, were the centers not found well-equipped with the physical resources. Neither the books nor any other supplementary teaching and learning materials were there in the schools. Whatever the things as learning materials were there, they were not in the good and usable condition both in

terms of appropriateness and relevancy.

In 2071/2072 B.S in Kalika S.S the construction of new building of four room was initiated and completed. The toilet was also constructed in 2073 B.S. Likewise, in Dip S.S repair of classrooms and toilet construction was done in last three years. Nainaldev B.S had constructed two rooms. At least one infrastructure or physical resources are added in these schools in these years. So, Resource Person has identified the necessities prioritized and recommend to DEO for the further process. It enforce the physical resources of the school.

4.2.3 Use of ICT (Information and Communication Technology)

To establish and conduct ICT program Resource Person has direct involvement. In June 2012, the Ministry of Education has endorsed a guideline for the implementation of ICT in school education in Nepal. The IT Policy (2010), SSRP (2009-2015) and Three Year Plan 2011-1013 of the GON have provided some policy and strategy for the development and integration of ICT in education (ICT Master Plan 2013-2017). So, it is emerging issue for Nepal. From the data also we can be clear use of ICT is in increasing order.

The bar-diagram shown in Figure 4 clearly shows the use of ICT in latest years in these schools also. The use of ICT in Nepal is very low at mid hill areas relative to that of lower terai belts of Nepal. In 2071, only 16% of the total teaching & learning practices were done by the schools. Which it was increased in later years. But not that much significantly 2073 has same which was in the previous year.

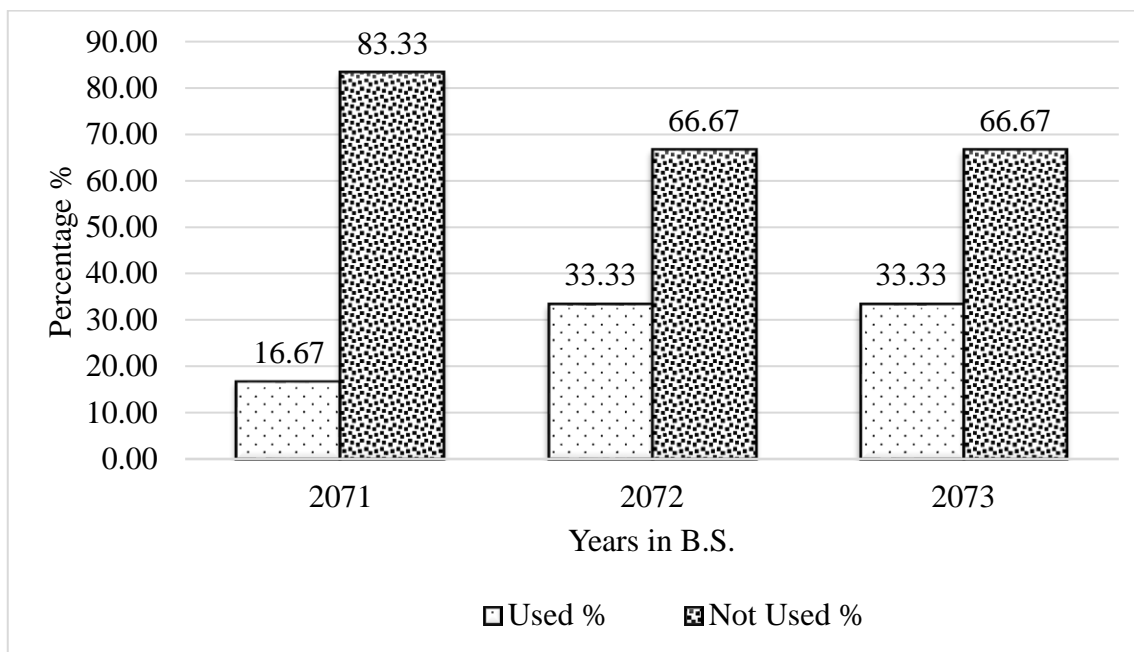


Figure 4: Use of ICT in schools in last three years.

4.2.4 RP attendance in Meetings/Trainings

RP must have attend the different meetings and conduct trainings which enforce the education quality of the schools. Most of the staff meetings are attended by the Resource Persons to observe and suggest them. Likewise, trainings and staff meetings are essential to attend in SMC meetings and training to perform the advisory and facilitative role.

