

CHAPTER: I

INTRODUCTION

1.1 Background of the study:

The origin of development of education is as ancient as the development of human civilization. Mathematics is one of the essential parts of the education. Mathematics is indispensable to our daily life. Basic Mathematics is also central to almost all the branches of science and technology. Mathematics is like a music or an art. So, we can say that the Mathematics is such a powerful instrument which helps the man to solve many complicated problems shown in our daily life. Hence the quotation "the necessity is the mother of inventions." Mathematics has not only been useful in its own right but also it has enriched the development of other fields of knowledge. So, it is stated that in life, the two things are necessary "teaching Mathematics and discovering Mathematics" In the 21st century; human being, without Mathematics education, is like birds without wings. Mathematical skill should provide support to every society for their development, logical thinking, understanding capacity and efficiency of human beings.

The history of Mathematics education was started from 1st and 2nd world war. The existence of Mathematics education was established from the international conference held on Mathematics education in France. In Nepal, Mathematical education entered into the modern education system after establishing the British type of school at Gol Baithak of Rana rulers approved by European and Indian teachers who later started the formal education system. After ISTIHAR of 1939 A.D, two types of schools named private and public schools came to existence. After the establishment of democracy in 1950 A.D., many planning and commission came to existence using schools as 'hub' which schools bring public and private organizations together to offer a range of services and supports to school communities, families and students before, during and after school. The goal of community school is to use the method effectively to assist a community to ensure that children should enter school as well as the other citizens of our democratic nation. Community based schools increase the academic achievement, and improve

the social, emotional and physical well being of children and set up strong relationship between parents and families; they make more supportive places for using public, private and community resources more efficiently. Community schools represent the best of what can happen, when leaders of education, local government, as well as public and private agencies concerned with children and families and community-based organizations form ways and do business work together. These are the sorts of leaders who are working across boundaries to bring communities together to educate their children in community schools (Bery 1998).

1.1.1 Relationship between schools, family and the community:

In addition to introducing academic progress, effective schools develop partnership with parents and others to support the learning process and to nurture self-esteem and confidence in young people. Mog Ball, carried out an overview study of the relationships between schools and their communities, to clarify which agencies are involved in schools and families to advance these goals. She found children's entry to school at an earlier age and increasing relationship between primary schools and pre-primary schools as well as lower secondary provisions are bringing schools into closer contact with social supportive agencies and voluntary organizations with families. Partnership with parents means that schools are taking an interest in the area of needy family Previously seen as the responsibility of other agencies. The demand of the curriculum and its familiarity is working which requires a multi agencies and new approach to teachers and school management for resulting in the apartment of the specialist, schools staffs to co-ordinate support and services. The logical extension of these trends in the re-structuring of the school as a base for all of the needs of families. Especially, in the area where there is a high demand for services but very few initiatives suggest some movement towards this full services and school approach. It has been a growth in the nationally developed programmes of intervention and activities for young people, particularly those deemed at risk in which locally- managed school can participate. There is a little research on comparative usefulness about that programmes. These developmental programmes suggest that the idea of the holistic school, offering educational resources to the whole community, remains pertinent but it requires investment in school and other additional components for teacher training if it is rapidly growing

on that way. There are different types of relationship between schools, family and community.

- i. Decision and school management systems: According to this, parents and community representatives participate in school, governing their bodies like parent/teacher associations and advisory committees.
- ii. Message of communication: According to this there is a regular exchange of information between family and school through letters, reports, phone calls, meeting and with individual children.
- iii. Supporting for families: According to this school, it can provide opportunities for helping the families like health, creating homely condition which builds social behavior and school achievement system.
- iv. Advantage for school: According to this, parents, community and families like employees volunteers may assist children, teachers and management bodies in the other activities as well as classroom.
- v. Providing equity education: According to this, for all age groups, learning opportunity may be available within or outside the school environment as well as conventional schools hours.
- vi **Differing needs:** According to this pre- primary and primary schools, support for the children who are directed by the families. In lower secondary and secondary school there is a gradual need to view the child as an individual, information, help and experiences which strongly reinforce autonomy and in depending.

The period of middle childhood is not well- served by supporting programmes. There is a little proof of thinking and changing the needs of children in transition period of adulthood from primary to secondary level school period. Youth service involved in secondary education has been resulted in many programmes targeted on children at risk of exclusion from school by drawing specialist agencies. There are also many preventive programmes designed to inform young people about issues which are concerned to them like health, drug and alcohol misuse of personal safety and sexuality. The pressures of the curriculum have squeezed their activities. National agencies have promoted them to emphasize their potential lines about the curriculum and experimental learning opportunities. Young people need for personal and development support and have to be tailored to each individualist but many schools may not be having the right place to find it.

vii. Extending institutions: The schools co-operating with families and community agencies provide care before and after the school day. Such an opportunity for children to study support and center understanding and experience of the work. It has brought them into contact with community and neighbourhood organizations. Link with business occurs through direct contact with individual companies, visitors, sponsors and other contributors through the co-ordination of local partnerships between education and business and the local and national lines agencies employees or many volunteers to work in the classroom. Businessmen get involved in school as a way of raising their profile in the community and involve in the preparation of young people in their work. Placing young people, especially for men has been found alternative work situated in as well as improving behaviors and aid personal development.

viii. Community contact: Sport facilities are being opened for public use and volunteers from local clubs that are invited to help watching sports personalities are contributing to preventive work on subjects like drug misuse. The number of opportunities are decreased outside the school for young people provided that community series those activities are continued but are often conducted by secondary people in primary and lower secondary level. Outside the schools, there are many places like hospitals; day centers, play groups and environmental projects. Especially, local people and elder people are offered hospitality and entertainment by schools. Schools are included in a bid to the single regeneration budget and European founding. Some of them have contributed to local planning exercise which have brought children into the personal contact with the wider sense in community. Inclusive community-based schools provide community education to the local people and facilities out of school hours, are well- placed to develop the relationship with other agencies. The following points are useful for supporting the young people with community- based education.

- Presenting learning as desirable at all ages
- Giving opportunities for socio-economic interaction.
- Enforcing the parents' participation in meeting about their own needs.
- Providing learning situations to gain the individual need.
- Raising the reputation of the school in the local community.
- Making the school more conventional place.

To increase the number of community- based schools investment, proper premises and staff training are required.

ix. Limitations: The climate of school community concerned with well government policy and other services are being judged in terms of their contribution and achievements of children in school. Many developments indicate that schools can become the base for other agencies. According to this, there are some questions which are as follows: **Do the parents and young people find this an attractive idea? Will those who have a little narrow view of school want to gain access to services through it?** Teacher training is limited preparation for the community approach. Many teachers find partnership with parents difficult and feel that the curriculum demands all their time; other agencies may not welcome collaboration, especially where they have lost territory to education. Schools have become extremely security consciousness and cautions about outsiders, with good reason. Curriculum demands and security fears have also been affected the activities in which young people can follow them independently outside the school. There are many national organizations offering specialist programmes to schools. There is a little as well as a systematic review of these programmes to schools. Some work with local agencies for multi agency group. But there is a danger that they are making relationship with schools should be made them. A filter is required to help school select what is most appropriate to add onto the core programme and to judge what is likely to work best ‘The local education authority is the obvious intermediary. In those with a coherent home- school strategy, with flexibility for individual schools within a general framework and with the provision of extra to carry it out, good practice is developing’(Ball, 1998)

1.1.2 Evaluation of community schools:

The first question usually asked about the community school is "**what are they?**" It is stated "**what a community schools look like?**", what use know about the impart of community schools on the basis of results highlights three recent evaluations of community schools’ initiatives, of this stage, we know that community schools’ initiatives are concerning to the produced positive consequences and increasing number of principals and teacher testifying to their

value in helping to improve student learning and strengthen families and communities(Dry foos 1998).

1.1.3 What does the community school look like?

Community school is an inclusive term influencing about growing number of school community institution that features both common themes and differend approaches or methods in the name of initiatives or support for some of attributes.. Caring communities build bridges to Succeed University and assiste schools to be a healthy place start community in schools, schools of 21st century and other. Some of them are broad in scope promoting wide spread rehabilitation or adaptation whereas others are single entities programmes which are being initiated at the level wise and nation wise or state level, local level. Individual school community also vares in their goals. Some specific aim to improve academic achievement and other focuse primarily on health and behavioural outcomes or enhanced family functioning or the coalition that recognizes that each community school is unique; it has developed well- developed community schools. (Dry foos 1998)

1.1.4 Vision of community school:

A community based- school operating a public school building is open to students' families and the community before, during and after school within seven days in a week. It is jointly operated through the partnership between the schools systems and one or more community agencies. Families, youth, principals, teachers neighborhood residents help to design and to implement the various activities which promote highly educational achievement and youth development. The school is oriented towards community encouraging the teaching learning process of students through community services and service learning. Before and after school, learning component encourages students to build up their classroom experiments as well as performance, expand their horizons, contribute to their communities and have fun. A family supports and helps with child rearing employment, housing immigration and other services are readily available at college faculty and students, business people, youth workers, neighbors and family members come to support and bolster what schools are working hard to accomplish and ensuring young people for an academic interpersonal career success. Ideally a full- time community school co-coordinator works in partnership with the principal. This person is responsible for the delivery of and array of support provided by local agency partners and participates in the

management team for the school overturns Trust of the community school's consciously integrate activities in several areas to achieve the desired results, quality education, positive youth development, family support and community engagement in decision making and community development.(Dry foos 1998).

