

Curriculum and Assessment of Secondary Education

**Formative Research Programme under
Secondary Education Support Programme
Danida**

Formative Research on Curriculum and Assessment of Secondary Education

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
BS	Bikram Sambat
CDC	Curriculum Development Centre
CERID	Centre For Educational Research, Innovation & Development
CL (s)	Community Leader(s)
DANIDA	Danish International Development Agency
DEO	District Education Office
DEOr (s)	District Education Officer(s)
ECA s	Extra Curricular Activities
EFA	Education For All
FGD(s)	Focus Group Discussion(s)
HLNEC	High Level National Education Commission
HPE	Health, Population and Environment
HT(s)	Head teacher(s)
INGO	International Non–Governmental Organization
JTA	Junior Technical Assistant
METCON	METCON Consultant Limited
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MTEF	Medium Term Expenditure Framework
NEC	National Education Commission
NGO	Non–Governmental Organization
No .	Number
NPC	National Planning Commission
P.T.	Physical Training
RP(s)	Resource Persons
SEDP	Secondary Education Development Project
SESP	Secondary Education Support Programme
SLC	School Leaving Certificate
SS(s)	School Supervisor(s)
TB	Tuberculosis
VSO	Volunteer Service Organization

Executive Summary

Curriculum and assessment is one of the four components of formative research for secondary education support programme. Curriculum and assessment component has these objectives: 1) identification of the disadvantaged groups; 2) finding out sustainability of curriculum; 3) use of local resources for delivery of the curriculum; 4) explore on support materials required for the delivery of existing curriculum; 5) availability/use of extra curricular activities; 6) examine the assessment practices for high failure rates in SLC examination; and 8) identify the disadvantaged groups in the examination process.

In this study field based data have been analyzed qualitatively. School level (head teachers, teachers, students), community level (SMCs, local leaders, parents), and district level (DEO, Supervisors/RPs) were the main informants/respondents for this component. In-depth interview, FGDs, discussion, observation, and school records have been utilized to seek/collect information/data from the field. One district center school and one remote school from district center were the samples in both Doti and Humla districts making four schools in total as the sample of this study. Doti district was visited during the months of December 2002 – January 2003 for three weeks and Humla district in March 2003 for three weeks.

Major findings

1. Local stakeholders identified various groups as socially, economically, or socially and economically disadvantaged as summarized in the following matrix:

Reason	Humla	Doti
Social		Sunar, Chunara
Economic	Chhetri (Bhandari, Bohara), Brahmin, Lama	Magar, Chhetri (Bista, Bohara, Malasi, Bhat, Rawat, Sawad)
Both (Economic and Social)	Sarki, Kami, Damai,	Badi, Bhad, Parki, Sarki/Bhul, Kami/Koli/ Lohar/Tomota, Damai

2. Needs identified by the stakeholders for the development of their community relate to various vocational areas. These vocational needs are not adequately reflected in the existing curriculum.
3. Needs, which were related to specific subjects were also identified to be valuable for the development of the community, for example, attitudinal change, improvement in health and hygiene. These aspects are not sufficiently covered in the curriculum.
4. The existing curriculum of various subjects like English, Nepali Language, Science, Social Studies and Mathematics, Economics and Accounts require revisions in their contents, as there are some units that need to be removed, few others that need to be added and rearrangement and simplification need to be made in some contents.
5. The existing secondary school curriculum does not meet the special requirement of the specific groups of students like girl students, disabled students and students

who are socially and economically disadvantaged.