Staff meeting is a part of quality education monitoring and evaluation process. To make inspection and supervision of conditions in the schools attending the staff meeting makes easier. Maximum time of Resource Person is consumed in staff meetings. After that training must conduct by Resource Person and it also take twenty percentage of total time. The data of average percentage of attendance of per year is shown in pie-chart. (Figure 5)

The above figure shows that the maximum time of Resource Person spend in staff meeting. i.e. 67 percent, 20 percent time spend in training and 13 percentage time spend for SMC meeting.

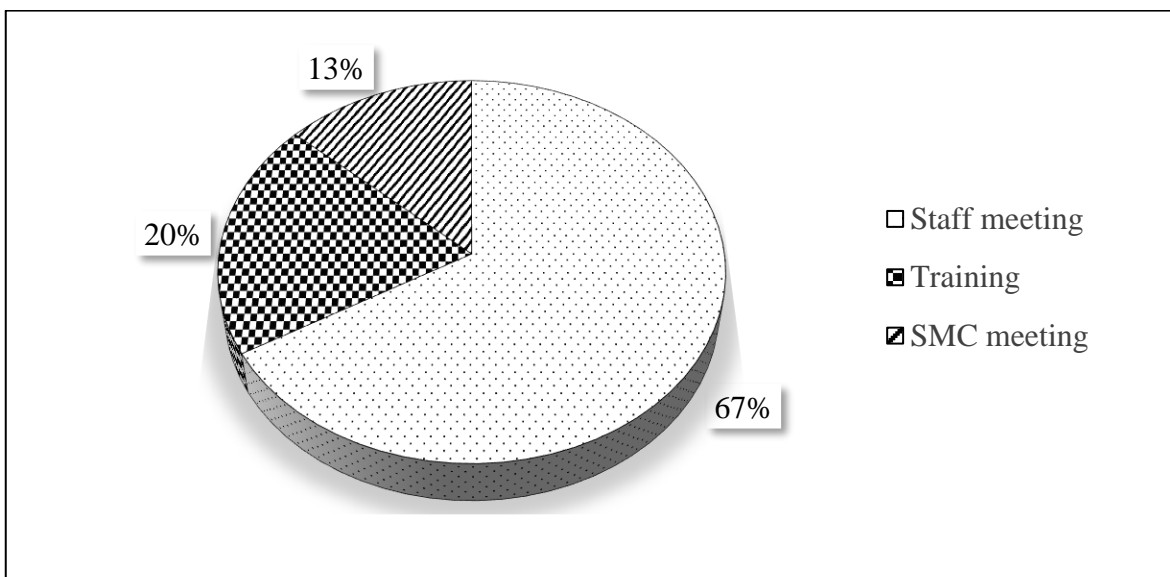


Figure 5: Average percentage of attendance per year

4.2.5 RP in different Particulars

RP are responsible in record keeping and present in different activities and events of the school. In different particulars the presence of Resource Person found is shown

in table 2. The satisfactory presence is in plan preparation and record keeping of teachers and staffs. They fairly present in students and class observation activities and they have no time to presence in text & scholarship distribution. It means Resource Person mainly focused to the teachers.

Particulars	Satisfactory	Fair	Poor
Text, prize and Scholarship distribution			√
Record of Teacher/Staffs	√		
Record of Students		√	
Supervision plan preparation/ Implementation	√		
Class observation		√	

Table 1: Table of effectiveness of Resource Person in particulars.

4.2.6 Performance of Schools

From the performance of the schools in DLE & SLC/SEE examination and extra curriculum activities the effectiveness of Resource Person can be analyzed. The figure 6 shows the average pass percentage of students in SLC/SEE in last three years.

Here, the performance of two secondary school one is nearer to resource center and another farther apart is comparatively shown in this diagram. As number of visit is higher (from Figure 3) in the 2073 B.S, the percentage of students passed has also increased in this year in Kalika Secondary School. Nearer to the resource center has the comparatively good result than that of far one.