1.1.5 How do we know if community schools are effective?

Policy makers and practioners want to know what kinds of positive changes community schools can make. We believe that community schools should be seen as vehicles for educational reform. So improved learning experiences and achievement must be a long term measure for the effectiveness of this increasing movement. In addition to test scores, learning and achievement -related indicators include rates of attendance, promotion, graduation, suspension and expulsion. It is important to note that community schools are designed to affect, not using educational outcomes but other outcomes as well as such outcomes include improved social behaviour and healthy youth development, better family functioning and parental involvement Which enhance school and community climate and access to support service. These outcomes have value in and of themselves in addition to affecting educational outcomes. (Dry foos 1998)

1.1.6. The school of the 21st century: A NATIONAL MODEL

The school of the 21st century is a model of based child care and family supported services that transform the traditional school into a year round, multi-service- center provide high-quality, accessible services from early morning to early evening. The ultimate goal of the school of 21st century is to help and provide affordable, accessible and high-quality services for all families, regardless of income level and to ensure the optimal development of children. While each 21st century school varies according to the local needs and resources, the model consists six core component, parents outreach and education. Pre-school age programs, before & after school and variation program for school age children, health education and services between training for child care providers and information & communication services. Children at age 3 years who participate in 21st century start kindergarten more active to learn as evidence by their scores in kindergarten screening tests. Additionally, children who participate in 21st century for at least three years evidence have higher scores in Mathematics and reading more achievement tests than children in compassion to non 21-C school. 21st century experience

significantly stressless as measured by the parental stress index; they spend less money on child care, and they miss fewer days of work.

The addition of early childhood & childhood classes to the school has had a positive impact in teaching practices with teachers in the primary and lower secondary grade incorporating the best aspects of early childhood classroom. The expanded services have improved their standings within the larger community as evidenced by more positive public relations, the passage of significant bond issues and a substantial reduction in school vandalism (Dry food 1998).

1.1.7. The community school is center of community education:

Developing a sense of community and activating the educated community are important process in which the community is thought as belonging to all the people who reside there. The people with their problems and the total community resources become central to all educational program in a community education setting the community based schools which are served as centre for education and their programmes which are directed towards the entire community for their improvement. Hence, the community education can be considered of as a process which involves all the people of different location and assumes that the whole society is or can be engaged in education. That is why, if it is accepted that the schools belong to all the people, In a wider view the school can effectively serve them in more ways. This means better utilization of the untapped skills and resources in the community as noted in chapter 2 and making them better use for the unused and available school space & equipment.

The community education process also implies that education has an impact upon the locality in which it is utilized. The successful community education program reflects the unique nature of community and it serves the needs of most residents. The process has four major components.

Provision of diverse educational services to meet varied learning needs of community residents of all ages.

Involvement of the citizens in participatory problems solving and democratic decision making.

Development of interagency co-operation and various public private partnerships to reduce duplication of efforts and improve effectiveness in the delivery of human resources.

Encouragement of the community improvement efforts that make the community more attractive to both current and prospective residents and business.

A philosophy that describes the community education process as "learning is a continuous, lifting experience and need" This implies process that begins at home by birth, continues in the community school, and is perpetuated in the educative community throughout life. Various principles support this life long process.

- ❖ **Self determination:** All local people have right and responsibility to be involved in determining community needs and identifying community resource that can be used to address those needs.
- ❖ **Self help:** People are better served when their capacity to help themselves is encouraged and developed. When people assume responsibility for their own well being, they become part of the solution and build independence rather than dependence.
- ❖ **Leadership development:** The training of local leaders helps various skills such as problems solving, decision making, group process for going self-help and community improvement efforts.
- ❖ **Localization:** Services, programmes and other community involvement opportunities that are close to the place where people live have the greatest potential for a high level of public participation, whenever possible these activities should be decentralized to location of easy public access.
- ❖ **Integrated Delivery of services:** Organizations and agencies that operate for the good public goal can meet their own goals and better serve the public by collaborating with other organizations and agencies that are working towards common goals.
- ❖ **Maximum use of all resources:** Full use of the physical, financial and human resources of every community must be co-coordinated if the divine and needs and interest of the community are to be met effectively and without duplication.
- ❖ **Inclusion:** Community programmes activities and service should involve the broadest possible cross section of community residents the isolation of people by age, income, social class, sex, race ethnicity, religion or handicapping condition inhibits in the full development of the community.

- ❖ **Institutional responsiveness:** Public institution exists to serve and is obligated to develop programmes and services that meet continuously changing public needs.
- ❖ **Life long learning:** Learning begins by birth and continues until death. Formal and informal learning opportunities should be available to residents of all ages in wide variety of community settings; Such principles and the development of continuous learning efforts should be based on utilizing the total community as a teacher because the neighborhood school is a common denominator of community life for most people and it can be utilized as a vehicle for the planning organization and implementation of educational programmes relevant to the entire community.

The public schools have a capacity for greater leadership and utilization. Most of them are experiencing now a days. For example, school administrator and teachers could take a greater leadership in building for community solidarity. Most of the schools can also be used more as centers of educational services for people of all ages. In its ultimate goal, the school as a system can be used to encourage the community towards constructive change by assisting community residents for solving various problems basic to community living. In a traditional view, the school is limited primarily to facilitate academic learning through day programmes for children and youth in the broader view the school is being promoted. In this chapter, the community school suggests quite a different approach to education. The community school is usually open for many hours each day and school personnel work to both youth and adults for solving community and social problems. Hence, this chapter is purposed to present the community as an important part of communities' educational process obviously there are various numbers of community originations and institution that are very important for successful community education programmes but the concept of community school has evolved from utilizing the school as centre of community education and even change. The community involving its schools and the number of other agencies must become interdependent if education is to help, meet the many needs of modern, changing society. (Available on [www. communityschool.org](http://www.communityschool.org))

1.1.8 The community school in Past & present:

The community school movement had its starting period in Flint, Michigan between 1932 and 1935; Flint was experiencing several kinds of problems. The

community depended as great deal on the auto industry and economic hard time were affecting many residents. Some left the community for searching work and others moved in hoping to find job. This population irritability made it difficult to obtain a stabilized educational programme. An unstable educational system meant little financial support for the schools. Minimal service was provided students obtaining money for new facilities were virtually impossible. Teacher's salary is low, resulting in many well teachers steadily learning the profession area. related to the educational problems. Incidence of Juvenile delinquency was rising, often resulting in properly damage to schools and others community buildings. In addition many people were often out of the work employed only part time, leading to community tensions and uneasiness. Mr. Charles Stewart Mott, who had been major of Flint and long active in various community affairs, was troubled by the problem in-adopted home. Mr. Mott had moved to flint in 1907 to establish sup portative industries for auto manufactures. Later, he owned many shares in a leading auto company and established a philanthropic foundation for the purposes of helping American community with their growth and development.

When Mr. frank Manley is 'physical education and supervisor of recreation" in flint public schools, presented some ideas on how the school could begin to solve various community problems, Mr. Mott agreed to help. Thus, in 1935 A.D, the Mott Foundation contributed initially \$ 6,000 to the Flint public schools for the purposes of greater utilization of school facilities. Then the concept of community school has been used with similar words as "the open door policy, "The lighted school house and" the neighborhood school. The neighborhood school or community school is simply a school within easy access of local residents access meaning a close proximity to the community where people live; A school runs most hours of year, an educational programme designed for co-operation with the residents in essence and so, the community is a locality settings with school having to horizontal relationship to each other and to citizens. Educational services and programmes are developed according to the need and interest. Assuming that a community school is serving as one centre for various educational programmes in a community and that local citizens have developed for the plan and programmes. The community school can serve as a central focal point for the design of the program. For the example, a local scout group or 4-4 club need a site for their meetings and activities. A

community elementary school could serve as such a site. Any other community elementary schools might be used in a similar manner.

Another example in a truly educative community might be that several children and parents work together on a first aid. For this youth and their parents can come to community middle school for instruction by a health teacher from the school system or a health specialist from the local Red Cross Agency. The participants and instructor might use the school facilities for the most of educational project but could also share transportation for supplemental field trips to hospital or health centers in local or central city. The interest or need for the above project might not have been great enough to have such an activity in the name of the elementary school but middle school serves as a central site for larger area without participants having to commute across a large community for the educational service. In any community, such a health educational project could be held in both middle schools and even at other school sites, if the interest was great enough, A final example centers on the use of a community high school. In the model community, an assumption is made that various residents expressed a desire to hear and see some currently popular artists of the area. The school through its adult education programs serves as a central location for presentations and displays by the several artists.

When the community school process or philosophy of fully implemented citizens contribute in many ways to school programs, it solves various community problems. For many people, this will be a sequence of participation involving four concepts or words beginning with in'.

➤ **INTO:** - Get community residents into the schools initially by means of educational opportunities based on their intermediate needs.

➤ **INTERESTED:** Get them interested in their own problems that may be facing the community.

INFORMED: Help people become informed on how problems can be solved and why any responsible citizen should be concerned with community improvement.

INVOLVED: Ask people to help and to assume leadership roles in various educational endeavors directed towards solving community problem(Available on www.communityschool.org)

1.1.9 Utilizing the community school:

Creating a community room for each school, hiring community school co-coordinators and advertising several adult educational classes will not automatically solve all community problems or even win educational financial support for education. Utilization of community school concept for improving a community requires careful planning, co-ordination and especially adoption of any resulting educational program to the particular community in which they are being implemented.

Initiatilli, a community school program first requires some careful planning and analysis of the community educational needs. This will involve such processes or actions as initiating community surveys, using communities and advisory boards for study and planning and understanding the power structure of community leaders can be involved in decision making. Chapter VI discusses in greater details, various community action processes and models community study/analysis techniques and power structure analysis, methodologist. Any community school program might be designed by utilizing, various kinds of input to the planning process. First, information from an assessment of community needs is used. Second, evaluation of education already available in the school and in the community is made. This evaluation process becomes continual after the programmes begin and made as a contrast feed back of information for future programme planning. Thirdly, input is sought from the type of community advisory committee charged with assisting in the development of educational program. A cautionary note needs to be made at this point. These charge with designing community education utilizing such inputs need to keep such information as current as possible because community needs are in fact moving target. The time required to administrator, a successful program can become extrusive but slighting the input side of the planning process is not good tradeoff.

The community school co-coordinator in cooperates with other school personal to design educational activities based in various inputs. Then, the program is administered by the director, the community educational staff and any other necessary people. The program can be success usually depending a great deal on the co-coordinator's ability to balance programs outputs and corresponding requirements on staff time with any inputs utilized in designing the programs and activities. Thus a balance between evaluating working with advisory councilor accessory community needs and actually administering the program is necessary.

