

CHAPTER: ONE

INTRODUCTION

1.1 Background

In the final draft of Education for All, National Plan of Action it has been mentioned that ensuring quality education is one of the key strategies to assure parents and win the trust of people in education. Quality education requires institutional as well as human capacity to manage and deliver education services effectively. An integrated teacher training should also be developed and implemented in order to promote quality education and competencies. EFA had launched following activities related to quality education:

- i) Expansion of continuous Assessment system (CAS).
- ii) Identification of items to measure the learning outcomes specified in the primary curriculum for all subjects and grades.
- iii) Special package preparation to train district level educational personnel, mainly the head teachers and teachers.
- iv) Introduction of theoretical and practical courses on primary school children's academic performance assessment in the in-service training curriculum. (MoES, 2002 A. D.).

Quality education means to make all round development of children through education. It includes improvement in their educational, physical, mental, social as well spiritual development of them (Pande, 2009 A. D.).

While talking about resource center, it is related to educational supervision. No exact date of the beginning of educational supervision has been traced back yet. It is assumed that when the number of schools increased, supervision was considered inevitable. Then it was started in New

York, a bill about educational supervision was passed by the Senate in 1812. The educational supervision was legally started there. In the beginning, state superintendent and city school superintendent were employed and delegated authority. Now a days there are various modalities of supervision in the world. Among them consultant is one as the resource center (Koirala et. al., 2064).

When there was not any secondary school in the cluster, a lower secondary school was regarded as the resource center. The other schools were called satellite schools. Six to fourteen schools were included in a cluster. The project was able to improve quality of education. BPEP was started in six districts (Jhapa, Dhankuta, Tanhu, Kaski, Dang and Surkhet) in 2041 (1984 A D.). It was started with the aim of quality of education in low cost. Main programs of it were to extend physical facilities in schools and establish resource centers. PEDP was started in 2049 B. S. (1992 In Nepal school supervision was started in Rana period in 1998 B. S. The first chief inspector of schools' office was Surya Prasad Upadhaya. The concept of resource center entered in Nepal along with Seti Project in 1981 A.D. The project was started in Seti zone with the assistance of UNESCO and UNDP. It was run on the concept of clustering of schools. Especially a secondary school was regarded A D.). ADB had assisted the project. Objectives of the project were to produce instructors for primary teachers training and resource persons for BPEP, manage personnel for district education office, regional education directorate and Ministry of Education's primary education section and to provide leadership training for teachers. To promote quality education different programmes and project had focused and conducted. Primary Education Project (PEP) PEP was started in 2041. The

project had focused and conducted following activities to promote quality education:

- i) Development of physical facilities in primary schools.
- ii) RC establishment.
- iii) Teacher training
- iv) Development and improvement in curriculum and construction of instructional materials.
- v) Establishment of primary schools supervision unit in CDC.

(Acharya, 2055/56)

BPEP was started in 2054 B.S. The program conducted a five day teacher training called Whole School Approach training in each resource center. The training had aimed to make the teachers efficient in preparing instructional materials and promote collective thinking in them (MoES, 2057).

(Adhikari et. al., 2065/66), EFA was in effect from 2004-2009 A. D. It had also focused quality of education in primary level. The main objectives of the program were to ensure quality education in primary level, to make primary education relevant and to promote institutional efficiency. The programme had launched the following activities to promote quality education:

- i) Development in curriculum, evaluation and instructional materials.
- ii) Development in examination system.
- iii) Teacher education and development.

Now SSRP is about to start. Under the program demand driven and refresher training is to be implemented through resource centers. It is also going to implement its programs through resource centers. Now there are 1053 resource centers throughout the country. The main aim of the concept of resource center is to provide quality education and access to education to

all children. So, the role of resource center is considered to make teacher construct instructional materials in local level and use them appropriately, as information flow center, teacher training center as well as an agency to link the schools with district education office. The plan has tried to ensure the followings:

- a. To ensure minimal efficiency and equity in basic and primary education.
- b. To develop local curriculum on the basis of national curriculum framework.
- c. To address the needs of learner and learning pace and process making them flexible.
- d. To start mother tongue as the medium language of instruction.
- e. To implement the continuous assessment system and clinical support in school (Adhikari et. al., 2065/66).

While talking about quality education, it is one of the urgent needs of today. The government, Ministry of Education, Department of Education, Regional Education Directorate, resource center and schools are concerned with this matter. Among them resource center is one of the main agency to play vital role from governmental sector. Its concept was entered in Nepal with the thought of improving quality education in community based primary schools.

1.2 Statement of the problem

Now it has been accepted that resource centers are playing vital role to promote quality education though they may be facing several problems. In some resource centers a resource person is holding more than one resource center. All schools in resource center or cluster are not in equal distance from the resource center. Because of these reasons, different programmes

launched by the RC may not have been implemented effectively. This causes many problems with education system. It badly affects the trends of students' achievement. Next, all schools in each cluster may not be feeling comfort to work with resource persons. Some resource persons like to be inspector but not supervisor. The research has tried to find out how resource centers are helping to promote quality education tearing these problems in primary schools.