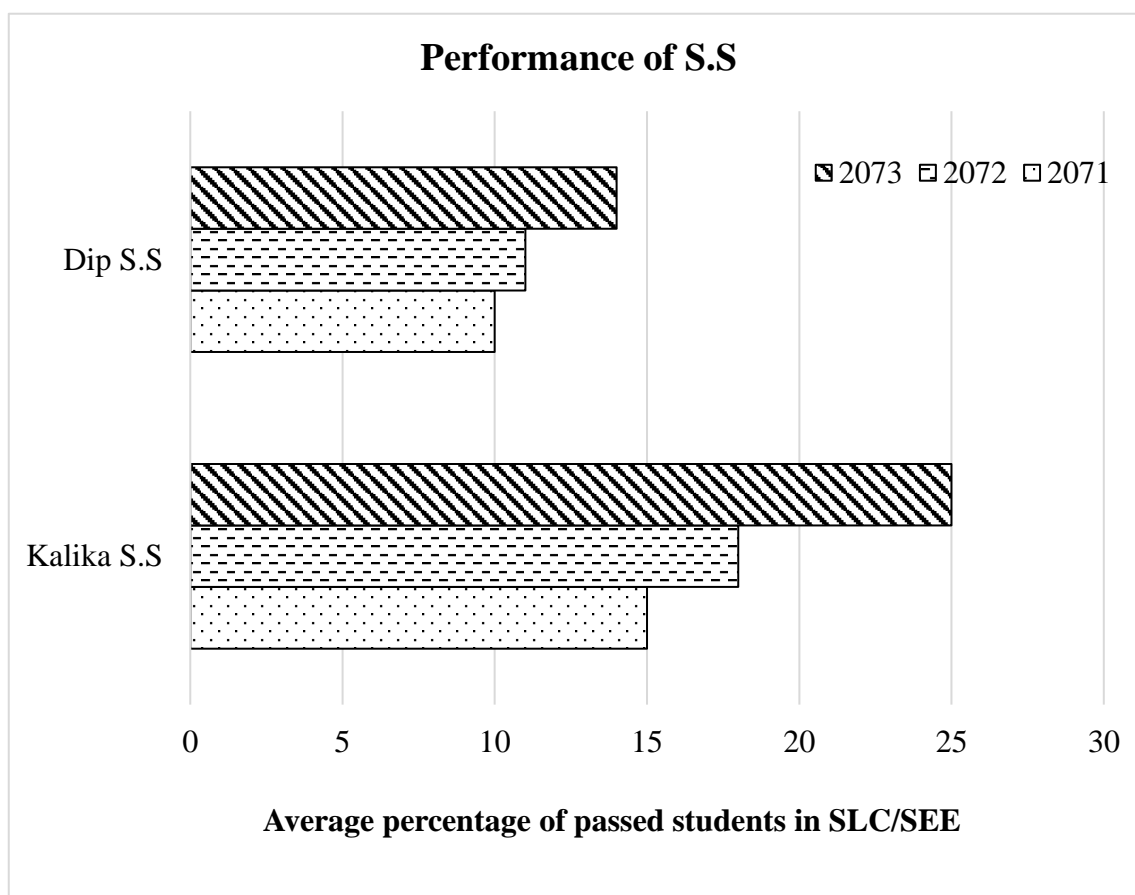


Figure 6: Performance of secondary school in SLC/SEE

Likewise, four basic school two nearer to resource center and two farther from resource center are also comparatively studied. In this study performance of school in DLE is taken as indicator. Out of which one has up to five class only so it is not shown in figure 7.