6. Locally relevant life skills identified for the study areas relate to health, life saving areas, living skills, social skills and income generating skills. Most of these are common and a few of these skills are district specific.
7. Both observation and responses of the stakeholders indicated inadequate provision of extra curricular activities for the students as well as extra activities for the teachers and other groups in the community.
8. Curricular materials such as curriculum, teacher's guide, and specification grid were not available for consultation to all the teachers in the sample schools. Availability as well as use of the instructional materials were also poor.
9. Teachers identified innumerable resources and opportunities available locally, which can be helpful for better and effective teaching learning. Nevertheless, their use has been very limited.
10. Various difficulties have been pointed out in the curriculum implementation. Besides, some problems like lack of various things, unsuitable school session (Humla), textbook not received on time, some of the contents being difficult, mistakes in the textbook content have been pointed out.
11. Teachers depended upon limited and formal type of assessment practices usually half yearly and yearly examination. Homework, practical, project works are in limited practice.
12. Students weak in study, poor teaching, crowded class, lack of standard maintaining practice of the school, lack of subject teachers, poor household support to the children in their study, inappropriate school session (in case of Humla), too much content due to 9 and 10 grades covered in examination are the major reasons cited for the high failure rate in the SLC examination.
13. The girl students are disadvantaged in the examination process in the sense that they have to stay outside home when the examination centre is very far. For the disadvantaged group children and poor family children economic burden is the problem in this case.

Recommendations

- Provision should be made to identify disadvantaged group(s) at the community level and provide support to them.
- There needs to be flexible provision of the school session (such as starting from Mid of February) that is locally appropriate. But the duration of schools days, even though same date is not followed, should be same for all schools.
- The policy regarding the inclusion of vocational subject based on specific needs of the community should be developed. The privilege of choosing the vocational subjects should be given to the schools themselves.
- "Health, Population and Environment₅ (HPE)" as a separate subject, is not as

important as vocational subjects. Hence, HPE should be removed from the existing curriculum and some important contents of this subject should be included in the other subjects. Thus, decision regarding structural changes to be brought about in the existing curriculum, needs to be made.

- Curriculum needs to be harmonized to address the local needs. Special or additional or annex curriculum for short term training for general group of students and for special training for special groups of students like girl child, disabled and disadvantaged groups to meet the needs of local community requires to be developed, the privilege of which should be provided at school level.
- The list of extra – curricular activities that must be carried out by schools should be candidly mentioned in the curriculum. Short-term training programme for teachers on conducting such activities should be developed at district level. There should be provision of conducting extra-curricular activities in schools in a compulsory manner.
- Revision in the contents of curriculum of various subjects is required for maintaining vertical and horizontal linkages of curriculum and correction in gender bias.
- In order to make teaching learning effective, proper use of curricular materials should be maximized by providing the materials and following-up on the proper use of the materials. It is necessary to emphasize practical, project, field works.
- It is essential to strengthen school based assessment practices through refresher training to the teachers, proper guidelines and provision of their use.
- It is important to analyse/discuss the relevance of including the contents of grades 9 and 10 for SLC examination. SLC examination should be based on grade 10 curriculums only. Curricular relevance, continuous evaluation, and making teachers accountable for pass/fail of the students require serious consideration.
- It is imperative to demystify SLC examination and dilute its undue influence. Decentralization of SLC examination, subject certification rather than group certificate, grading rather than raw score, improvement in testing (administration, test items, scoring) is recommended.
- Temporary residence during SLC exam period should be provided to the groups of students who are disadvantaged and thereby face a number of problems. For example, girl students, lower caste students, and economically backward students. However, on a long run, hostel facilities should be managed for them during the period of examination with the facilities of lodging , fooding and study.

Chapter I

Introduction

1.1 The Context

The aim of lower secondary education is to produce citizens "...aware of their responsibility toward the social and natural environment. Students are expected to be competent in communicating ideas and be independent, hard working, health conscious and ethical" (MOE, 2000, pp. 3-4). Similarly, secondary education aims, "at familiarising them with national tradition, culture and social heritage and democratic value. Students should be able to communicate articulately and be aware of scientific issues, and creativity, co-operation, independence and industriousness are stressed" (MOE, 2000, pp. 3-4). These educational aims do not address a particular type of individual, but are basic requirement for all citizens of Nepal. Hence, it is necessary to ensure equity in access to secondary schooling including girls, children with disability and other disadvantaged children. In order to achieve desired outcomes, education also needs to be relevant. Equity and relevance along with quality and efficiency have been the objectives stated in Secondary Education Perspective Plan (SEPP, 1999, B1-2).