1.3 Rationale of the study

Now a days significance of resource center has been considered of high for promoting quality education. Schools must have felt comfort to work with resource person. Nevertheless every school and teacher may not have felt or experienced comfort. It is thought that resource centers are providing ample help with every problem of schools and teachers. But it is not easy to say how they are helping the schools and teachers. So, this research has tried to analyze the effectiveness of resource centers to promote quality education in community based primary schools. So, this study will help to make plan for the improvement of the implementation of their programmes effectively and promote relationship between schools and resource centers. So, all the teachers, schools and resource centers will be responsible to promote quality education.

1.4 Objectives of the study

The research objectives are as follows:

- i. To identify the role of RC in promoting students' achievement.
- ii. To analyze the role of RC in promoting quality education.

- iii. To assess issues and problems related to quality education with a focus in RC.
- iv. To suggest making the role of RC more effective.

1.5 Research questions

Research questions of this research are as follows:

- i. Does the resource center run short term training for primary level teachers?
- ii. Does the resource person present model classes, too?
- iii. Is he friendly in his behavior with the teachers?
- iv. Do the teachers feel that his/her supervision is helping with their class room problems?
- v. Does he/she encourage the schools to implement continuous assessment system?
- vi. Is the achievement trends of the students increasing?

1.6 Delimitation of the study

It is not possible to conduct the research in all 1053 resource centers through out the country within a short period of time. On the other hand it becomes also costly. So, the research has taken place in Nepaledanda Resource Center in Bhojpur district. The research center occupies three village development committees- Nepaledanda, Kudakkaule and Khartamchha. The assumption of the research is that all resource centers through out the country launch the same educational programmes at the same time and are helping equally to promote quality education in every part of the nation. So, the researcher thinks that its findings can be generalized

through out the country. The researcher has studied and analyzed the programmes launched by the research center, analyzed the trends of grade five students' learning achievements of the last three years and has tried to find out ways of making role of research center more effective to promote quality education.

1.7 Definition of terms

Resource center = a school declared as a leader of surrounding feeder schools

Resource person = a person who holds a resource center

Cluster = close group of surrounding things

Agency = an organization which represents one group of people

in dealing with another (Cambridge, 1997)

Sheer primary = not attached with lower secondary or secondary

Focal group = group of stake holders or target group people

CHAPTER : TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Theoretical framework of the study

The research is based on the Theory of Human Relation and the Theory of Human Motivation. Prof. George Elton Mayo (1880-1949) was the founder of human relations theory. He had worked as a senior professor at the department of research in Harvard University for twenty years. According to him, personnel should be motivated and coordinated finding out their problems and weaknesses. Leadership should be developed according to their qualification and efficiency. All personnel should be participated in the organizational activities. Human being needs kindness, love, affection, respect and care. Marry Parker Follet (1868-1933) is one of the advocates of the theory of human relations. She has focused on democratic and participatory theory. Her fundamental principles are coordination by direct contact, coordination in the early stage, coordination as the reciprocal relation of all factors in a situation and coordination as a continuous process.

Prof. Douglas McGregor (1906-1964) laid the concept of human motivation. According to him, people have two kinds of nature or factors. He named the negative nature 'X' theory and the positive 'Y'. The assumptions of 'X' theory are most people do not to do anything, they do not want to be responsible and to have the desired goals they need punishment, challenge terror. On the contrary of 'X' there is another theory called 'Y'. The assumption of this theory are work is considered as play or rest, workmen feel self directed and satisfied, they become responsible, they

work individually and socially to fulfill the goals of the organization. Their creativity is utilized to solve the problems and they have opportunity to develop their efficiency (Koirala and Shrestha, 2057).

A resource person is an educational leader as well as a good friend of teachers in his resource center. He needs to be a good fellow to share the difficulties of all teachers. He cannot help teachers face their classroom problems unless he makes good relationship with them and motivates them. He also needs to think about equality while working with them.

2.2 Review of the related literature

Koirala et. al (2064), in Nepalese context supervision through school cluster is a new concept. Its aim is to form a cluster of surrounding schools in a certain geographical area. One of the schools, particularly a secondary school, is declared as the resource centre. A secondary level third class teacher is appointed as the resource person. He helps the teachers in his resource center move their teaching- learning activities smoothly. As he lives in the same locality, he can help the teachers rapidly. Supervisors from district education office may not be available so frequently (Koirala et.al, 2064).

NCED, (2064 Aswin), in the fiscal year of 2063/064 all resource centers throughout the country had planned to conduct action research programmers to eliminate all the problems facing by teachers during their classroom activities (NCED, 2064 Ashwin).

Education for All (EFA) National Plan of Action (2002 A.D.), in order to improve the quality of basic and primary education, the policy strategies

taken by the government the school cluster system within resources center to undertake various activities including teacher training, orientation, monitoring and supervision (EFA National Plan of Action, 2002 A.D.).