Community advisory council inputs are important to successful community education program for several reasons. First, the council should consist of representatives from all parts of community can be taken as another purpose for forming a council to involve both parents and other residents in developing educational programs for people of all ages within the community. Councilors can provide information on educational needs and interests, identify potential community leaders and give advice on educational programs. They can also help improve co-operation and understanding between school personal and community citizen, assuming that members receive adequate orientation, training and knowledge about their roles.

Community residents can also be used in many ways distinct from an advisory role. Assisting with youth programs, helping furnish the community room, and instructing some adult education causes are some ways citizens can be involved with community education programmes. As it was noted in the preceding chapter, involving community members in the planning and implementation of programmes with personal payoff will help to strengthen the community and assist in its adaptation to social change. Final success of the community school in helping to meet various community needs entails co-operation and interaction between people and agencies both horizontally and vertically. This means that community schools need to communicate how they can help in problem solution and community residents' needs to communicates how they would like any community education programmes to co-operate. For relationship, small investment towards slightly altered facilities and community school co-coordinator, community can receive expanded educational services aimed at bettering the lives of residents. A community school can become an agent of cohesiveness that brings citizens, neighborhoods, and the larger community closer together and a centre from which the educative community is developed. Some scholars even suggest that community education programs are the last hope in solving the many problems threatening out very existence.

Much of this chapter has been written with the middle sized Urban community as a models. This is because it started in Flint, Michigan, and of many of the principles and techniques were developed there. The community school model has some limitations and continues to evolve. But the model has enough success in wide variety of setting that most communities will benefit by using it as a model

around which to build an educative community larger community like New York city and Chicago will need to make allowances for neighborhood differences small or rural communities may need to develop community schools in a regional basis where are community school co-ordinator administrators programs in several schools located in adjacent towns or areas however applied the community education models has the potential of making education schools and citizen involvement a greater tool in meeting the many needs of people (Available on www.communityschool.org)

Community played a vital role to the school education development process. Before 2028 B.S., Schools were established and managed by society. The national education system has no any progressive change to include community in school management. In the contest of Nepal, it is view of the importance of decentralization that the government adopted the policy of decentralization in the ninth plan; emphasis was laid on capacity building for self governance of local bodies and making them accountable to the local people in matters of delivery of services. The plan was paved for the introduction of decentralization and entrancing the local participation in the management and operation of educational institutes and for transforming the management of the schools to the local bodies by bringing the local self governance Act, 1998 into face. The Act entrusted to VDCs and municipalities bear the responsibilities to developed, manage and supervise basic and primary education programmes. According to the Act, VDCs are responsible for formulating policies and working out strategies for the operation of educational programmes in the districts. Moreover, the seventh amen direct of the education Act empowers school management committees by resting them. In power and authority for regarding to decision making similarly, the tenth plan repeats the commitment that decentralization policy reform will be continued and that local bodies and local community will be involved in the planning management and operation of the educational programmes of the local level. All these indicate the government is willing to shift the school management responsibility to the local bodies and communicating.

In compliance with the sprit of decentralization policy, attempts are now being made to focus on decentralization managements of primary education by involving local people and organizations. Similarly emphasis has been given to local capacity building and to the promotion of micro planning process. Recently, the

government made a decision to transfer the management of public schools to the community. In this connection the government has developed and produced directives for these schools so that they will show their interests in the matters of management transfer (Upadhaya 2004)

Within 10th plan, there is program that approximately 8000 community school will be conducted by community, although the concept of community management school was education commission in 2055 B.S but in practical, it was started from 2059 B.S. The first community school was Parasthu Primary school in Kaski district 2059/02/21. Till there are 106 community based schools altogether. Out of these 13 are as lower secondary and secondary school undertaken by community till 2064 in Kaski district

1.2 Statement of the problem:

The study is mainly concerned with the differences in Mathematics achievements of grade 8 students between communities based school and public schools. The study tried to answer the following questions.

- Does the Mathematics achievement of students from community based school differ from the students of public school?
- Does the Mathematics achievement differ on community based school with respect to gender?
- Does the Mathematics achievement differ on public school with respect to gender?
- Does the attitude of teachers from community based school differ from the teacher of public school towards management?
- Does the attitude of students from community based school differ from the public school?

1.3 Objective of the study:

This study was intended to accomplish the following objectives:

- To compare the Mathematics achievement of the students from community based school and public school.
- To compare the Mathematics achievement of community based school with respect to gender.

- To compare the Mathematics achievement of public school with respect to gender.
- To identify the teachers' attitude towards the management system of community based school and public school.
- To identify the students' attitude towards the school management system of community based and public school.

1.4 Significance of the study:

Policy makers and practitioners want to know that "**what kind of positive changes, community schools can make?**" we believe that community schools should be seen as vehicles and achievement must be a long term measure for the effectiveness of this growing movement. In addition to test scores, learning and achievement - related indicators include rates of attendance, promotion, graduation, suspension and expulsion.

It is important to note that community school are designed to affect not only educational outcomes but also other outcomes include improved social behaviour and healthy youth development, better family functioning and parental involving entranced school and community climate and access to support services. These outcomes have value in and themselves. In addition to affecting educational outcomes, further research study has some of significance as follows.

- Community based schools are in trial session by government. So it helpful for a positive or negative input of this implementation towards educational system.
- None of the research have been done in this area. So it is considerably valuable for the proper consequences.
- It is one of the major ways for student's achievement in Mathematics. So, it is taken under study.

1.5 Statement of the Hypothesis:

There is difference between the achievement of students of community based schools and public schools on the topic "Student achievement in the Mathematics from community- based and public schools."

The study attempts to seek the result of following research, hypothesis and statistical hypothesis.

Research hypothesis:

- There is no significance difference between the Mathematics achievement of community based school and public school.
- There is no significance difference between the Mathematics achievements of community based school with respect to two genders.
- There is no significance difference between the Mathematics achievements of public school with respect to gender.
- There is no significance difference in teachers' attitude towards the school management system.
- There is no significance difference in students' attitude towards school management.

Statistical Hypothesis

I. H_0 : $\bar{x}_1 = \bar{x}_2$

H_1 : $\bar{x}_1 \neq \bar{x}_2$

Where \bar{x}_1 and \bar{x}_2 are the parametric mean achievement of community based schools and public based schools.

II. H_0 : $\bar{x}_3 = \bar{x}_4$

H_1 : $\bar{x}_3 \neq \bar{x}_4$

Where \bar{x}_3 & \bar{x}_4 the parametric achievements are mean achievement of boys and girls from community based schools

III. H_0 : $\bar{x}_5 = \bar{x}_6$

H_1 : $\bar{x}_5 \neq \bar{x}_6$

Where \bar{x}_5 & \bar{x}_6 are the parametric mean achievement of boys and girls from public schools?

IV. H_0 : There is no significance difference in teachers' attitude towards school management.

H_1 : There is significance difference of teacher attitude towards school management.

V. Ho: There is no significance difference in students' attitude towards school management system.

H1 there is significance difference in students' attitude towards the school management system.

1.6 Limitation of the study:

The study has the following limitation.

- I. The study is limited in semi-urban and rural area of Kaski district.
- II. The study is included only grade 8 students' of community based schools and public based schools.
- III. The study includes only 12 selected schools from Kaski district in which 4 from community based schools and 8 from public schools involving semi urban and rural area but not urban area.
- IV. The data of this study is generated through questionnaire and class observation form.

1.7 Definition of related terms:

Community based schools: The school conducted by the leadership of any institution, society, teacher and inspiring people is known as community based school. They can also charge some fees from the students according to their investment and facilities.

Public schools: the school conducted by the government is known as public school. They should provide charge free education.

Rural area: The area outside the Pokhara Valley of Kaski District as in Village area.

Semi Urban: The area which is outside the Pokhara valley but not remote from the transportation facilities.

Teacher: The Mathematics teacher who is teaching in grade 8 of selected schools.

Students: The fellows who are reading in grade 8 of selected schools.

Educationalist: The personals who are headmaster, supervisor of school, chairman of school Management committee.

Management committee members: The member of school management committee.

CHAPTER: II

REVIEW OF RELATED LITERATURE

In order to get a better understanding of the subject, one's study is essential and helpful to survey the literature and studies relevant and related to it. Related studies provide the researcher support in making his problem more relative, practice, researchable and meaningful. Having these advantages in mind, the researcher has revised the relevant literature in the field of comparative achievement in Mathematics and other school subjects. During past a number of dissertation and published articles dealing with achievement of students in Mathematics has been reported in the literature. A study of student's achievement of Mathematics from community based school and public school in Kaski district at lower secondary level as grade 8 has not studied in the research programme. In my opinion, perhaps this programme is not studied until implementing it in lower secondary Mathematics curriculum. With this assumption some wave on attitude towards Mathematics is presented here. Five decades a number of dissertation and published articles dealing with achievement of students in Mathematics have been reported in the literature. With this assumption some wave on attitude towards Mathematics is presented here.

I. Higgins and et. al.(2005 A.D) states that **"the impact of learning environment on students are achievement, engagement, affective state, attendance and well being"**. It draws a body of literature, which is mainly based in the U.S.A and the U.K. The analysis of the range of evidences such that the existing research that exists on the impacts of environment in teaching and learning trends to focus much more upon some elements (Example: noise) and fail to synthesis understandings (Eg. The implication of noise and temperature research tends to conflict) cultural and geographical differences also highlight the importance of sensitivity to context. For these reasons, it is very difficult to make the judgment about which areas are "worth" focusing on. There is clear evidence that extreme of environmental elements (Eg. Poor ventilation of excessive noise) have negative effects on students and teachers and that improving these element has significant benefit. However, once

school environment come up to minimum standard, the evidence is less clear out. Our evaluation suggests that the nature of improvement made in schools may have to do with the specific element close for change with how the process of change is managed. There also appears to be strong link between effective engagement with staff, students and other uses of school buildings and success of the environmental change in having impact of behavior and well being. Overall, this review outlines the research in literature on four areas such as system and process, physical environment, product and services and, communication. Then it concludes that with a number of recommendations for the future research fill the gap in existing knowledge.