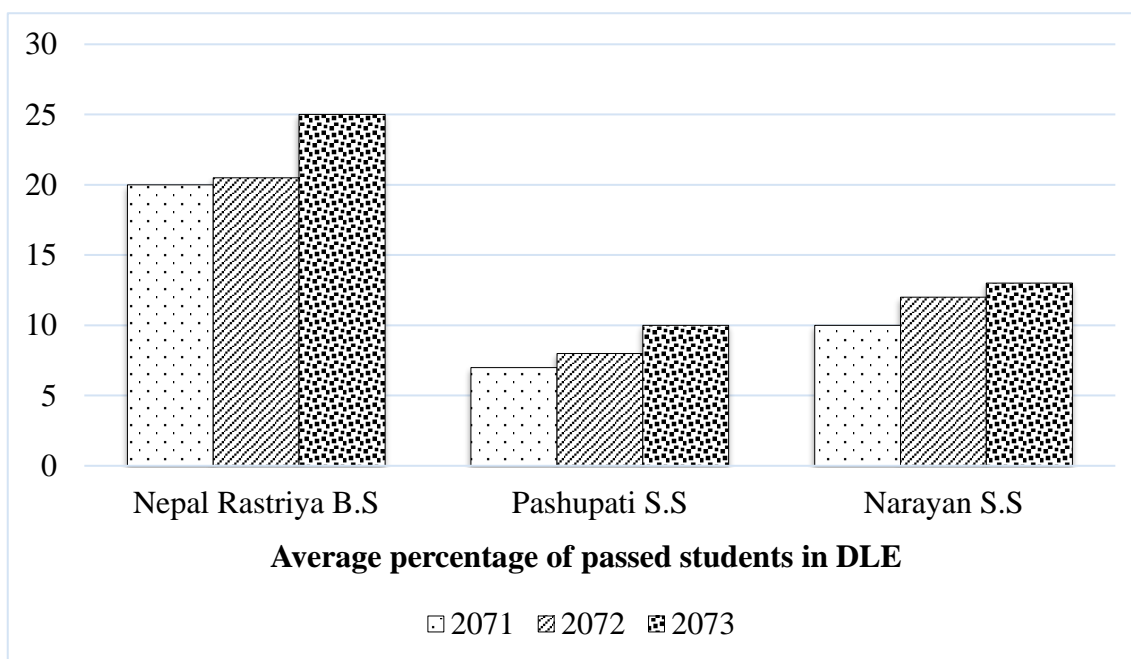


Figure 7: Performance of basic schools in DLE.

From above figure also performance of school nearer to the resource center is good. Within this RC, in accordance to the performance of their in education and extra curriculum activities schools are ranked. To rank the schools ordinal scale is used. The summative form of rank table is shown in table 3. In this resource center there are four S.S and ranked from one to four. Similarly, forty-two B.S and ranked from one to last as forty-two.

School	Rank within Research centre	
	Education	Extra Curriculum Activities
Kalika S.S	3	2
Dip S.S	4	4
Nepal Rastriya B.S	3	4
Narayan B.S	11	6
Nainaldev B.S	20	5
Pashupati B.S	23	40

Table 2: Rank of Schools within Resource Center

The rank of schools are comparatively very less dependent to nearer or farther to resource center in case of extra curriculum activities.

4.3 Major challenges faced by Resource Person

There are many challenges at the time of doing the job. The major challenges faced by the Resource Person's are as summarized.

4.3.1 Accessibility

Information about the accessibility to the target destination is essential to know the supervisory role. Nepal has geographically remote area distance may not be far but geography makes more difficult to access these areas. Dailekh is hilly and underdeveloped district of Nepal. In this resource center also there is remote area and may take time up to six hours to reach the farthest school in normal clear days. Which, may take more times in monsoon season. So, Resource Person cannot meet the target number of visit schools and it urged to supervise and implement the program also.

Accessibility to targeted school.	Time taken
Nearer school	5 minutes
Farthest school	6 Hours

Table 3: Accessibility of school from the Resource Centers.

4.3.2 Maximum Number of School

One resource center has to supervise more than 30 to 55 schools which is beyond the capacity of Resource Person/RC. Normally, till date there is only one Resource Person in one resource center. Tilepata resource center has also only one Resource Person and 46 schools falls under it. It is one of the major challenge to Resource Person.

4.3.3 Administrative Burden

RP has to do more administrative work than field school visit. In exact they are mainly responsible for supervisory work, technically facilitative work and advisory work. Practically they have compulsion to do administrative work. From figure 2 also we can say it is very burden to Resource Person's as for administrative work only they have to go three times at a month.

4.3.4 Political Pressure

In our country each and every sector is servant of political parties. They have many employee who have their own political ideology and influence in their working area. Education sector is also not far from this so different people wants to influence it and they want to make their policies and law also to make them easy to work. In work of Resource Person they would like to influence and interfere in the work. So that supervision work cannot conduct freely. This is one of the major challenge of our center and whole country also.

4.3.5 Uneducated People

To flow the information and adopt the new policies and laws recently formed by the government is very hard. Because people are uneducated which takes too much time to convince them. So, it makes difficult to implementation of new programs. Lack of knowledge and time bound hinders to make the effective work even Resource Person want to launch the program to improve the education systems.

Likewise challenges are not new things for any sector so, education sector also has many other challenges that may not mentioned here but exists, these mentioned challenges are depend on the Resource Person of my study district.