Sharma and Sharma (2063), resource centers help the schools use local materials selection and acquisition of resources, data classify and putting them in index, storage of them, guidance, evaluation, provide educational services, develop open learning as well as manage the classroom properly (Sharma and Sharma, 2063).

Adhikari and Poudel (2065/66), resource centers organize workshop, seminar and short-term training program to promote efficiency of the teachers of related clusters. The concept at resource center is also fruitful for the proportional development of all schools. They add that the roles of RC are centers for preparation and use of instructional materials, information flow center, educational exhibition center, educational statistical and record center for research and innovation (Adhikari and Poudel, 2065/66).

Department of Education (2059), the factor of decentralized administration is the expected results in education different facilitation programmers should be carried out, as a result teachers will be benefited from qualitative technical services from resource person and other educational officials (Department of Education, 2059).

Sharma and Sharma (2064), one of the goals of basic and Primary education project (1997-2002) was to improve in quality of primary education through short- term refresher, in-service and efficiency based

training as well as teachers support programmers in resource center level (Sharma and Sharma, 2064).

NCED (2065), teaching is a tri-polar process where student, teacher and textbook involve. Teachers need to have knowledge about what to teach? Why to teach? And how to teach? Supervisor or resource person can help them with these works through class observation and giving feedback as well as short term refresher and demand driven training (NCED, 2065).

MoES (2057), Creation of learning environment, preparation of instructional materials and giving feedback to the teachers for their professional development is a continuous process. Appropriate child friendly educational environment depends on the professional efficiency of teachers. Schools can create such environment themselves with the help of resource center (MoES, 2057).

NCED (2066), a teacher needs two kinds of qualifications. They are academic and professional qualification. Various researches have found that on- the- job/school based/ and cluster-based demand driven teacher development model is more effective than off-the job. So, experts insist on the implementation of such kinds of teachers' professional development programs (NCED, 2066).

MoES (2066), SSRP (2066/67-2072/73) is a long term strategic plan. It is also the outcome of fruitful result of BPEP, PEDP EFA, SESP etc. It is also their continuity. Its main aim is to improve quality and relevance of education. So, the plan has addressed quality of education, its efficiency development and effectiveness of educational services. It will help schools

and resource centers for continuous assessment and monitoring. The plan is implementing its programmes through resource centers (MoES, 2066).

To sum up the ideas above, we can say that resource center has vital role to play for quality education in primary level because the center helps them their every problem. In this modern era education has been established as one of the basic needs of human. We need to produce competent human resource for national development goals. To maintain above mentioned objectives investment for education is gradually increasing year by year.

2.3 Educational Implications

In this modern era education has been considered one of the basic needs of citizen. We need to produce competent human resource for our development. For this, investment in education is being increased each year. Different programmes are launched focusing school education. All these programmes are launched through resource centers. Some such programmes are teachers' professional development (TPD) programmes and in some other programmes students directly involve. Teachers belong to also intellectual group in society. They need to become up to date with modern technology of learning. One of the agencies of making them up to date is resource center. They need to be motivated to promote quality education. Resource person can play vital role to motivate them and he is the only person to share ideas and problems. So, the research will help resource persons, head teachers, teachers as well as planners to be familiar with their responsibility. The reviewed literature above reflects the relationship between resource center and schools and analyze the role of RC how they are helping schools to promote quality education in primary level. Then the research will help to promote quality education making analysis of the role of RCs to promote quality education in community based primary schools.

CHAPTER: THREE

METHODOLOGY

3.1 Research design

Research design depends on the nature of the problem. The research is qualitative, quantitative as well as explanatory.

3.2 Data collection procedure

3.2.1 Population

The research has included the resource person, all teachers and primary level students of Nepaledanda RC of Bhojpur district. So, they all are the population of the research. There are twenty-four community schools in Nepaledanda RC. Among them one is higher secondary, three are secondary, two are lower-secondary and other eighteen are sheer primary. All of them have primary level classes except the one higher secondary. It has only seven classes from grade six to twelve.

3.2.2 Sample size

Resource person of Nepaledanda RC, three primary level head teachers from any three sheer primary schools, three primary level incharges from any three lower-secondary secondary level attached schools have been selected and requested to answer the questions of the questionnaires. Head teachers from the rest eighteen schools and five SMC presidents have been included in the focal group discussion.

3.2.3 Sampling methods

Selection of resource the person and eighteen head teachers, who took part in the focal group discussion, is purposeful. The three primary level teachers, three primary level incharges and the five SMC presidents were selected through random sampling.

3.2.4 Criteria of sample selection

There is only one resource person in the two resource center. So, his selection is purposeful. The number of head teachers, primary level incharges and SMC presidents is great in all the twenty-four schools of the resource center. So, six head teachers or incharges were selected through random sampling. They responded the questionnaires. All the other head teachers were included in the focal group discussion. Among the five SMC members, three of them represented from three schools located in the three separate village development committees-Nepaledanda, Kudakkaule and Khartamchha. Other two were from the RC school Shree Santa Sabitra Higher Secondary School Nepaledanda and its neighboring school Shree Santa Secondary School Nepaledanda.