- II. Batch ford and et. al (2004 A.D) Examines the "effect of class size on pupils attainment and class room processes in English school's in years 4 to 6".** These finding are drawn from a large scale of study of class size and pupils about ratio differences, which followed of pupils through out key stage 2(KS2) in the range of class size found to occur in schools as well as systematic observations and case of studies of selected school's with large and small classes. Amongst the key, findings of this study are:

No evidence was found that children in smaller classes made more progress in Mathematics, English or Science even after allowing for the characteristics of pupils in small and large classes. Pupils eligible for free schools meal were found to make less progress than those not eligible in both literacy and Mathematics during KS2 and fail still for the behind during KS2. Pupils with special educational needs were found to make less progress in both Mathematics and literacy. Girls were found to make more progress in attainment in literacy, whilst conversely boys were found to make more progress in Mathematics. There was no evidence that any of the characters of teachers such as their age, level of experience, length of time in the current school had any influence upon pupil's attainment in any discipline during the years 4 to 6. As a result, for KS2 were similar to those for reception and KS1. Class size effects on class room processes are not singular but multiple. As the size increases, size and number of group increases and the management of groups, both in terms of size and number become ever more crucial. Perhaps, the clearest effects of class size were on teaching. Pupils in smaller classes were more likely to be focused for the teachers' attention and experience more

teaching. Overall in Mathematics, while in large classes, pupils were more likely to be one of the crowds, many teachers worried that in large classes. They can not meet the needs of all the children in their class. There were number of suggestions from the questionnaire and case studies concerning way in which class size could affect the quality and effectiveness of teaching. Space and equipment became less available as the number of pupils increases and threaten effective teaching. Pupils in large classes KS2 were found to have more passive role in contact with the teachers. Conversely in smaller classes pupils are more likely to interact in active way with teachers initiating contact responding to the teachers and sustaining interaction with them. In order to understanding the effects of number of children in a classroom, differences between mixed ability classes and increasingly common practice of setting classes by ability need to be taken into account. Result showed no differences between classes and sets in terms of academic attainment and few differences in teacher and pupil's behaviour.

- III.** Upadhyya (2004) done his research entitled "Management Transfer of community schools". Including 16 schools in Morang ,Banke, Palpa and Kavre district and attained discussions with Headmasters, Teachers, school management committee of community management school, parents, local authority and local organization, district education offices, selected school's supervisor of sample district and research person of selected school cluster. He found that headmaster, school management committee members and municipality were the major actors for the management transfer of community schools, aspect ion of community members in participating in the school's affair and their aspiration for involving the decision making process, motivated them for the management transfers, expectation to get the additional human beings as well as financial resources for improving schools facilities and quality of instructions motivated school authority to hand over the school's management to the community, lack of awareness in parents and community people prohibited giving momentum to the process of management transfers teachers union antonyms forbade the effort to speed up the process of management transfers current insurgency and conflict situation. Further more resisted the effort of management transfers, management transfer of school stands on weaker legal base, community managed school was able to enhance

the access of davit and tribal children, teachers regularity was appeared as a satisfactory in community managed school, stake holders concern with local school rose gradually, local monitoring in community managed school has not evolved yet, community managed school still depends upon the traditional sources of funding for running the regular as well as development programs local bodies and NGO's supported community managed school but their support depended on their wish and desires, community managed school still requires standing as an organized on their wish and desires, Community managed school still requires standing as an organized educational institute. Municipalities were not appeared as capable enough for running the local educational program.

IV. Spielhofer and et.al(2002) examined the impact of school size and single sex education on pupils performance and opportunities using national value added data sets, which content with individual pupils data across 979 primary and 2954 as secondary school. The impact on the performance in secondary school was measured with reference to GCSE results including GCSE average point score and English, Mathematics and total Science score. The analysis also investigated the impact on opportunity available to the students in secondary schools, in terms of entry to higher key stage 3 tiers and GCSE subjects almost all primary school were mixed but an analysis of key stage 2 results was undertaken to investigate the possible impact of primary schools size. However, school size was not found to have any significant impact on performance when other factors were taken into account. Key finding from this research include;

- Pupils in large schools have an access to a wider range of GCSE option.
- Medium size schools obtain better results than very large or very small schools.
- Girls schools help to counter traditional sex stereotyping in subject choices.
- Girls in single sex comprehensive schools perform better than those in mix grammar school.

Overall the finding form this study suggest that girls and some extent boys can benefit academically form attending singe sex secondary

schools and that schools size has some impact on academic attainment and opportunity.

V. Wilson (2002 A.D) States that **“the Scottish Executive Education Development, reviews the U.K and international literature published during the past twenty three years on the effects of class size on teaching practice and on pupils behaviour and attainment”**. Below are some of the main findings of this study review.

- **Does class size impact on pupil’s attainment?** There is sufficient evidence particularly for the U.S. to show that reductions in the class size are associated with improvements in pupils achievement, major benefit are seen in reductions in the class size to below 20 pupils to one teacher. U.S. evidence show that using full time class room assistance in regular class sized as a mean to achieving a lower pupil, adult does not appear to increasing pupil achievement, conflicting, evidence arises from some British studies which indicate that the attainment decreases in class size 20-50 and begin to level out with groups of over 30 pupils.
- **Which stages of education benefit most from the class size reductions?** Research indicates that the benefit of class size reduction is more marked in the early stage of child's schooling. U.S. studies suggest that the benefit of class size reduction were must marked with group of black children which may indicate that smaller benefit could be achieved for children from monitoring or disadvantaged group. Both U.S and British studies indicate the gains of early exposure to small classes are sustained.
- **How does class size manipulation impact on teaching practicing?** Teachers believe that class size affects their teaching practice, particularly in way in which they organize program within class group and the amount of time they can devote to children. Teachers report feeling less stressed and more able to cope with there is a difference between the way of teachers claim they could organize their classes if the class size were reduced and their actual class room practice.
- **What affect does class size reduction have no pupils learning?** There is limited evidence on the effects of class size on pupils learning and Observational studies so little evidence of collaborative learning.

Most pupil appear to learn individually. A similar lack of evidence also pertains to the effects of class size reduction, on pupil's motivations, attendance and behaviour.

- VI.** Vigholes and et al(2000) explains that **“the London school of economics and Exeter University is part of a wider education within the department for education and employment of the link between the school resources and results”**. The majority of the research reviewed was American. A number of British studies were discounted because the data was not considered to be robust enough to be reliable. Overall, this review showed that it is impossible to demonstrate from existing research that extra spending per pupil has a positive and significant on pupil’s outcomes. Whilst class size did influence results, its effect was small. Experienced teachers had a greater effect on pupils outcomes than class size. Although the, level of training was discounted as a factor, pay and experience of the teachers had an important influence on results. The effect was most marked when teachers were both experienced and well paid. However, according to the Reynolds of Exeter University, "The conclusions are necessarily tentative because there are large differences between the American System and our own. It is impossible to certain that what works in the one county will transfer to another".
- VII.** Maynard and Hawley (1997) States that **“the researchers and educators were long agreed that when parents get involved in education, children try harder and achieve more at school”**. Parents who help and encourage their children to learn at home and who help to develop positive attitude towards school, contribute to the personal growth and academic success of their children. Various approaches have been developed to help school again greater parent’s involvement. These approaches have several features in common programmes that focus on parenting skills and the development of home condition that support learning. School to home and home to school communication about schools programmes and children progress, the use of volunteer at school or in other locations to support the school and students and participation by families in decision making governance and advocacy. These approaches however were not developed with rural communities in mind. Rural communities differ from urban and suburban ones, and they also differ form one another (Flora, spears and Swanson 1992). Parent involvement

programmes for rural communities work best when they respond to particular features of the communities they serve.

- Opportunities and challenges; Despite variability among community research does not point to characteristics that are more common in rural areas than elsewhere and affect educators efforts to involve parents. It is not clear that rural communities are any more or less likely than the semi urban ones to involve parents in educational process. Research provides conflicting finding. A study of 296 schools in Mis. Souri found that parent involvement was higher rural than semi urban community. In contrast, findings from a large national survey of eighth grade students suggest that parent involvement tends to be higher in semi urban communalities than in rural community(National Centre for Education Statistics 1994)

Jonson (1990), By contrast, found that **“semi urban parents from middle and upper middle class in communities were the most involved even if parent involvement turns out to be moved prevalent in rural than in semi urban school”**. Rural educators may still face special challenges often associated with the rural life. Among this challenges, challenges are isolated, poverty and lack of job opportunity. Isolation restricts rural schools and communities from making use of urban based resources that might enhanced educational programmes museum, research libraries, college and Universities furthermore, the poverty of many rural communities limits parents' ability to provide for their children and to argument their children's education with resources in the home. Finally, the lack of job opportunity, it harder for rural students to see any financial benefit to attendance or success in school. These requirements lead to some educators to conclude that rural families place a low value on the education of their children. This conclusion gains support from the findings that rural parents have lower educational attainment than their urban and semi urban counter part. As the arguments goes to parents who were lack of personal experience of education beyond basic skills often felt to see its importance for their children. Further, they may feel intimidated by school producer and exception, however, other evidence demonstrates the high value that rural residents often place on their schools. Not only do they view, schools as the central focus of community life (Herzog & Pittman 1995) residence in many rural

areas support their school with higher tax rates than those impose in semi urban districts where property values are higher. Educators can draw upon this community support to expand parent's involvement programmes in rural schools. In some rural communities such programmes have mobilized residents to work towards the combined revitalization of schools and rural economics. Beneficial programmes features taking into account both the opportunities and challenges posed by conditions of rural life, educators can work to involve parents by setting up programmes that includes features with well documented, positive results. Among the features most often recommend are;

- Parent enrolment in adult education and parenting education programmes.
- Co- operative strategies for extending the school curriculum beyond the school walls.
- Efforts to help parents provide learning experiences at home.
- Home visit by personnel trends to facilitate home to school communication.
- Summer enrichment programme for both parents and children.
- Community based learning
- Use of school's facilities for community activities and
- University participation in an advisory and supportive role.