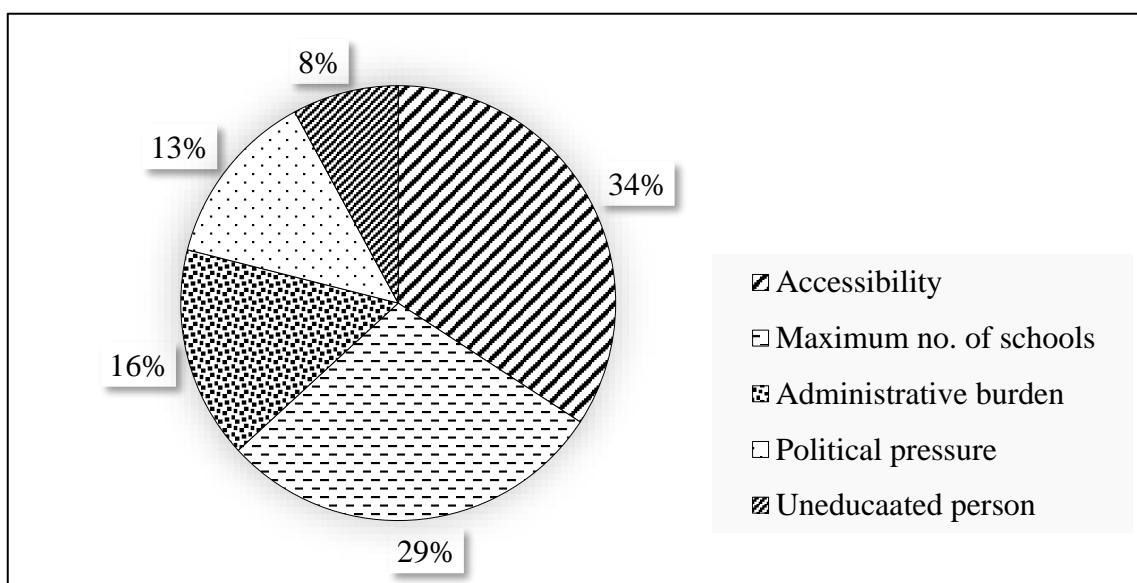


Figure 8: Major challenges faced by Resource Person

From above pie-chart we can say that the accessibility and maximum number of schools are the most challenges to the Resource Person. They consumes more time and make difficult to meet the target.

4.4 Measures to Minimize the Challenges

I have already discussed the major challenges related to the Research Centres and Resource Person while conducting their jobs in related field. One of the major challenge of our country is the unavailability of the services and facilities. Followings are the measures to minimize the challenges faced by the Resource Person.

4.4.1 Facilities

To run the work smoothly transportation is one of the most fundamental facility, which makes the work most easily accurate within time bound. Geographically remote area have to reach on our foot, it may kills the most of valuable time in reaching rather than real work. Many places have small and narrow roads in the rural area of Nepal. So, motorcycles and other alternative vehicles are needed where facility of bus is not provided. It saves the time and make the work most effective.

Likewise, Information and communication facility is also important in information, idea exchange between Resource Person and stakeholders of educational field. The fundamental facility taken by them obviously maximize the effectiveness of Resource Person.

4.4.2 Reasonable Number of Schools

One Resource Person must have supervised and inspect 30 to more than 55 number of schools which is not reasonable, 55 is too much for the geographically remote area. In terai with facility of transportation can supervised in this number of school but not possible in higher altitudinal zones without facility of transportation. Administrative burden has already limited the

work efficiency in addition the maximum schools unreasonably plus the work burden to them.

As schools increases the quality of supervision obvious goes down unexpectedly because with in time bound they will unable to reach the school at once in a year also. Without supervision many problems are generated. So, reasonable number of school is requires for the good supervised of the school.

4.4.3 Clear Division of Work

Many works are doubtful which coincides with the work of teachers and some with other stakeholders. In some cases they must be trainer and in some places must be trainee. They have to conduct administrative as well as social as well as facilitative or advisory role also. There are so many confusion with this kind of work.

The administrative burden has the highest rank that consumes the most time. Resource Person must be clearly instructed to do the advisory and facilitative role rather than other social and administrative role. But the time consumption of this work is relatively lower than that of others. So, administrative burden should be minimized and must give priority to other works.