3.3 Instrumentations (Research tools)

Following tools have been used for collecting data during the research:

- i. Interview with the resource person
- ii. Questionnaires to the primary level head teachers and incharges
- iii. Focal group discussion of head teachers and SMC members.

3.4 Sources of data

Generally there are two kinds of sources of data. They primary and secondary data sources. They are as follows:

3.4.1 Primary sources

Primary data has been collected through interview, questionnaire and response from the participants of the focal group discussion.

3.4.2 Secondary sources

Secondary data has been collected from the records of schools and resource centers.

3.5 Data analysis procedure

The collected data has been analyzed presenting in table, graphs and charts. The data presented in table, graphs and charts has been illustrated through description.

CHAPTER: FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Data analysis, interpretation and presentation

This chapter deals with analysis and interpretation of the collected data. The data were collected from the responses of interview with the resource persons, questionnaire to primary level head teachers or in charges, responses from the participants of the focal group discussion and grade five result sheet of the last three years of the selected schools. The collected data has been gathered as homogenous subjects. Then they have been analyzed and interpreted through table, charts and description in paragraphs.

4.2 Analysis and interpretation of learning achievement of grade five students

In this research three sheer primary and three lower secondary or secondary attached schools were selected through random sampling. They are:

- i. Shree Janasewa Primary School Nepaledanda – 6 Bhojpur
- ii. Shree Ichchhawati Primary School Kudakkaule – 3 Bhojpur
- iii. Shree Kalika Primary School Khartamchha– 4 Bhojpur
- iv. Shree Janodaya Lower Secondary School Kudakkaule– 1 Bhojpur
- v. Shree Chandrawati Lower Secondary School Khartamchha– 2 Bhojpur
- vi. Shree Khartamchha Secondary School Khartamchha – 4 Bhojpur

Final result of grade five students of the last three years was collected from the schools. The result has been analyzed finding out average obtained marks in each subject. It is presented and analyzed below.

4.3 Each year's average scores of the last three years

Table No. 1 Average scoring marks of the schools in 2064

Sub	Nepali	Mathe- matics	English	Env. & Health	Serofero	Opti- onal	Phy. Edu.	Creative Arts
F. M.	100	100	100	100	100	100	50	50
A. S.	40	36	40	47	41	40	24	25
Perce- nt	40	36	40	47	41	40	48	50

Source: Result sheets of selected schools

The table above shows the average scoring marks of the selected six schools' grade five students in 2064. Their average scoring and percentage is less than 50 in each subject except Creative Arts. In this subject they have secured just 50% mark. So, we can say that most of them are seemed weak. In English and Mathematics they are poorer than the other subjects.

Table No. 2 Average scoring marks of the schools in 2065

Sub	Nepali	Maths	English	Environmt Science and Health	Serofero	Opt.	Phy. Edu.	Creative Arts
F. M.	100	100	100	100	100	100	50	50
A. S.	41	40	38	42	40	45	24	28
Per- cent	41	40	38	42	40	45	48	56

Source: Result sheets of selected schools

While comparing average marks scored by the grade five students in 2064 and 2065, there is fluctuation among different subjects. They have progressed in Nepali, mathematics, optional subject and in creative arts. The scoring in English, environment science and health and Serofero has diminished. In physical education the number has remained the same.

Table No. 3 Average scoring marks of the six schools in 2066

Sub	Nepali	Maths	English	Env.& Health	Serofero	Opt.	Phy. Edu.	Creative Arts
F. M.	100	100	100	100	100	100	50	50
A. S.	44	41	41	47	46	49	27	29
Per-cent	44	41	41	47	46	49	54	58

Source: Result sheets of selected schools

In 2066, there is progress in each subject. But they could secure more than 50% marks only in two subjects- Physical Education and Creative Arts. Anyway the result of this year is satisfactory as the average scoring has increased.

4.4 Aggregate average percentage in each subject

Table No: 4 Aggregate average percentage in each subject (in 2064, 2065 and 2066)

Nepali	Maths	English	Env. Sc.&Health	Mero Desh/Serofero	Option al subject	Physical Education	Creative Arts
42	37	38	46	43	44	50	54

Source: Result sheets of selected schools

The table above shows the aggregate average percentage of the last three years in each subject. It shows that the students seem poor in mathematics and English. They do not seem strong in other subjects, too. The figures above show that the average achievement of Nepali, mathematics, Serofero, optional subject, physical education and creative arts is increasing each year. There is fluctuation in English, environment science and health. Only in the last two subjects of 50 full marks the percentage is above 50.