Programs that combine these features are indeed extensive, recognizing both strength and weakness that parents may bring to partnership with their children's school. Such programmes recognize that parenting involves when parents feel effective in a variety of adults role. But they also take into account the fact that schooling improves when a variety of adults share their talents and model successful strategies of life management. Moreover, when community and business organization have a visible presence in class room life. Students are more likely to see a meaningful connection between their studies and their eventual success in the work place. Promising approaches a number of ongoing efforts demonstrate ways that parents school partnership can work to improve education in rural areas. These approaches include even start, the total village project, and the teacher parent partnership for the enhancement of school success. Noting the effectiveness of project such as these educational reforms movements in a rural stage- the Kentucky education reforms Act, for example- in co-operate parent and community involvement activities into system wise efforts to improve school's outcomes. Even

start, which was piloted in rural Montana had as its expressed purpose "to improve the educational opportunities for their children and parents through co-operative projects using and existing educational resources. Building on the key roles that parents play the pilot project emphasized parents participations as communicators, supporters, learners, teachers, advisors, and advocates. The project relied on a team of dedicated teachers and administrators who provided direct and indirect support including focused training to the parents. The pilot demonstrated that the activities and materials developed by the R & D team at Montana State University were useful in getting parents more fully involved in their children's education. The total village projects which is being implemented in rural West Virginia, advocates a community effort to educate children. Through a family center, co-ordinated family services, home visits, parent teacher action teams, monitoring, tutoring and assistance to teachers, the project seeks to achieve its integrated objectives. These objectives include increment in parent attendance at meetings and activities, quality and quantity of parent involvement at home and school, students self esteem and regular attendance. Other objectives for improvement in standardized test results and parents community and school communication.

The Primary purpose of the teacher- parents partnership for the enhancement of schools success was to implement a school and home based programmes for young children who arises students achievement and increases education opportunities. To achieve its primary goal, the project worked to improve parents, self confidence increase parent child- interaction, improve home support for education strengthen the relationship between school personnel and families implemented in rural South Carolina the project was a collaborative effort between the University of South Carolina and 18 rural school districts. It included training activities for parents, teachers and children intensive parent's involvement activities, home school workers and a summer enrichment programme (Swick 1991). The promising approaches discussed were all follow Herzog and Pittman's advice. **"For rural schools to be success in combating their problems, they will have to capitalize on their community and family ties."** This advice caution rural educator to view parents and business as part of the solution, not as part of problem. Such a perspective need not overlook the fact that some parents may need special types of assistance, it does not make the assumption that very community will contribute positively to the schools. It does, however, favor positive action rather than unproductive blaming.

Too often rural communities blamed for their problems. Stereotypical images replace thoughtful consideration of these places, their residents and the problems they face. Projects that bring communities together have the potential support to the school improvement, economic revitalization and a renewed investment by community members in Vigorous tradition of rural life.

VIII. Neupane, Bibhab (2001) did research entitled “**a comparative study of the achievement of students of grade nine of secondary level on the topic function**”. And found that private school students have more significant difference than the public school's students.

None of the research studies mentioned above deals the students' achievement in Mathematics between Communities based schools and public schools at lower secondary level of grade eight in Kaski district. So, this study is undertaken according as semi urban and rural area.

CHAPTER: III

METHODOLOGY

Methodology means a way in which information is gathered. It includes the method, procedure and techniques used to collect and analyze information.

For designing of methodology, Studies and representative groups is selected on which the true experiment are done. Whatever the population and the sample different tools and techniques are applied. These techniques are selected and applied in different phases of the study. Thus, the framework of the methodology contains population, sample instrument and statistical procedure. This chapter describes the design of the plan and procedure of the study, which are to be carried out to achieve the objectives of the study. For the population, four community based schools and eight public schools are selected from semi urban and rural area of the Kaski District. According to the sample instrument, observation form for the class of grade eight in Mathematics class, interview based on 12 Mathematics teachers, five students of grade eight of each school and educationalist from each school. The researcher used mark ledger of the students who passed grade eight in 2064 B.S. The main purpose of the study is to study of students achievement based on the community schools and public schools. The descriptive method and quantitative approach both applied in this research. The main procedure of the study is described as below.

Research Design

Population of the study

Sample of the study

Instruments

Validation of the study

Data collection procedure

Scoring procedure

Data analysis procedure

Research Design

Comparative descriptive and survey type methods are used to collect the factual information.

3.1 Population of the study:

The community based schools and public schools, especially at lower secondary level including semi urban and rural area of Kaski district, were the population of the study. There are 13 community based school and 116 public bases schools. But there are 2 community based schools in semi-urban and 2 community based school in rural area. Similarly, there are 4 public based schools in semi-urban and 4 public basic schools in rural area.

3.2 Sample of the study:

The sample of the study was determined by the random sampling from Kaski district. The schools were selected on the basis of rural and semi urban area. Researcher had listed all community based schools and public schools in rural and semi urban area and had taken four schools from community based and eight schools from public based schools with 4% from each based school. 12 Mathematics teachers, 12 educationists, 9 management committee members from each schools, including 5 students of grade 8 were included to collect the information.

3.3 Instrument:

Every study requires tools to collect the data. Observation form, interview and mark ledger are taken as main instruments.

3.3.1 Observation form

Observation form is an evaluation technique in which one or more persons watch a performances of skill procedure, psychomotor activities perception on a measurement tool.

Observation is one of the technique to collect information in any research. The researcher found many important aspect of study by observation. Observation conducted in natural setting and gave more reliable data for the studies. Predetermined frame of the observation form was used to collect the information. The research tool of the observation form consists the topics of preparing introduction, developing content, methods of teaching, resources, plat form skills, guiding performance, controlling, use of time and concluding for each school of

community based schools and public schools of semi-urban and rural area of Kaski district. Research tool of the observation form has been given in the Appendix A.

3.3.2 Interview schedule

An interview is a conversation between two or more people where question are asked to obtain information about the interviewee. Interview can be divided into two parts that are interviews of assessment and interview for the information. Interview is also one means of data collection. A formal face to face by meeting in which the interviewer ask some questions with clients and are replied by them. Interviewees were encouraged to respond towards the questions for better report. There are many types of interview; especially direct interview was conducted with clients in this study. In these techniques, the researcher not only ask the question but also observe all behaviour and ways of answering to the respondents. The interview schedule was managed with the support of the supervisor. The interview schedule was given in Appendix B. The interview being base on;

➤ **Interview for the teachers;**

- Professional development of teachers
- Management system
- Class room teaching
- Parents claim concern

➤ **Interview for the students**

- Attendance regularity
- Teaching strategy
- Learning management
- Assignment Policy
- Co- curricular activities

➤ **Interview for the educationist**

- Learning and teaching strategy in the present context of Nepal
- Curriculum of Mathematics according to our society
- Process of school visiting system

3.3.3 Mark ledger(Marks slip)

Mark ledger which was already recorded by the schools were used in this study. The mark ledger of the final examination of class eight (2064 B.S) were recorded for this study to compare the students achievement.

3.4 Validation of the study

The questionnaire was piloted on the grade 8 students to check its appropriateness as well as effectiveness. Then some of the questions were modified, some of them were removed and some of them were re-arranged. Hence the researcher showed them to the supervisor and prepared for the final administration according to his suggestions.

3.5 Data collection procedure

Researcher visited each of the sample school in both rural and semi urban area. Researcher informed the sample schools before they went to the school. The researcher observed Mathematics classroom by taking permission of Headmaster and Mathematics teacher of respective schools. Then, he observed all the school environment, Mathematical equipment, content analysis, teaching strategies. During this time, researcher conducted the interview with students, Mathematics teachers, Headmasters and Management committee members on the basis of interview schedule. The interview schedule was used to find out the teachers and students' attitudes, schools management system of community based schools and public schools. The researcher also had taken mark ledger of those schools with the permission of headmaster. Especially, the marks ledger of final examination -2064 in different public based schools and community based schools of grade eight students were carried out for this study.

3.6 Scoring procedure:

For the analysis of every items of observation form named as NO. (Not observed), NA(Not applicable), NI (needs improvement) OK(all right), EX(Excellent) were consisted in the various topics of observation form of grade 8. If the value of anyone item has more than 50%, the given statement is strongly in favor to the problem. If the percentage is less than 50%, it is weak favor to the statement.

3.7 Data analysis procedure

The statistical tools of Z-test was used to find out the significant difference between mean scores of Mathematics achievement on community based schools and public schools as well as Mathematics achievement with respect to the gender issues. In the case of two normal populations with unknown variance for independent sample, the z-test was used to compare the Mathematics achievement in

the form. $Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$ in which the level of significance of the study was 5% in

this test.

Where \bar{X}_1 = mean of marks of students in community based schools.

\bar{X}_2 = mean of marks of students in Public based schools.

n_1 = number of items in the first sample

n_2 = number of items in the second sample

s_1^2 = variance of first sample

s_2^2 = variance of second sample

CHAPTER: IV

ANALYSIS AND INTERPRETATION

The collected data were analyzed and interpreted to find out Mathematics achievement at lower secondary level students from community based schools and public based schools, attitudes of students and teachers towards school management system. It had already mentioned that observation form, interview schedule and marks ledger were the tools for the study. Descriptive analysis had been done to describe the attitudes of students and teachers towards school management systems. Z-test was applied to compare the Mathematics achievement between community based schools and public based schools and similar test for those both schools to compare with respect to the gender.

This chapter deals with analysis and interpretation of data obtained from sampled population of the study. The analysis of the data was carried out under the following major facts.

- Comparison of Mathematics achievement from community based schools and public schools.
- Comparison of Mathematics achievement from community based schools with respect to genders.
- Comparison of Mathematics achievement from public based schools with respect to genders.
- Some causes that affect the Mathematics achievement.
- Teacher's attitudes towards the school management system.
- Student's attitudes towards the school management system.

4.1. Comparison of Mathematics in terms of community based schools and public based schools:

The first objective of the study is to compare Mathematics achievement of students from community based schools and public based schools. For this purpose, the researcher analyzed on the basis of marks ledger of 117 students of community base schools and 433 students of public based schools.