Apart from equitable access to education, girls, children with disability and other disadvantaged children also need to be well represented in the curriculum. A study conducted by CERID (1997) indicated less frequency as well as lack of well representation of females in the curriculum. For example, in a frequency count of pronouns like I (89 counts), you (50 counts), he (18 counts) and she (1 count) gender bias was clearly found in the textbooks of English language for grades 6 and 7. Gender discriminatory words, male biased language were found dominating in those English language textbooks (p-70). CDC has since then revised curriculum for secondary education.

In the secondary level there are 8 subjects carrying 100 marks weightage each. Out of these 8, 6 are the core subjects. The core subjects for the general secondary schools are Nepali, Mathematics, English, Science, Social Studies, and Health, Population and Environment (HPE). For the Sanskrit secondary schools, the core subjects are Nepali, Mathematics, English, Science, Social Studies, and compulsory Sanskrit language. There are various subjects offered in the optional paper 1 and optional paper 2. Optional papers offered to the Sanskrit secondary schools relate to Sanskrit language, religious affairs, and Ayurved. Optional papers offered for the general secondary schools relate to language group or humanities and social science group or optional mathematics for the optional paper 1. For the optional paper 2, the subject offered relate to vocational subjects (Secondary Education Curriculum, Vol. 1,1998). Two optional papers one each from each group need to be opted. At the lower secondary level (grades 6 to 8), curriculum consists of 7 core subjects - Nepali, English, science, mathematics, social science, health and physical education, and population and environment science. Recently Sanskrit subject has been made optional instead of compulsory subject. In the place of Sanskrit subject, students need to choose from Civic and Moral Education.

Inclusion of vocational subjects in the school level curriculum has been emphasised in a number of policy documents such as National Education Commission, i.e. NEC (1992), High Level National Education Commission, i.e. HLNEC (1998),

Medium Term Expenditure Framework, i.e. MTEF (2002). There were four major groups of vocational education, i.e. "Agriculture", "Business Education", "Home Science", "Industrial Education" in the secondary school curriculum in Nepal about two decades ago. Each group of vocational area consisted of four subjects with 400 full marks. It was later reduced to 200 full marks, and subsequently to only 100 full marks. Only a few years back, it has again been made as an optional subject.

Under SEDP, the new curriculum has been seen positively for emphasising creative learning and de-emphasising rote learning; consistent presentation; and provision of curriculum support materials (METCON, 2000, p. 24). Preparatory phase for a secondary education sub-sector programme in Nepal conducted by DANIDA recognises higher technical and educational quality of grades 9 and 10 curriculum and textbooks compared to previous ones. However, this study points out a need to ensure significant changes in the teaching learning process of secondary classrooms (Skott, Singh and Sondergard, 2001, p.37). National curriculum addressing local needs has also been a prominent issue (CERID, 1996; Singh, 2001). Skott, Singh and Sondergard (2001) reported that in one of the focus group discussions it was pointed out that there is need to allow for local variations in the curriculum, considering the very diverse economic, social and geographical situation in different parts of the country.

Addressing local needs in a national curriculum is a challenging task. If there is to be a room for the local needs in the curriculum, it needs to be worked out thoroughly so that such allowance(s) in the curriculum can be relevant to the local life skills and local requirements. In order to assess localisation/contextualization of the curriculum, it will be helpful to examine by the subject as well as by the content(s) within the subject. Similarly girls, disabled and disadvantaged groups might have specific needs that need to be addressed in the curriculum. What are those needs and how are these reflected (if any) in the curriculum will be relevant to probe.

Extra curricular/co-curricular activities are embedded in the school level curriculum, but due to poor infrastructure in the school and lack of infrastructure/facilities in the community, these activities might not be organised on a regular basis. It is equally relevant to examine the participation of girls, disabled and disadvantaged group children in extra curricular/co-curricular activities.