4.5 Response from resource person

Resource person of Nepaledanda was asked eight questions to find out the relationship between resource centers and schools. The questions and their responses are analyzed below:

Chart No. 1 Resource person's response

SN.	Questions	Classification of response	Obtained responses
1.	How long have you been a resource person?	a. Less than two years b. Two to five years c. More than five years	a. Less than two years.
2.	How many resource centers have you been holding?	a. One b. Two c. More than two	a. Only one.
3.	Is the learning out	a. Yes	

	come of all primary level students?	b. No	b. No.
4,	If no, what may be its reasons?	a. Topological/Geographical difficult b. Lack of teacher training. c. Others	a. Topological/ geographical difficulty.
5.	As a resource person, what are you doing to promote quality education in primary schools?	a. Guidance and counseling along with supervision b. Demonstration of Model class. c. Teacher training and extracurricular activities	a. Guidance and counselling along with supervision. c. Teacher training and extra-curricular activities.
6.	How often do you supervise schools?	a. Every month b. One time in two months c. In need	b. One time in two months.
7.	How much problems do the teacher lay?	a. In great deal b. Not more c. Not at all	b. Not more.

8.	Could you tell me any plan for coming days, if you have any?	<ul style="list-style-type: none"> a. Shot-term teacher training. b. Demonstration of mod class. c. Make students ready for healthy competition. 	<ul style="list-style-type: none"> a. Shot-term refresher training.
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The chart above shows the response by the resource person of Nepaledanda resource center. He is a newly appointed resource person because he has responded that he hasn't worked more than two years. He has accepted that not all schools have same level of learning outcome. He has answered that the reason of unequal learning achievement is topological diversity and there may be other barriers, too. He says that he supervises his schools once in two months. According to him the teachers do not present their problems with him. He says that he is planning for short-term refresher trainings to promote quality education.

4.6 Response from primary level incharges/head teachers

Three head teachers from three sheer primary schools and three primary level incharges from three secondary or lower-secondary schools were asked some questions. Their response is analyzed as below:

Chart No. 2 Primary level in charger/head teachers' response

	Questions	Classification of Response	Number	Percent- age
1	How long does it take to reach the resource center from your school?	a. Less than one hour.	4	66.66
		b. One to two hours.		
		c. More than two hours.	2	33.34
2	How often does the resource person supervise your school?	a. Every month. b. Once in two months. c. Occasionally.	6	100
3	Does he discuss about class room teaching after his observation?	a. Yes.	2	33.33
		b. No.	2	33.33
		c. If we ask.	2	33.33
4	Is his supervision helping with your class room teaching?	a. Yes.	2	33.34
		b. No.		
		c. A little bit.	4	66.66
5	Does he conduct any other programmes except supervision?	a. Short-term refresher training. b. Extra curricular activities. c. Both (a) and (b).	6	100
6	Is he helping continuous assessment system in any way?	a. Always encourages	4	66.66
		b. Doesn't take notice.		
		c. Only if we ask.	2	33,34
7	How does he behave with you?	a. As a friend.	1	16.67
		b. As an administrator.		
		c. Both according to the situation.	5	83.33

They were asked seven questions. Four of the schools are located within the area of a one hour walk. Other two are a one-two hour walk. So, we can say that they are not so far from the resource center. According to them, the resource persons supervise the schools occasionally and they often do not have discussion about it after supervision. Anyway two third of the teachers have responded that their supervision has helped them in class room teaching. It seems that they are also conducting short-term refresher training for teachers and extra-curricular activities for students. They often encourage the schools for continuous assessment system. They say that the resource persons' behavior towards the teachers in both friendly and administrative.

4.7 Analysis of the programmes launched by the RC

Resource centre works as a bridge between schools and district education office. So, all educational programmes are implemented through resource centers. In the venue of the RC the teacher had organized a focal discussion of eighteen head teachers and five SMC of different schools. The discussion had divided the programmes in different categories and analyzed their strong and weak aspects. The categories are:

- i. Teacher oriented programmes
- ii. Student oriented programmes
- iii. Examination oriented programmes
- iv. Creative and innovative programmes
- v. Curriculum oriented programmes
- vi. Miscellaneous programmes

4.7.1 Chart No. 3 Teacher Oriented Programmes

S.N.	Programmes	Main Achievements	Comments
1	Short-term refresher teacher training (Now TPD programme)	<ul style="list-style-type: none"> i. Teachers become acquainted with new methods and techniques of teaching and current affairs of education. ii. They feel refreshed. iii. They get chance to share their problems and find solution. 	Mostly training is conducted just before summer vacation. It would be better to conduct such programmes in the beginning of academic session.
2	Guidance and counseling	Support to the teachers' class room teaching.	It would be better if they could do so every month.

Most of the participants of the focal group discussion said that short-term refresher training for teachers is helpful and make them familiar with new trends of education and current affairs but they say that it would better if the RC could conduct such programmes in the beginning of each new academic year. Next, supervision, guidance and counseling need to be regular every month.

4.7.2 Chart No. 4 Student oriented programmes

S.N.	Programmes	Main achievement	Comment
1.	Extra-curricular activities	All-round development (physical, mental, emotional, leadership etc.) of the students.	Not conducted regularly.
2.	Scholarship	Helpful to disadvantaged, marginalized and poor students to further their study.	No proper monitoring system and evaluation of its effectiveness.
3	Student admission campaign	Most school age children are enrolled.	No proper programmes to make them keep on their study.