The mean, standard deviation and corresponding Z value of the score obtained by community based schools and public schools students of lower secondary level of grade eight are presented in the table 4.1.

Table 4.1

Comparison of mean score of community based and public schools students;

Group compared	Sample size	Mean	S.D	Z-value
Community based school	117	42.13	12.92	2.93
Public school	433	37.97	16.08	

Critical value $Z_{0.025} = 1.96$ (for $n \geq 30$) on the basis of mark ledger of class 8 in the table no 4.1 shows that the mean score of community schools is 42.13 and the mean score of public schools is 37.97. That gives the absolute mean difference from community based schools have the higher score than public schools on the Mathematics achievement. The standard deviation of community based schools and public school are 12.92 and 16.08 respectively. The obtained z-value is 2.93 which is greater than the tabulated z value with 5% level of significance. But null hypothesis can be rejected. Hence, the mean achievement of community based schools and public schools shows significance difference.

4.2. Comparison of Mathematics achievement from community based schools with respect to gender:

For this purpose, the researcher conducted analysis on the basis of score of 62 boys and 55 girls.

The mean, standard deviation and corresponding z- value of the score obtained by boys and girls of community based are presented in the table 4.2

Table 4.2

Comparison of mean score of boys and girls.

Group compared	Sample size	Mean(x)	S.D	z-value
Boys	62	43.14	13.68	9.04
Girls	55	41.00	11.92	

Critical value $Z_{0.025} = 1.96$ (for $n \geq 30$)

On the basis of mark slip of grade 8, in the table no 4.2 shows that mean score of boys and girls is 43.14 and 41.00 respectively. That gives the absolute mean difference between boys and girls is 2.14. The mean score of boys has been a little bit higher than the girls in mathematics achievement. The standard deviation of boys and girls are 13.68 and 11.92 respectively. The obtained z- value is 9.04 which is more than the tabulated z- value (1.96) at 5% level of significance. Hence, the null hypothesis can be rejected. That is, it is concluded that the mean achievement of boys and girls from community based schools shows significance difference.

4.3 Comparison of Mathematics achievement of public schools with respect to gender:

The third objective of the study was to compare mean scores of public schools with respect to gender. For this purpose, the researcher did analysis on the basis of score of 199 boys and 234 girls. The mean standard deviation and corresponding z-value of the score obtained by boys and girls of public school are represented in the table 4.3.

Table 4.3
Comparison of mean scores of boys & girls.

Group compared	Sample size	Mean	S.D.	z-value
Boys	199	44.92	13.44	9.2
Girls	234	32.05	15.81	

Critical value: $Z_{0.025} = 1.96$ (for $n \geq 30$) on the basis of mark slip of class 8, in the table no. 4.3 shows that the mean score of boys & girls from public schools are 44.92 and 32.05 respectively. The mean of score of boys had the higher score than girls in Mathematics achievement. The standard deviation of boys and girls are 13.44 and 15.81 respectively. The obtained z-value in 9.2 which is greater than T-value (1.96). Hence, the null hypothesis is rejected. Thus, the mean achievement of boys and girls is significantly different.

4.4 Some cause that affect in Mathematics achievement.

It was already mentioned that the interview schedule was applied to collect the information. The class observation form was also applied to observe the 12 classrooms of selected schools in grade eight. To collect the information from each school of community based schools and public based schools in semi urban and rural area, the observation form is mainly used and researcher has got the information which are given below.

Table 4.4
Statements related on the topics preparing by percentage(%)

Topic	Statements	NO	NA	NI	OK	EX
Preparing	Instructor prepared for the class	-	5	45	50	-
	Content is reviewed	5	-	30	65	-
	Equipment is set up	-	10	30	60	-
	Facilities are arranged appropriately	5	5	45	45	-
	Researcher are available	5	10	50	35	-
	Supplies are in place	5	5	45	45	-
	Class Arrangement is in correct way	-	-	30	70	-

From the table 4.4 while studying the first statement on the topic of “preparing, it is concluded that instructor fully prepares for the class, content is reviewed, equipment is set up and class arrangement is in correct way are OK, facilities are arranged appropriately and researcher available are needed for improvement.

Table 4.5
Statements related on the topics introduction by percentage

Topic	Statements	NO	NA	NI	OK	EX
Introduction	Session starts on time	-	-	30	70	-
	Motivation is provided	-	5	30	65	-
	Inspiring the students in positive way	5	5	30	60	-
	Overview/review/preview provided	5	5	60	30	-
	Objectives are provided	-	-	50	50	-

According to the 8th statement, it is concluded that 70% schools session start in time and 30% of schools need improvement.

For the statement 9th, 65% schools are ok for the motivation provided, 30% need improvement and 5% not applicable.

According to 10th statement, inspiring the students in a positive way is better. For the statement 11th , 60% teachers need improvement for the overview/ review/ preview provided. For the statement 12th , 50% teachers had provided the objectives effectively.

Table 4.6
Statements related on the topics delivering by percentage

Topics	Statements	NO	NA	NI	OK	EX
Delivering	Content is accurate	-	-	10	90	-
	Materials are presented sequentially	-	-	40	60	-
	Examples are provided for the concept	-	-	35	65	-
	Summarizing the content	5	5	45	45	-

With reference to the statement 13th , 90% content is accurate. For the statement 14th , 40% need improvement for the materials presented sequentially and 60% need ok. For the 15th statement, 65% of the Mathematics teacher providing the concept is ok and 35% needs improvement. According to the 16th statement, 5% not observed and 5% not applicable for summarizing the content and 45% - 45% is ok and needs improvement.

Table 4.7
Statements related on the topics methods by percentage

Topics	Statements	NO	NA	NI	OK	EX
Methods	Learners actively involved	-	-	45	55	-
	Learner names use	5	5	35	55	-
	Clear and concise instruction provided	10	10	35	45	-
	Creativity use in selecting	-	-	45	55	-
	Methods used proficiency	-	-	55	45	-
	Methods change every 15 minutes	10	10	35	45	-
	Briefing activities are conducted	-	-	35	55	-

In the response of 17th statement, 55% are ok and 45% needs improvement for the learners activities. In the 18th statement, 55% are ok, 35% needs improvement and 5/5% not observed and not applicable for the learners names. For the 19th statement, clear and concise instruction provided by the teacher is very low.

For the 20th statement 55% are ok and 45% need improvement for the creativity use in selecting. For the 22nd statement, the teaching methods changing way is below 50%. For the 23rd statement 55% are ok and 35% need improvement.

Table 4.8

Statements related on the topics resources by percentage

Topics	Statements	NO	NA	NI	OK	EX
Resources	Visual are used extensively	-	-	65	35	-
	Resources add to the learning experience	5	5	35	55	-
	Resources are used in efficient way	5	5	45	45	-
	Care instructions are followed for resources	5	5	55	35	-

According to the 24th statement, 65% need to improvement and 35% ok. According to the 25th statement, resources added to the learning experience is ok. For the 26th ,statement, the used resources are not in efficient way. For the 27th ,statement care instructions are needed improvement.

Table 4.9

Statements related on the topics plat form skills by percentage

Topics	Statements	NO	NA	NI	OK	EX
Resources	Nervousness managed	5	5	35	55	-
	Eye contact good	-	-	35	65	-
	gestures are non-distraction	5	5	45	45	-
	voice is clear and audible with inflections.	5	5	35	55	-
	Enthusiastic and positive towards topic skillful.	5	5	45	45	-
	words are understandable to the audience	-	-	40	60	-

According to the 28th statement, 55% schools teacher manage the nervousness. For the 29th statement, eye contact is 65% ok. For the 30th statement, gestures are non-distraction is needed for improvement. For the 31st statement, 55% of the teachers' voice is clear. For the 32nd statement, Enthusiastic and positive

attitude towards topic is needed for improvement. And for the 33rd statement, 60% are ok.

Table 4.10
Statements related on the topics guiding by percentage

Topics	Statements	NO	NA	NI	OK	EX
Guiding	opportunities provided for questions	-	-	45	55	-
	Open ended question used.	5	5	35	45	-
	Un-answered question research/reported	10	5	45	40	-
	Questions referred back to learners	5	5	45	45	-
	Learners guided to reach answers themselves	-	-	55	45	-
	Feed back given to the learners	-	-	45	55	-

According to the statement 34th, 55% are ok and 45% need improvement. For the statement 35th, open ended questions are not properly used. For the statement 36th, Un-answered questions research is low. For the 37th statement, feed back given to the learner needs improvement.

Table 4.11
Statements related on the topics performance by percentage

Topics	Statements	NO	NA	NI	OK	EX
performance	Adequate guided practice provided	-	-	45	55	-
	Encouragement and development feedback provided	-	-	55	45	-
	Instruction moves among learners	5	5	35	55	-
	Proper works habits encourage	-	-	45	55	-
	Adequate independent practice provided	-	-	35	65	-
	Safety emphasize	5	5	45	45	-
	Performance evaluated (observation, test, questions)	-	-	35	65	-

According to the 40th statement, 55% performance is ok, for 41st statement, 55% performance needs improvement, In 42nd statement, 55% performance is ok, for statement 43rd 55% for the performance of proper work- habit encourage is ok. For the statement 44th, 65% performance is good for the adequate independent practice.

For the 45th statement, the performance of safety emphasized is needs improvement. For the 46th statement, 65% is ok for the performance of evaluation by taking class test.

Table 4.12

Statements related on the topics Controlling learning behaviour by percentage

Topics	Statements	NO	NA	NI	OK	EX
Controlling learning behaviour	Expected behaviour communicated	-	-	65	35	-
	Behaviour monitored	5	5	35	55	-
	Appropriate feedback provided	5	5	35	55	-
	Control of the learning environment is maintained	-	-	55	45	-

According to the 47th statement, the controlling of learning behaviour is 65% needs improvement for the statement of behaviour monitored 55% is ok, for the statement of 49th ,55% is ok for the controlling learning behaviour and for the statement of 50th, control of the learning environment is maintained 55% which is proper improvement is needed.