Curriculum and classroom delivery is also closely linked with assessment/examination practices. SLC examination, which upholds its prominent position in the secondary education, is also characterised by higher failure rate. Pass rate in the grouped certificate in SLC has been in the range of 30% to 40% in most of the years. SLC examination period attracts national attention and a number of students spend about 10 days away from their home so that they can appear in the examination centre far from their locality. Such a provision might be troublesome to the girls and children with disability and expensive for poor family children (Wilmot, 2001). Research study conducted by CERID (1997) indicated environments in the examination centres as intimidating for the girls. Low pass rate in SLC examination as well as equitable opportunity to examination system for girls and other groups need to be examined in depth. Along with national level examination, school based examination needs to be studied.

1.2 Objectives of the Study

This study has three general objectives: 1) identification of the disadvantaged groups; 2) analyzing relevance of curriculum, delivery of the curriculum, and availability/use of extra curricular activities; and 3) examining assessment practices and high failure rates in SLC examination. More specifically, this study has set its objectives as,

- to identify disadvantaged groups from the perspective of different stakeholders.
- to find out suitability of the national curriculum to local needs with respect to the required curricular improvements relevant to the local context and inclusion of life skills.
- to determine use of local resources (human, physical, institutions) for curriculum delivery.
- to find out perceptions of students, teachers, head teachers, and parents regarding delivery of the existing curriculum.
- to explore support materials required for the delivery of existing curriculum.
- to find out the availability and needs of extra-curricular activities for students, teachers and community people in the school and in the community.
- to find out the perception of the stakeholders regarding exams as a method for assessing students' achievement.
- to determine the factors that stakeholders consider most responsible for high failure rates.
- to identify groups which are disadvantaged in the examination process.
- to draw implications of the field findings.

1.3 Methodology

The present study has adopted the qualitative approach based on in-depth interaction with the local stakeholders, district education office personnel and researchers' own observation. The methodology adopted in this study is given as follows.

1.3.1. Sampling

The districts, schools and respondents were selected in the following ways.

Selection of Districts

SESP is going to be implemented in all 75 districts of the country with special programmes (physical rehabilitation, capacity building of stakeholders) in the 10 poorest districts. Among the 10 districts, the programme will be initiated in Doti and Humla first, and the research was carried out in these two districts.

Selection of Schools

In each sample district, all the secondary schools with grade X were classified into two strata in terms of (i) centrality and closeness of the district town (near to DEO) and (ii) remoteness from DEO. One school was randomly chosen from each strata of the schools in each sample district and thus, making a total of four schools (i.e., 1 school X 2 strata of schools X 2 districts = 4 schools).

Selection of Respondents

Altogether, eight different groups of stakeholders were included in the study. District Education Officers (DEOs) of the sample districts, all School Supervisors (SSs)/ Resource Persons (RPs) of the sample schools, Headteachers (HTs) and all the Teachers teaching in grade VI to X of the sample schools were included in this study. The number of respondents included in the study is given in the following table.

Table 1.1

Number of Respondents

Respondents	Doti district		Humla district		Total
	School 1	School 2	School 1	School 2	
DEO	1		1		2
SSs / RPs	1	1	1	1	4
Head teacher	1	1	1	1	4
Teachers	9	6	9	6	30
Community leaders	2	2	2	2	8
SMC members	2	2	2	2	8
Students (boys, girls)	20	20	20	20	80
Guardians	10	10	10	10	40

School 1 = district town school

School 2 = remote school

1.3.2 Research Instruments

Prior to development of research instruments, data matrix was prepared. Based on data matrix, the following instruments were prepared in order to collect quantitative and qualitative data required for the study.

- Interview Schedule for Teachers
- Interview Schedule for Headteachers
- Interview Schedule for DEO/SS
- Interview Schedule for Community Leaders
- Interview Schedule for SMC members
- Guidelines for FGD
- Household Survey Form

All the research instruments were improved and finalized through workshop and pre-testing. (See Appendix C for the research instruments.)

1.3.3 Data Collection Procedure

The research team visited each sample district. DEOs and SSs were interviewed separately and their responses were recorded in the Interview Schedule. Similarly, at the school level, HTs and all the sample teachers were also interviewed separately in order to solicit required data for the study. Focus Group Discussions (FGDs) were conducted with the boy and girl students studying in grade IX and X. At the community level, Community Leaders (CLs) and School Management Committee (SMC) members were interviewed separately. FGDs were conducted with the

guardians. Lastly, the survey was also conducted in the sample households with the help of local teachers and SSs. Field visit in Doti was undertaken in December and January for three weeks and in Humla in March 2003 for three weeks.