The discussion concluded that the government launches extra curricular, scholarship and student admission campaign programmes through RC. But the RC conducts extra- curricular programme only as model once a year. Poor, disadvantaged and marginalized students are provided scholarship. They think that it is their privileged to get the scholarship but may not be thinking of their responsibility and there is no proper awareness, monitoring and follow up system. Next, all school age children are tried to enroll but drop out rate is still seemed as a main problem.

4.7.3 Chart No. 5 Examination oriented programmes

S.N.	Programmes	Main achievements	Comments
1	Resource center wise examination	<ul style="list-style-type: none"> a. Examinations conducted at the same time in all schools. b. Same questions through out the RC, reliable to analyze the learning achievement among the schools of the RC. c. Minimization of examination cost. 	The students take exams in their home centers. In all schools exams may not be reliable.
2	Monitoring of grade eight and certification of grade five examinations.	Schools feel comfort to work with the help of RC.	It would better to collect the answer copies in the RC for checking.
3	CAS orientation	Familiarization with CAS programme.	No proper use.

According to the chart above, the RC has conducted many examinations oriented programmes such as RC wise examination, monitoring, and certification and CAS orientation. The RC has worked as a patron of all schools in all those programmes. However, there are some weak points, too. One of the cases is home center. It is difficult to change

the center of the small students because of topological difficulty. But it possible to collect answer copies in the RC for checking.

4.7.4 Chart No. 6 Creative and innovative programmes

S.N.	Programmes	Main achievements	Comments
1	SMC members competency promotion work-shop	Became familiar with their right and duty, SSR programme and education act and rules.	Ashadh is not appropriate time to conduct such programme.
2	journal publication preparation	Many general public will be able to know more about the educational affairs of the RC.	It will be better if they continue publishing
3	preparation of local curriculum	Local resources, heritage, life style, handicrafts have been included in the curriculum.	It is an appreciative work. They need to revise the curriculum along with the change of time.

The discussion has concluded that the RC has also conducted some innovative and creative programmes. A work-shop for SMC members has been conducted almost each year. On the workshop, one or two of them from each school represent. But they say that it would be better to conduct such programmes farming month. The RC is getting ready to publish an educational journal reflecting the educational history and affairs of Bhojpur.

The RC has already prepared local curriculum for primary level. It has helped the students acquaint with local resources, heritage, life style, handicrafts etc.

4.7.5 Chart No. 7 Miscellaneous programmes

S. N.	Programmes	Main achievements	Comments
1	school improvement plan	Different activities moved forward according to the plan	It is better to make monitoring system effective
2	Instructional planning	Schools and teachers have prepared different instructional plan such as operational calendar, annual work plan, unit plan etc.	No proper regular monitoring system
3	Literacy campaign facilitators' training and monitoring	Promoted adult literacy. They became aware about education	It needs to make the campaign more effective.

The RC has conducted several programmes related to primary education and adult literacy classes. It has conducted orientation

programmes for the preparation SIP and instructional planning. The discussion concluded that such programmes are on practice. They have brought fruitful results on the sector of school management and quality education. The government has launched nationwide literacy campaign. The RC conducts training for the facilitators of the campaign. Adult literacy programme has made illiterate adults literate. Now they are familiar with the importance of education. It also helps to promote quality education in primary schools, because they know that they should enroll, regularize and promote equal access of both boys and girls to primary education.

CHAPTER: FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter describes the major findings, conclusions and recommendations of the study related to the different aspects of resource center, its impact to promote quality education in the primary level of community schools. This chapter also includes some recommendations.

5.1 Findings

This section describes the major findings of the study. The study was carried out assuming that resource centers are playing vital role to promote quality education in community-based primary schools. It was also assumed that its role is equal in both village and town areas. The major findings of this research are as below:

- i. Learning achievement level of the students in community-based primary schools is not so high. In most subjects its level is below 50.
- ii. Its level in major subjects like English, mathematics and science is poor.
- iii. Resource center is only governmental agency in local level to help teachers with their professional problems.
- iv. Resource persons sometimes conduct short-refresher training for primary level teachers of community schools.
- v. They occasionally conduct programmes like quiz, singing and dancing, drawing etc. for the students.
- vi. They sometimes visit the schools in their resource centers and observe teachers' classroom teaching.

- vii. They also provide guidance and counseling along with supervision.
- viii. Sometimes they also have discussion on the problems of teachers.
- ix. The resource persons are generally holding only one resource center.
- x. They encourage continuous assessment system (CAS) of the students.
- xi. Learning achievement level of all primary level students is not the same. The resource persons have happily accepted this problem.
- xii. RC conducts competency promotion work-shop, too, for SMC members.
- xiii. It has also prepared local curriculum for grade one to five (primary level).
- xiv. It is also involved in journal publication, too.
- xv. It also involves in examination and monitoring.

5.2 Conclusions

On the basis of the findings of the research the researcher presents following points as conclusions.