Table 4.13

Statements related on the topics use of time by percentage

Topics	Statements	NO	NA	NI	OK	EX
Use of time	clear directions provided	-	-	65	35	-
	learners kept “on-task”	5	5	35	55	-
	Class room problems handled efficiently	5	5	35	55	-
	Focus on learning objectives	-	-	55	45	-

According to 51st statement, 65% clear directions provided by the teacher is properly improvement, for the 52nd statement, learners kept “on- the task” is properly use of time is 55%, for the 53rd statement, 55% class room problems are handled by teachers efficiently. And for the 54th statement about the learning , objectives needs improvement by using proper time.

Table 4.14

Statements related on the topics concluding by percentage

Topics	Statements	NO	NA	NI	OK	EX
Concluding	content and objectives reviewed	5	5	35	55	-
	Previous provided	-	-	45	55	-
	Session end on time	-	-	30	70	-

According to the statement 55th ,55% is ok for the content, an objectives reviewed, for the statement 55% is ok for the previous matter, for the statement 57th ,70% is ok on the session ending of each class as the concluding,

Professional development of teachers

To accept teaching as a profession, training was essential for the development of teaching profession. Trained teacher could teach according to the objective centered for maintaining quality education. If teachers were untrained, the achievement couldn't gain appropriately. So for the Mathematics achievement, training of teachers affects much.

Management

Teacher's agreed that Management System was not differed in Mathematics classroom before and after community based-schools. The psychological concept of the teaching is a positive development which increases according to their responsibility. There was different in the schedule, period of time or duration and text books before and after community based school. "The relation between Mathematics teachers and management committee was improved in community schools than of that earlier in public schools. None of the teachers made the future plan of schools improvement as well as mathematics learning improvement. The management system was better in semi-urban than rural area's school's. The instructional material related to Mathematics teaching was rarely available and even available materials were not properly managed.

Class room teaching

Most of the teachers showed the good performance in teaching and students were friendly in both semi urban and rural area. The class room management was not sufficient for Mathematics teaching. Although the teacher wanted to move every corner of the class rooms but the rooms were congested. Most of the teachers were

used descriptive method and didn't select the appropriate examples that concerned the context. The system of questioning the problems by student was not so good. All students were hurried to ask the question at once. Because of unavailability of the teaching materials was not seemed quiet and effective to draw all the attention in teaching learning activities, they has to use materials as much as possible. The class work and home work checking system was little improved. Some Mathematics class room was affected by other environment. In semi urban areas schools, the sound pollution was little bit high. The relation between teacher and students was very excellent condition in all schools of community based students freely questioned to the teachers with any hesitation.

Parents claim concern:-

Parents' involvement in School was essential to improve children achievement parents' participation in children's learning process. The awareness of education was seen in all societies. So must of parents see their child in school. In semi urban, most of the students are coming from poor family background. Their parents are busy in their work so they could not participate in school. Very few parents who visit mathematics teacher for children problems are illiterate in rural area. So they for their child knowledge to progress of their children in mathematics do not achievement.

Attendance /Regularity

Nearly 15% of the students are absent in the schools. Most of the students are not able to go schools everyday because of their poverty. The irregularity is the very serious problems of low achievement. It was happened mainly in public schools. All the community schools followed the students' uniform system and some schools followed the teachers' uniform all so. Most of the students were seen in the school's uniform.

Teaching strategies:-

Mathematics teaching base on discussion method but most of the teachers apply lecture method. They described process most of the without given facts and concept. Instructional materials are rarely setup in the classroom. Teaching equipment is not available in the all schools. Mathematics teacher do not seem willing to use available materials also. Even though, there is very good environment

among the students and teachers for teaching and learning activities and they have the close relation.

Learning management

The physical facilities of the class room are in very poor condition. Selected class rooms have low facilities. Most of the schools have a small size of blackboard and difficult to complete the problem of Mathematics once at a time. Most of the students seem actively participate in learning activities. The furniture management is not sufficient for all students. The interaction activities are highly appreciable. Students are seemed without shame and fear. The Mathematics text book is applied in teaching learning activities. In semi- urban area, the sound pollution disturbed the class room teaching.

Assignment policy

The assignment is given in the class work and homework . Assignment on Mathematics is highly necessary. Most of the teachers have given class work as well as completion of the topics as for practice but given assignment are not checked. Checking system is one of mathematic learning process. Some teacher had checked homework carelessly. So the homework did not seem as practical.

Extra Curricular Activities

The extra curricular activities has been conducted by the teachers in the schools that will be the best performed by the students. They are highly participating in co-curricular activities. Some rewards are also been seen in the office of most of the schools related to the activities. Especially the activities were not related to Mathematics teaching and learning.

Parent's role

It was already mentioned that parents involvement in education is essential for children's learning improvement after community based schools system but illustrate what parent's awareness was developed. Some of the parents couldn't visit the school because of their own obligation. Some parents claimed that some of the public schools had gone to community based system getting One Lakh donation. The government had provided one Lakh donation for one level per school to improve and construct their quality and infrastructure respectively. But most of the schools are not still managing properly. In semi urban area, most of the teachers were lazy to teach in public schools. It was little changed in community based system.

Management committee role

There is a provision to construct one management committee to conduct the school. In community based schools, this provision is legally established. The members of this management committee must be elected with the support of parents in practically. It is rarely seen. To improve the quality of education in school, the committee's role was very important. The management committee, which was tasked to do, was not workable for school's improvement at all.

Hence, the above-mentioned causes directly or indirectly affect the Mathematics allurements. The study concluded that parents' participation in children's learning process was essential. The causes are applied to improve Mathematics achievement after community based system, the relation extended district office to central office. In rural and semi-urban area, some schools were facilitated with the help of one Lakh donation and had improved their physical as well as management aspect.

Teachers' attitudes towards the schools management system of community based schools and public schools.

The fifth objective of the study is to identify the teacher's attitude towards the school management system of schools. There are three samples for community based schools in Kaski district. All teachers in sampled schools are the sample for the study to the entire attitude towards schools' management system. The interview schedule and unstructured observations were applied to collect the information about teacher's attitude. The sampled schools were drawn equally from semi urban and rural areas. In semi urban and rural areas, the management committee was active in public schools. All of the children of committees' members were studying in private schools. The management committee also seemed a little responsible to the community based schools because of the arbitrarily elected members of school management committee" Right man in right place" was rarely seen.

In rural area, the management of community based schools seem much more responsible than that of semi urban schools. Most of the children of community member are studying in the same schools. In the schools, there was hardly relation among the community members and teachers. Most of the teachers even did not recognize the committee members. But in the community based schools, the situation was little improved. The rate of responsibility of feeling was very high in semi urban community based schools. In the public schools, it seemed some low

positive. In the semi urban area, most of the teachers were not seemed responsible. The rules and regulation were strictly followed in community based schools of both areas. Some teachers said that the main advantage of changing public schools in community based school made their job more secured than that of their temporary post. The psychological thought among teachers was changed after community-based system. Consciousness to do something to the school was raised among them. All the teachers, after community based system, hoped that they would get there where not any type of training is given for teachers. The interaction activities were increased in community based system. Most of the teachers agreed that the system was established after community based schools; Hence the study concluded that the teachers attitudes towards schools management system of community based schools were highly positive than that of the public schools.

Students' attitude towards schools management system of community based schools and public schools.

The sixth objective of the study was to identify the students' attitude towards school management system of community based schools and public schools. For this purpose, all the students studying in grade eight from sampled schools were considered for the study. The interview schedule was used to collect the necessary information and also unstructured observation was used. The regularity of students' was poor in public schools whereas in community-based schools, it was a little bit improved. In community based schools, the rules and regulations for students were found more disciplined than public schools. Co-curricular activities were more highly practiced in community based system than public based system. Some awards related to co-curricular activities won by students were also seen in the school's office.

The extra curricular activities were increased in community based schools than public based schools. The assignment given to students was not properly checked in public schools of rural areas. It was little bit improved in community based schools. The relation among teachers and students was very friendly in community based schools. It was little bit practiced in public based schools. In semi-urban area infrastructure of schools seemed quite improved. The sound pollution was very high and even disturbed the classroom teaching. In semi urban, it was less acceptable than in rural area. In rural area, the environment was very good, calm and peaceful. The classroom management was also good in rural area and acceptable in

semi urban area. The classroom size were very small, the blackboard size and colours were also very poor in public schools. In community based schools in rural areas, furniture in classroom, posturing-management-rotation- process of students were better improved. It was very poor in semi urban area for furniture management and rotation process after community based system, class-room management was in improving stage. Hence, the study concluded that students attitude towards management system of community based schools was positive but pitiable in public schools.

CHAPTER: V

SUMMARY, FINDINGS AND RECOMMENDATIONS

This chapter deals with summary, findings and recommendations are intended for the further study.

5.1 Summary:

Mathematics is very abstract subject in comparison to other subjects. Most of the students do not like Mathematics subjects. Some of them think Mathematics is very difficult and unpracticed in our daily life. So, it indicates that the attitude of the students towards Mathematics is not positive. The study is focused on the problem that Mathematics achievement of lower secondary level students at grade 8 from community based schools differs from the students at grade 8 from the public based schools. The main objectives of the study are: to compare the Mathematics achievement of students from community based schools and public schools, to compare the Mathematics achievement of students from community based schools with respect to gender, to compare the Mathematics achievement of students from public schools with respect to gender, to identify the teachers' attitude towards the school management system of community based schools and public schools. To collect the necessary information from 12 schools in semi urban and rural area such as 4 schools as community based are taken to study as well as 8 school from public based are taken to study in Kaski district. On the basis of these schools class observation and interviews are conducted. The marks ledger of grade 8 students is also used for recording the marks of grade 8 students. To analyze and interpret the collected data; descriptive, comparative, analysis and Z-test are applied for this study.

5.2 Findings of the study:

From the collected data from observations, interview and marks ledger, are given the following consequences as the findings of the study.

- I.** There is significant difference between the mean score of lower secondary level students at grade 8 from community based schools and public schools.

- II. There is significant difference between mean score of lower secondary level students at grade 8 from community based schools with respect to genders.
- III. There is significant difference between the mean score of the lower secondary level students at grade 8 from public based school with respect to gender.
- IV. Teachers had more positive attitude towards the school management system of community based schools than that of public based schools.
- V. Students had more positive attitude towards the school management system of community based school than public based schools.