1.3.4 Data Analysis Procedure

The data collected through the Interview Schedule were tabulated according to responding groups. The tabulation of each responding group was done item-wise. The responses under each item were categorized into different groups. These responses under each item were analyzed and interpreted qualitatively. Regarding the responses collected through FGD, all the points of discussion were written down in a separate sheet. Then, all the points of discussion were analyzed and interpreted qualitatively. (See Appendix A for details).

Chapter II

Research Findings

In this chapter, findings of this research study are presented in 6 sections dealing with the topics related to 1) identification of the disadvantaged groups, 2) national curriculum and local needs, 3) extra curricular activities for students, teachers and other groups, 4) curriculum implementation and support materials, 5) school based assessment, and 6) SLC examination.

2.1 Identification of the Disadvantaged Group

Nepal is a country of diversity -- not only in the nature, climate or vegetation, but also in the culture, society and people. Moreover, differentiation can also be seen in case of social, economic and educational status. In the diversified array of people, some are disadvantaged in terms of social, economic or educational status. One of the focuses of this study was to identify disadvantaged group in the community from the perspective of different stakeholders. This chapter deals with findings in three subheadings -- 1) criteria used by the different stakeholders, vis-a-vis, school (head teacher, teachers, students), community (parents, community leaders, SMC), and DEO (DEO, SSs/RPs), 2) disadvantaged groups in the community, and 3) implications of the field findings.

2.1.1 Criteria for the identification of the disadvantaged group(s)

Stakeholders were asked to indicate which of the group(s) are disadvantaged in their community. Apart from their view, they were also asked to provide reasons for identifying certain group(s) as disadvantaged in their community.

Various criteria were set by different stakeholders for the identification of the disadvantaged groups. By and at large, they have consensus in identifying certain group(s) as disadvantaged in their community. Reasons for identifying certain groups, as disadvantaged are also similar. In case of some of the disadvantaged groups being identified different stakeholders have given different reasons for indicating certain group as disadvantaged. Following prominent reasons were indicated for identifying certain group(s) as disadvantaged in their community,

Being a Dalit: Several groups/castes such as Damai, Sarki, Sunar, Parki, Badi were indicated disadvantaged by the respondents. These groups/castes (known as Dalits) are socially untouchable in a number of communities these days as well. Repercussion of this is that Dalits are absconded from various social benefits and equality for opportunities -- entering temples, entering higher caste person's house, participating in religious ceremonies as equals. Though a change in the attitude of the youths in treating Dalits could be observed, old generation, still embrace old beliefs as Dalits being untouchables. Social discrimination against Dalits plays a critical role in making them disadvantaged.

Being a poor: Poverty has also been indicated as a major reason for certain groups residing in certain pockets as disadvantaged. Some of the Dalits (Sunar, Chunara, and some of Damais) have been identified as disadvantaged considering social

discrimination against them, but economically they might be better off. However, rural and urban people, even if they are of higher caste, are disadvantaged because they are economically weak.

Being a rural inhabitant: Rural inhabitants as compared to the urban ones have also been pointed out as reasons for certain group(s) being disadvantaged. Respondents' argument was that urban people have easy access to information, they have contacts, and they benefit more from the opportunities as compared to the rural people.

Being an uneducated: Lack of education and lack of awareness have been pointed out as factors responsible for hindering personal and family progress. Such families fall behind in the community and make them disadvantaged. Parental educational background also plays an important role to decide whether the child will be attending the school and, if admitted in the school, how long he/she will remain in the school. Respondents have pointed out children of the uneducated parents as being disadvantaged.