4.4.4 Freedom to Work

In Nepal, political instability is continuing since last more than ten years so many broker and middlemen are playing the politics in negative ways. In absence of concrete law members of political party and family members of the elite person always like to influence. So there is no freedom to work. It should be avoided or political pressure must not be applied in any stage of work.

4.4.5 Capacity Building of Resource Person

To conduct the work in correct way and manner Resource Person must be qualified in all aspects. The different type of trainings should be provide to motivate and make the strong personality person which help them to run any kinds of work or can play pivotal role in improved quality education.

The ability of Resource Person largely affect the work quality his/her performance in any sector of work. Leadership building, knowledge building type of trainings must be provided that they can accomplish their work and perform role in corrective manner.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter includes conclusion and recommendations of the roles, effectiveness and major challenges of Resource Persons in supervision.

5.1 Conclusions

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case. It is a matter of fact that all consultants are expected to become qualified educational supervisors with minimal training or interest. Furthermore, even those who are qualified in education find themselves taking on this role with little or no time allocation in their job plans and as an add-on to their clinical commitments. Few would disagree that very little investment has been made in this area. One of the major challenges facing postgraduate education is meeting educational demands through formal training in educational supervision. This admittedly would require time and resources. Until then it may be advisable to limit educational supervision to those qualified to do so and with adequate time allocation.

Supervision is most important weapon to improve the education system. We can't imagine to improve education without supervision. To improve the quality of education in public school, it is standing as a challenging way. I study and found that among six schools located at Tilepata Resource Center of Dailekh district. the performance is better of nearer school than farther school from

Resource center. The kalika secondary school's result of S.L.C. in 2072 is 25 percent and the Dip secondary school's result is 14 percent in same year. Resource Person is a responsible person to improve the education.

The roles of Resource Person, effectiveness of Resource Person in supervision and the challenges which faced by Resource Person. I found in my study that Resource Person has mainly three roles i.e. administrative, social and advisory or facilitators to perform. Among these administrative and facilitator roles are more done by Resource Person and he does 70 percent work altogether at the same time when visit school.

This study shows that school visit is directly linked with the performance of school and ranked in top school nearer to resource center than far from resource center.

Resource Person is responsible to enforce the physical resources of the schools and infrastructure of school. He attends the maximum time of staff meeting and facilitate them. His satisfactorily perform show in record keeping and supervisory plan preparation implemantation.

The major challenges of the Resource Person's are found that accessibility, administrative burdens, maximum number of schools, uneducated people and political pressure.

By providing facilities, be free from political pressure, handling reasonable number of schools and given capacity building trainings to Resource Persons are the methods to minimize the challenges of Resource Person. as well as the clear division of work also strengthen Resource Person's to tolerate the challenges.

5.2 Recommendations

Suggestions given below are based on the findings of the study. These recommendations are suggested for the practice level, policy level and research level.

5.2.1 Suggestions for Practice Level

Resource Persons should follow directions and policies of Resource Persons which provided by education department of Nepal. They must prepare their plan before visit schools. Resource Persons are field officer, they mustn't have work burden of administration.

Resource Persons should visit at least according to the law and not biased in accordance to their accessibility.

This time is of ICT so Resource Persons should practice on Information and Communication Technology.

They must participate in textbook, prize, scholarship distribution and regular programs of schools with their feedback.

5.2.2 Suggestions for Policy Makers

While making the policy, the government should specify and clear the roles Of Resource Persons. The roles must not be contradict and overlap with the duties, right and roles of head teacher, District education officer and other concerned staffs of MOE.

RP must have given the right to monitor and evaluate freely without influence of any one. They must have sufficient right to enforce the physical resources.

Head teacher, District Education officer and other concerned staffs of MOE.

5.2.3 Suggestions for the Other Researcher

This research is done for the partial fulfillment of the master's degree of education. The conditions may not apply for other researchers but the conclusions drawn from the study may help for other researchers. Resource Persons are shaded in sight of department of education. So it's necessary to research. Issues and weakness related to Resource Person must be point out and solved.

Further research on Resource Person's rights, responsibility and duties are necessary to empower. Effectiveness of Resource Persons in supervision should explore in sufficient quantity.

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Roles of Resource Person in Supervision

APPENDIX 1

Questionnaires to the head teacher

Name of head teacher:

Name of school and address: Experience:

- 1) How much time the Resource Person comes in your School in a month?