Teachers were well known about the teaching strategies but most of them followed lecture method in teaching activities. The instructional materials were not used according to the situation. However, the teachers were trained and qualified but they did not apply the new trends of teaching style in their daily classes. Most of the management committee members were busy in another field and could not come to the school regularly. Parents' involvement in school was very pitiable. The dropout problem was one of the factor of low achievement. Nearly 15% in semi-urban area and 10% in rural area in both schools, students did not seem to continue their education. The assignment checking in both types of schools was not systematic. The schools did not provide different types of materials for children's physical development. It was not seemed that the class rooms were also not properly managed for Mathematics teaching. The blackboard condition and size was very low step. But the community based schools there was quite improved.

5.3 Suggestions and Recommendations:

Since this study was limited in some schools within Kaski district, the findings of this study can be generalized for the only Kaski district. But it could not be for all levels or national wise. So, for considering these limitations, the following suggestions and recommendations had been made.

- I. The study was conducted in Kaski district. It can be extended to national wise to get more validity and reliability.
- II. A similar study can be done for secondary level in Mathematics achievement as well as in other subjects.
- III. Most of the teachers used traditional methods in teaching learning activities. So, it should be changed.

- IV. There is lack of students'- centered method which is applicable for daily life Mathematical problem in text book. So, at lower secondary level specifying the group works is essential as practical as behavioral Mathematics learning.
- V. Teachers' load should be minimized so that they should have time to check assignment properly and they could conduct other students' centered learning approach.
- VI. The selection of management committee's member should be systematic and fair.
- VII. There is provision of providing training in communities based schools according to their needs but none of them informed that about training and the education departments at district education office. This rate was high in semi-urban and rural areas. So the teachers training programme should be conducted time and again and qualified teachers should be selected for the teaching learning activities.
- VIII. The participation of parents in schools most be improved.
- IX. The government should apply the new education programme as soon as possible to solve all problems created in teaching learning activities.
- X Physical facilities should be supplied in the class room as much as necessary.
- XI. School need to be provided with a separate mathematic classroom where equipment such as graph board and teaching materials should be stored in proper way.
- XII. The number of students should be minimized in the classes of rural areas.

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15.....example provided for concepts

16.....summarizing the content

Methods NO NA NI OK EX

17.....learners actively involved

18.....learners names used.

19.....clear and concise instruction provided

20.....creativity used in selecting

21.....methods used proficiency

22.....methods changed every 15 minutes

23.....briefing activities are conducted.

RESOURCES NO NA NI OK EX

24.....visuals aids used extensively

25.....resources add to the learning experience

26.....Resources are used in efficient way.

27.....care instructions are followed for resources.

PLATFORM SKILLS NO NA NI OK EX

28.nervousness managed

29.....eye contact good

30.....gestures are non-distracting

31.....voice is clear and audible with inflections.

32.....enthusiastic and positive towards topic skillful

33.....words and are understandable to audience

GUIDING Questioning NO NA NI OK EX

34.....opportunities provided for questions

35.....open ended question used.

36.....unanswered question research/reported

37.....questions referred back to learners.

38.....learners guided to reach answers themselves.

39.....feed back given to the learners.

PERMORMANCE NO NA NI OK EX

40.....adequate guided practice provided.

41.....encouragement and development feedback provided

42.....instruction moves among learners

- 43.....proper works habits encouraged
- 44.....adequate independent practice provided
- 45.....safety emphasized
- 46.....performance evaluated(Observation, tests, questions)
- CONTROLLING Learning Behavior NO NA NI OK EX
- 47.....expected behavior communicated
- 48.....behavior monitored
- 49.....appropriate feedback provided
- 50.....control of learning environment is maintained
- USE OF TIME NO NA NI OK EX
- 51.....clear directions provided
- 52.....learners kept “on- task”
- 53.....class room problems handled efficiently.
- 54.....focus on learning objectives
- CONCULUDING
- 55.....content and objectives reviewed
- 56.....previous provided
- 57.....session end on time

APPENDIX- B

The interview for the teachers

➤ Professional development of teacher

- Management systems
- Class room teaching
- Parents claim concern

➤ Interview for the students

- Attendance regularity
- Teaching strategy
- Learning Management
- Assignment Policy
- Co-curricular Activities

➤ Interview for the educationist

- Learning and teaching strategy in the present context of Nepal.
- Curriculum of Mathematics
- Process of school visiting

APPENDIX –C

MARKS LEDGER OF LISTED SCHOOLS

I. Machhapuchhare Higher secondary School, (Naundanda)

Total Number of students: 53

Boys – 26

Girls – 27

Boys	Girls
70	34
64	45
54	41
44	51
36	32
45	49
45	32
50	61
45	48
49	35
32	32
32	32
69	50
39	45
39	37
32	33
32	36
46	52
43	51
83	45
43	58
49	32
49	51
40	47
36	49
37	35
	36

II. Amar Jyoti Lower secondary school (Sarankot)

Total Number of students : 8

Boys – 4

Girls – 3

Absent – 1

Boys	Girls
82	57
47	32
32	32
32	

III. Udaya Secondary School (Dhampus)

Total Number of students : 26

Boys – 16

Girls – 10

Boys	Girls
80	72
54	32
13	45
32	32
23	32
32	07
32	11
32	09
19	12
32	32
35	-
32	-
37	-
14	-
10	-
38	-

IV. Jateshwor Secondary School (Thumki)

Total Number of students: 30

Boys – 16

Girls – 14

Boys	Girls
54	64
49	48
49	51
60	51
35	32

37	50
45	44
47	54
39	50
32	53
49	33
32	56
45	39
52	73
41	-
45	-

V. Janachetana Secondary School (Nirmal Pokhari)

Total Number of students: 67

Boys – 26

Girls – 41

Boys	Girls
36	54
42	32
52	36
32	32
32	42
32	37
14	32
35	32
5	32
32	32
12	32
32	32
13	32
32	32
36	08
32	07
32	13
32	01
32	05
51	04
32	08
32	02
32	09
32	03
32	13
32	32
-	32
-	52
-	44
-	37
-	32
-	19
-	32
-	32
-	32
-	12
-	04
-	01

VI. Bishnu Paduka Secondary School (Hemja)

Total Number of students: 57

Boys – 27

Girls – 30

Boys	Girls
39	80
48	32
37	55
35	39
39	48
32	38
32	33
35	35
64	32
32	32
37	32
32	34
82	34
36	57
42	40
52	32
64	32
34	32
48	32
35	43
36	32
62	33
35	33
40	35
32	34
32	32
32	40
-	32
-	32
-	32

VII. Gauri Shankar Secondary School (Hemja)

Total Number of students: 66

Boys – 33

Girls – 33

Boys	Girls
47	32
32	35
43	55
46	46
42	32
34	33
66	32
32	52
42	59
35	47
32	32
32	45
32	32
32	32
43	32
32	32
90	70
32	53
32	32
85	32
32	32
40	38
32	46
36	50
35	32
32	32
32	32
32	32
78	32
32	32
32	32
44	32
35	32

VIII. Jana Jagriti Higher Secondary School (Sarankot)

Total Number of students: 87

Boys – 43

Girls – 44

Boys	Girls
52	32
44	32
85	51
32	44
47	39
52	59
66	32
41	41
42	56
37	68
35	56
53	56
65	49
45	34
41	35
32	38
73	32
56	32
47	32
58	32
32	43
82	32
71	04
90	32
88	32
35	13
84	32
47	16
45	53
32	51
37	32
34	34
54	34
32	43
32	38
46	35
51	47
32	48
32	32
32	32
32	32
14	16
32	57
-	32

IX. Durga Lower Secondary School (Pumdi)

Total Number of students: 12

Boys – 5

Girls – 7

Boys	Girls
69	37
43	39
44	32
41	32
11	32
32	6

X. Shivalaya Secondary School (Thumki)

Total Number of students: 63

Boys – 36

Girls – 27

Boys	Girls
83	41
60	36
79	32
60	41
56	14
34	37
52	61
51	45
32	50
36	39
49	51
57	39
69	37
54	40
53	39
32	26
39	32
32	40
32	33
37	43

36	37
42	34
47	52
47	37
48	41
25	-
41	-
59	-
48	-
36	-
32	-
48	-
41	-
36	-
40	-
39	-

XI. Ramkot Higher Secondary School (Hansapur)

Total Number of students: 33

Boys – 17

Girls – 16

Boys	Girls
61	64
58	53
52	32
55	46
32	32
39	33
58	45
54	38
58	40
54	32
63	32
38	32
49	32
36	54
38	54
47	52
47	32
41	-

XII. Arunodaya Lower Secondary School (Hansapur)

Total Number of students: 40

Boys – 19

Girls – 21

Boys	Girls
67	32
32	08
66	58
59	16
50	51
55	35
32	53
32	32
36	46
47	17
32	06
10	33
32	32
32	32
32	32
32	13
15	48
61	36
45	32
-	52
-	32

Appendix- D

Listed Schools

S.N.	Schools	Based	Area	Address
1	Machhapuchhare Higher Secondary School	Community	Semi-Urban	Naundanda
2.	Amar Jyoti Lower secondary School	Community	Semi-Urban	Sarankot
3.	Udaya Secondary School	Community	Rural	Dhampus
4.	Jateshwor Secondary Schhol	Community	Rural	Thumki
5.	Janachetana Secondary School	Public	Semi-urban	Nirmal-Pokhari
6.	Bishnu Paduka Secondary School	Public	Semi-urban	Hemja
7.	Durga Lower secondary	Public	Semi-urban	Pumdi
8.	Gauri Shankar Higher	Public	Semi –	Hemja

	Secondary School		urban	
9.	Janajagriti Higher Secondary School	Public	Rural	Sarankot
10.	Shivalaya Secondary School	Public	Rural	Thumki
11.	Ramkot Higher Secondary School	Public	Rural	Hansapur
12.	Arunodaya Lower secondary School	Public	Rural	Hansapur

The End