Change in traditional occupation: Traditional occupation still prevail in most parts of rural areas. On the other hand, new techniques are coming in, industries are being opened, and market with foreign commodities are expanding. Those groups which are dependent upon their traditional occupation are losing their occupational roots as modern techniques and industries have expanded. Traditional occupation such as shoe making, utensils making, pottery and bamboo works are vanishing. Those involved in such traditional occupation are not being able to adjust themselves to the changing context and adopt some other business. Such a condition is making them poorer and disadvantaged in turn.

Another explanation provided related to the traditional occupation is the changing nature of the market. Handicraft type of commodities cost more, but they lack refined finishing. Industrial type of commodities cost less, but look flashy. This is attractive to the consumers. Thus commodities produced through traditional occupation are not finding market and these are vanishing. Those solely dependent upon their traditional occupation are facing difficulty for living and are disadvantaged in the community.

Weakening of traditional agriculture base: Some of the stakeholders opined that traditional agricultural occupation is weakening due to the expansion of modern techniques and industries mentioned above. As land is divided and fragmented among the family members, productivity of the land is decreasing and there is lack of adoption of new agriculture production and new techniques. Those having limited land and dependent on traditional grain production are facing hardship for living and falling behind and becoming disadvantaged in the community.

Besides above conditions, large family size and inferiority complex were also indicated as reasons for some groups being disadvantaged in the community.

2.1.2 Disadvantaged groups in the community

All the four school communities covered in this study were multi caste/ethnic group communities. There were Brahmin, Chhetri, Dalits in case of Siddeshwor Secondary School catchment area and there were Brahmin, Chhetri, Newar and Dalits in Padma Public Secondary School catchment area of Doti district. In Humla

district, there were Brahmin, Chhetri, Dalits, Lama and Tamang in Mansarobar Higher Secondary School catchment area and Lama, Chhetri and Kami in the area of Raling Secondary School catchment area.

Disadvantaged groups as identified by the stakeholders and reasons provided by them for identifying certain group(s) as disadvantaged ones imply social or economic or both socio-economic types of disadvantageness. In this regard certain group(s) were identified and ranked from most to least disadvantaged group in their community by various stakeholders in Doti and Humla. Group(s) identified as disadvantaged in Doti and Humla are presented in the following table.

Table 2.1

Disadvantaged group(s) as identified by stakeholders in Doti and Humla

Disadvantaged group	Reason for being disadvantaged
Badi, Bhad	Landless, earning through singing and dancing from door to door, Dalit, poor, uneducated. Loosing their traditional occupation of pottery. (Mainly mentioned in Doti)
Sarki/Bhul, Kami/Koli/Lohar/Tomota	Dalit, low status traditional occupation, uneducated, lack of land, lack of market for traditional products, inability to use modern techniques, inability to adopt occupation other than traditional ones. (Mentioned both in Doti and Humla)
Parki	Lack of raw materials as well as decreasing value of the traditional products (bamboo related products and wooden furniture. (Mentioned in Doti)
Damai	Dalit, uneducated, shrinking market due to ready made garments, lack of land (Mentioned both in Doti and Humla)
Chunara	Mostly socially disadvantaged due to social discrimination and treatment as untouchable. Lack of awareness on the value of education. (Mentioned in Doti)
Sunar	Mostly socially disadvantaged due to social discrimination and treatment as untouchable. (Mentioned both in Doti and Humla)
Magar	Poor, lack of awareness, lack of land, rampant unemployment situation. (Mentioned in Doti)
Chhetri (Bista, Bohara, Malasi, Bhat, Rawat, Sawad)	Poor, large family size, rural inhabitant, lack of education, traditional agriculture practices. (Mainly mentioned in Doti)
Chhetri (Bhandari, Bohara)	Poor, large family size, traditional value system, traditional agricultural practices, uneducated, less value for education, unhealthy living condition, decreasing productivity of the land, fragmented land and house. (Mainly mentioned in Humla)
Brahmin	Poor, inability to adopt other occupation than Purohit, lack of land, orthodox ideas. (Mainly mentioned in Humla)
Lama	Lack of education, orthodox ideas, some due to poverty. (Mainly mentioned in Humla)

The above list of the disadvantaged groups identified by the stakeholders at the local level indicates that Dalits in all cases are disadvantaged in one or other way in the communities. Some of the Dalits have succeeded to improve their economic status and living condition such as Sunars of Doti Silagadi, but still they have to face social discrimination and face discriminatory treatment in the affairs related to social

activities. Socially they are disadvantaged groups. For most of the Dalits besides social discrimination they are facing economic hardship as well. Their traditional occupation is vanishing, market for local traditional products is shrinking and they have no means and skills to adopt other jobs. Fate of many of the Dalits as pointed by the local stakeholders is depressing. They are both socially and economically disadvantaged.