- i. Students' learning achievement level seems varied within the same resource center.
- ii. In most schools learning achievement level of the students among different subjects varies.
- iii. In some schools the achievement level of the students seems decreasing. It may ultimately cause drop out and reduction of students in these community schools. They may shift to other well administered community schools or private schools.
- iv. The resource persons do not visit the schools frequently and in their schedule, but occasionally. So the teachers have responded that they can't have support from them in need.

- v. Some of the head teachers and incharges have responded that they haven't felt relief from their supervision, guidance and counseling. But the research has found out that sometimes their behavior seems as an administrator, too.
- vi. They haven't ensured the implementation of continuous assessment system in all schools yet though they have been encouraging.
- vii. More than 50% of the students who were included in the research couldn't say who their resource person was. It proves that they rarely visit the schools.
- viii. Most of the participants included in the research responded that the RC is helping the schools to promote quality education.\
- ix. The RC conducts some student oriented programmes such as quiz, singing and dancing, drawings etc.
- x. Each year the RC is also encouraging student enrolment campaign for grade -one each year.
- xi. It also involved in monitoring and certification of examinations.

4.3 Recommendations

The researcher presents following recommendations on the basis of findings and conclusions:

- i. As the learning achievement seems below 50% in most subjects, the resource centers need to play vital role to find out the reason through action research, case study, research etc.
- ii. They need to make relations with school management committee, parents- teacher association, parents and the

other entire stake - holders of schools to promote quality education.

- iii. They need to increase the frequency of refresher- training for teachers and extra curricular activities for students.
- iv. They need to focus mainly clinical supervision.
- v. Some teachers have responded that they haven't felt so comfort or relief from their supervision, guidance and counseling. The resource persons need to find out why they are feeling so and solve the problems.
- vi. It is better to behave as good friend to all teachers. But the research shows that the resource persons sometimes act as administrators. They need to be friendly will all teachers.
- vii. In examinations, it would be better to collect answer copies in the RC for checking.
- viii. It is better to conduct teacher training in the beginning of academic session instead of just before summer vacation.
- ix. There needs proper and regular monitoring system on instructional planning.

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Role of Resource Center to Promote Quality Education in Community Schools

Annexture A

Student's average achievement of the last three years

S. N	School's name	Year	Students' average learning achievement in different subjects							
			Nep - ali	Mat - hs	Eng-lish	Env Sc. & Hlt	Mero Desh/ Sero-fero	Opti-onal	Phy. Edu.	Cre-tive Arts
			100	100	100	100	100	100	50	50
1	Janasewa Primary	2064	45	33	49	45	39	36	23	25
		2065	53	34	61	43	48	49	26	24
		2066	52	37	56	48	52	53	25	29
2	Ichchha-wati Primary	2064	43	34	30	47	42	33	21	23
		2065	44	32	27	37	36	35	22	20
		2066	46	45	39	53	41	55	26	35
3	Kalika Primary	2064	36	31	35	37	37	45	23	28
		2065	40	42	50	48	39	51	30	34
		2066	46	42	41	51	46	54	19	23
4	Janodaya Lower-Secondary	2064	39	33	38	55	45	44	26	26
		2065	34	33	33	41	40	38	17	34
		2066	45	35	41	40	57	42	29	22
5	Chandra-wati Lower-Secondary	2064	39	38	33	55	45	44	26	26
		2065	40	39	36	40	38	41	24	22
		2066	41	41	36	52	47	43	25	26
6	Khartamchha Secondary	2064	36	45	50	45	35	37	24	21
		2065	34	33	46	38	38	45	24	30
		2066	30	41	32	37	32	44	38	35

Source: Result sheets of selected schools

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Annexure B

स्रोत व्यक्तिसंगको अर्न्तवार्ताको लागि प्रश्नहरू (नेपालीमा)

नाम.....

स्रोतकेन्द्र.....

१. तपाईंको श्रोतव्यक्ति बन्नु भएको कति भयो?
क) दुई वर्ष भन्दा कम ख) दुई देखि पंच वर्ष ग) पांच वर्ष भन्दा बढी
२. तपाईं कतिवटा स्रोतकेन्द्रको कार्यभार सम्हालिरहनु भएको छ?
क) एउटा ख) दुईवटा ग) दुई भन्दा बढी
३. सबै प्राथमिक तहका विद्यार्थीको सिकाई उपलब्धि स्तर समान छ?
क) छ ख) छैन
४. छैन भने यसका कारणहरू के के हुनसक्छन्?
क) भौगोलिक बिकटता ख) शिक्षक तालिमको अभाव ग) अन्य
५. स्रोतव्यक्तिको हैसियतले प्राथमिक तहको शैक्षिक स्तर वृद्धिका लागि के के गर्दै हुनुहुन्छ?
क) सुपरिवेक्षणका साथ साथै सल्लाह र परामर्श
ख) नमूना कक्षा प्रदर्शन
ग) तालिम र अतिरिक्त क्रियाकलाप संचालन
६. कति समयको अन्तरालमा हरेक विद्यालयमा सुपरिवेक्षणका लागि जानुहुन्छ?
क) हरेक महिना ख) दुई महिनामा एक पटक ग) आवश्यकता परे
७. तपाईंलाई शिक्षकहरूले शैक्षिक समस्याहरू कतिको राख्ने गरेका छन्?
क) प्रसस्त मात्रामा ख) अलि अलि मात्र ग) छैनन्
८. शैक्षिक गुणस्तर वृद्धिका लागि आगामी दिनमा कुनै योजना भए बताइदिनु हुन्थ्यो कि?
क) छोटो अवधिको पुनर्ताजगी तालिम दिने
ख) नमूना कक्षा प्रदर्शन गर्ने
ग) विद्यालयहरू बीच स्वस्थ प्रतिस्पर्धाको भावना विकास गराउने