- 2) In which factors the Resource Person focus during supervision?
(Administrative or Technical/ Advisory)

- 3) Did improve attendance of teachers and students by supervision of Resource Person?

- 4) How and what's progress of students' learning?

- 5) What is the role of Resource Person to improve physical infrastructure of school?

- 6) Tell me please, the farther and nearer school of your resource center.

- 7) What are the major challenges of Resource Person?

- 8) Please, suggestions to make effectiveness of role of Resource Person.

9) What are the methods/ideas to minimize the challenges faced by Resource Person?

10) What will be the role of Resource Person to improve the qualities education of community school?

11) Give me please if any suggestions.

12) What times the Resource Person has come to your school in a year?

13) Did improve the educational and physical infrastructure of your school by visiting Resource Person?

14) Will be improved in learning level of students by supervision of Resource Person?

15) What do you know the coordinating role of Resource Person in school and community?

16) What are the major challenges of Resource Person?

17) What will be measures to minimize the challenges of Resource Person?

18) At last, if your suggestions?

Roles of Resource Person in Supervision

APPENDIX 2

Questionnaires to the teacher

Name of the teacher: School's name and address: Experience:

- 1) In which matter the Resource Person has helped you?

- 2) How many times dose the Resource Person come to your school in a year?

- 3) In which year the Resource Person has visited at your school more in last three years?

- 4) In which matter did he spend more time while supervision? Administrative or others?

- 5) In your opinion, what are the challenges of Resource Person?

- 6) What are the roles of Resource Person in supervision?

- 7) What are the measures to minimize the challenges of Resource Person?

Roles of Resource Person in Supervision

APPENDIX 3

Questionare to chairman of School Management Committee

Name of chairman: Address:

School's Name: Experience:

1) What are the affected matter by visiting Resource Person in your school and how?

2) What did you feel constructing of building and learning activities of school while supervising by Resource Person?

3) How much time the Resource Person present in SMC meeting?

4) Does it necessary the help of Resource Person to SMC?

5) How much far is your school from RC? And how much time did he monitoring your school in a year?

6) What types role has Resource Person played to improve relation between school and community?

7) In your view, what are the challenges faced by Resource Person?

8) How do we minimize the challenges of Resource Person?

9) What are the methods to make effectiveness the roles of Resource Person?

10) In which year, the visiting of Resource Person is more in last three years?
Please, if any suggestions?

Roles of Resource Person in Supervision

APPENDIX 4

Questionnaire to the Chairman of PTA. Name of Chairman:

Address: Experience: Name of school:

- 1) What times the Resource Person has come to your school in a year?

- 2) Did improve the educational and physical infrastructure of your school by visiting Resource Person?

- 3) Will be improved in learning level of students by supervision of Resource Person?

- 4) What do you know the coordinating role of Resource Person in school and community?

- 5) What are the major challenges of Resource Person?

- 6) What will be done by Resource Person in your school to improve education?

- 7) What will be measures to minimize the challenges of Resource Person?

- 8) At last, if any suggestions?

Roles of Resource Person in Supervision

APPENDIX 5

Questionnaire to Resource Person Name of Resource Person: Experience:

- 1) How many schools do you supervise in a month?
- 2) What types of subjects do you care while supervision of school?
- 3) Did you get the improvement of school's education by supervision you?
- 4) What types program have you launched in school?
- 5) Did you feel the necessary of Resource Person to improve the school's education and why?
- 6) What are the challenges have you faced while supervision of school?
- 7) What are the methods /ideas to minimize the challenges which faced by Resource Person?
- 8) While supervising, in which do you spend more time administrative or technical?
- 9) In which school do you visit nearer or farther of resource center in last three years?
- 10) What are the measures to make effectiveness the roles of Resource Person?

Roles of Resource Person in Supervision

APPENDIX 6

Questionnaire to District Education Officer

Name of Answerer: Address:

Post and Position: Experience:

- 1) Is it necessary of Resource Person to supervision in school? Why?
- 2) What type's roles will be played by Resource Person in his field?
- 3) What are the main roles and functions of Resource Person?
- 4) What are the main challenges of Resource Person?
- 5) If any measures to minimize the challenges please hints me?
- 6) Did you feel the improvement in education of Dailekh District supervising by Resource Person?
- 7) In what type's functions, the Resource Person are engaged more? Administrative or supporting?
- 8) At last, what will be done to make more effectiveness the roles of Resource Person?