It is interesting to note that socially so-called higher caste group (Chhetri and Brahmin) is also indicated as disadvantaged in terms of economic status. Poverty, prevalence of traditional beliefs, traditional practices in agriculture, large family size are instrumental in making these groups economically disadvantaged in the community.

DEO of both the districts were asked to identify disadvantaged group in the district. The groups identified to be disadvantaged in the district as a whole and reasons for these groups being disadvantaged were similar to the perception of other stakeholders. DEOs identified Dalits (such as Badi, Kami, Sarki, Damai) to be socially as well as economically disadvantaged, whereas some of the Magar, Gurung, Chhetri families were disadvantaged in terms of their economic status.

Thus local stakeholders identified various groups as socially, economically, or socially and economically disadvantaged as summarized in the following matrix,

Reason	Humla	Doti
Social		Sunar, Chunara
Economic	Chhetri (Bhandari, Bohara), Brahmin, Lama	Magar, Chhetri (Bista, Bohara, Malasi, Bhat, Rawat, Sawad)
Both	Sarki, Kami, Damai,	Badi, Bhad, Parki, Sarki/Bhul, Kami/Koli/ Lohar/Tomota, Damai,

2.2 Needs and Their Inclusion in the Existing Curriculum

The specific objectives of this study were to identify the needs of the community, to find out the extent of inclusion of these needs in the existing curriculum and to determine whether the existing curriculum has met the national needs or not. It is in this context, all groups of respondents were asked to provide their opinions in this regard. Hence, this section deals with two major headings: (1) Local needs and their inclusion in the existing curriculum and (2) Meeting of national needs through the existing curriculum.

2.2.1 Local needs and their inclusion in the existing curriculum

All the groups of respondents of both districts were interviewed in order to identify the local needs for the development of the community. In this regard, the respondents pointed out various types of needs. Similarly, they were asked whether the needs identified by them for the community development were included in the existing secondary school curriculum or not. Moreover, they were also asked to provide their opinions regarding the impact of extent of the inclusion of the needs in the curriculum.

It has been found that all the groups of respondents lacked accurate ideas on whether

the needs pointed out by them have been included in the existing curriculum of different subjects or not. Only teacher(s) had some idea in this regard. Moreover, teachers could only give ideas on inclusion of the needs in the curriculum in their own teaching subjects and could give general ideas with respect to other subjects.

The needs identified by the respondents for the development of their community, extent of inclusion of these needs in the existing curriculum, the impact of inclusion of these needs in the existing curriculum and the ways of accomplishing the needs if they were not included in the existing curriculum, are presented in the following paragraphs.

Scientific knowledge and skills on agronomy, as viewed by almost all the teachers, SSS, CLs, DEO, and HTs of both sample districts, are necessary for community development. Three-fourth of the teachers also stated that knowledge on vegetable farming is also necessary for the development of the community. All types of respondents emphasized the need of knowledge and skills on horticulture (apple, chestnut, *Chuli*). Likewise, majority of teachers, HTs, CLs, DEOs, and all the SSS suggested that knowledge on animal husbandry is a must for community development. Similarly, knowledge on poultry farming, bee keeping, cultivation of cash crops, nurseries, herb production, preparation of compost manure are also significantly helpful in the development of a community as stated by some respondents of both sample districts.

The respondents of both sample districts pointed out some needs, which are related to industrial education. These needs were woodwork, metal work, building construction, bamboo work, and leatherwork, as stated by most of the HTs, teachers, and CLs.