Role of Resource Center to Promote Quality Education in Community Schools

Annexure C

प्राथमिक तहका प्रधानाध्यापक/इन्चार्जका लागि प्रश्नावली (नेपालीमा)

नाम:.....

विद्यालय:.....

१. तपाईंको विद्यालयबाट श्रोतकेन्द्र पुग्न कति समय लाग्दछ?
क) एक घण्टा भन्दा कम ख) एक देखि दुई घण्टा ग) दुई घण्टा भन्दा बढी
२. तपाईंको विद्यालयमा श्रोतव्यक्तिले कति समयको अन्तरालमा सुपरिवेक्षण गर्ने गरेका छन्?
क) हरेक महिना ख) दुई महिनामा एक पटक ग) कुनै कुनै बेला
३. कक्षा अवलोकन र त्यसपछि छलफल पनि गर्ने गरेका छन्?
क) छन् ख) छैनन् ग) हामीले भन्यौंभने मात्र
४. तपाईंलाई उनको सुपरिवेक्षणले तपाईंको शिक्षण सिकाइमा सहयोग पुगेको महसुस भएको छ?
क) छ ख) छैन ग) अलिअलि
५. श्रोत व्यक्तिले सुपरिवेक्षण बाहेक अन्य कार्यक्रम पनि संचालन गर्ने गरेका छन् कि?
क) छोटो अवधिको पुनर्ताजगी तालिम संचालन
ख) विद्यार्थीका लागि अतिरिक्त क्रियाकलाप
ग) माथिका दुवै
६. श्रोत व्यक्तिले निरन्तर मूल्यांकन प्रणालीलाई व्यवस्थित गर्न कुनै तरिकाले सहयोग गरेका छन्?
क) सधैं प्रोत्साहित गर्छन् ख) वास्ता गर्दैनन् ग) सोधे बताउछन्
७. श्रोत व्यक्तिले तपाईंहरूसँग कस्तो व्यवहार गर्दछन्?
क) साथीको जस्तो ख) प्रशासकको जस्तो ग) अवस्था अनुसार दुवै

Annexure D

Role of Resource Center to Promote Quality Education in Community Schools

SN	Name	Post	Address
1	Mr Shiva Kumar Gautam	Resource Person	Nepaledanda Resource Center
2	Mr Rajendra Thapa	SMC President	Santa Sabitra H. Sec. School Nepaledanda
3	MrGajendra Kumar Rai	SMC President	Santa Sec.School Nepaledanda
4	Mr Deutaram Rai	SMC President	Savitra Sec. School Kudakkaule
5	Mr Thakurnath Ghimire	SMC President	Panchakanya Primary School Khartamchha
6	Mr Taranath Khatiwada	SMC President	Kalika Primary Kudakkaule
7	Mr Gayatri Kumar Gautam	Head teacher	Santa Sabitra H. Sec. School
8	Mr Shyam Bahadur Koirala	Head teacher	Santa Sec. School
9	Mr Guru Prasad Neupane	Head teacher	Narashova Primary School

			Nepaledanda
10	Mr Chakrabhakta Rai	Head teacher	Arunkoshi Primary School Nepaledanda
11	Mr Nilkantha Bhandari	Head teacher	Janakalyan Primary School
12	Mr Bichari Kumar Khadka	Head teacher	Janata Primary School
13	Mr Tek Nath Gautam	Head teacher	Yashodhara Primary School
15	Mr Indra Bahadur Karki	Head teacher	Janodayabhumika Primary School
16	Mr Tejendra Rai	Head teacher	Panchakanya Primary School
17	Mr Bhim Kumar Khadka	Head teacher	Buddhajyoti Primary School
18	Mr Shiva Kumar Gautam	Head teacher	Kalika Primary School
19	Mr Lok Nath Adhikari	Head teacher	Panchakanya Primary School
20	Mr Gopal Adhikari	Head teacher	Kunalung Primary School
21	Mr Makar Bahadur Tamang	Head teacher	Singhdevi Primary School
22	Mr Narayan Prasad Gautam	Head teacher	Sabitra Sec. School

23	Mr Binumaya Rai	Head teacher	Sumnima Primary School
24	Narayan Koirala	Researcher	Sukuna Multiple Campus Morang