Some needs, as cited by the respondents, are related to home science. These needs are skills on knitting and sewing as stated by majority of all types of respondents. Similarly, knowledge on cookery, carpet weaving, dairy production is also of importance for the professional development of students as responded by few respondents of both districts.

Moreover, some needs identified particularly by the HTs and teachers, are districts specific. They are jewelry work, electrical work, computer education and teacher training in Doti district. Likewise, knowledge on tourism, trekking and hotel business is necessary for the development of Humla district.

All the needs mentioned above are not adequately included in the existing curriculum, as stated by the teachers and HTs. Moreover, some needs like jewelry work, tourism, trekking, hotel management, leatherwork, herb collection and production, nurseries, etc. have not at all been included in the curriculum. Hence, the secondary school curriculum, as stated by them, has not helped the students in gaining the required practical skills and this, in turn, has affected the economy of the people. They further stated that since the existing curriculum does not fulfill the needs related to herbs and nurseries, many of the useful herbs are also facing the danger of extinction. Hence, all these needs, as they suggested, should be included in the vocational subject and hence, this subject should be made compulsory in secondary schools.

All the above-mentioned needs identified by the different groups of respondents are related to vocational specific needs. It is true that some of these needs are not

adequately included and some of them have not at all been included in the existing curriculum. This is due to the fact that vocational subjects have been made optional as mentioned in the introduction part of this report. The knowledge and skills could not be adequately imparted to the students. Hence, students are not able to put the knowledge and skills they learned into practice. The knowledge that they learned is confined to only theoretical aspects. Consequently, it has not helped to uplift the living standard of the community. In addition, it has been found that people have lost their faith in labour. Hence, people are not motivated towards secondary school education. Similarly, people have not been able to take advantage of the locally available natural resources. Moreover, it has been found that they have very little knowledge on types of plants that grow in different climates and places. Many of the useful herbs are also becoming extinct. This is because of the lack of knowledge on production and preservation.

One of the main objectives of the secondary education is to produce citizens who are industrious and independent and able to contribute to the economic development of the country. But, the present secondary education does not provide the skills required for the community development. It is in this context, all the needs and skills mentioned above should be grouped into different vocational subjects and these should then be included in the secondary school curriculum as the compulsory subject, as recommended by the National Education Committee formed in 1992, and High Level National Education Committee formed in 1998. However, some community specific needs like hotel business, apple farming in Humla district and jewelry work, orange farming in Doti district etc., should be fulfilled through short term training for students and adults, for which special curriculum should be developed.

Besides the vocational needs mentioned above, basic knowledge regarding the change in orthodox ideas, social custom, culture and social discrimination have been felt to be required for community development by some teachers, HTs, and SSs. Knowledge on child's rights, human rights and civic education is also required for community development. Likewise, knowledge on leadership, patriotism, change in concepts of gender discrimination, participation in social works, ideas on responsibility of males and females are also necessary for community development.

Some of the needs as cited by some respondents of both sample districts are related to morality, good habit formation, helpfulness, co-operation, self-dependence, which are important for personal development of a person and ultimately for the development of community. Similarly, knowledge on honesty, punctuality, and respect towards elders, as identified by some of the sample teachers of both districts are required.

Some of the needs mentioned above, like changing orthodox ideas, knowledge on human rights, social custom, culture, changing social discrimination, participation in social works, patriotism, etc. as stated by the teachers and HTs, have been included in the secondary school curriculum. Hence, it has been felt that students are more sociable towards each other and they have felt the importance of society in their lives. Moreover, they are acquainted with different types of social culture. However, according to the teachers, knowledge on gender equity, civic education, social norms, social leadership, social superstitions have not been included at all in the existing curriculum. Unfortunately, the prevailing customs on gender discrimination have not been eradicated from the community yet,¹⁷ and people still prefer a boy child to a

girl. Many children are still involved in child labour. People still are quite ignorant about the various social customs. Many misconceptions still prevail in these societies due to their beliefs in superstitions.

Similarly, knowledge on self-discipline, character formation, feeling of co-operation amongst each other, independence, etc. as pointed out by the concerned teachers, is also not included in the curriculum. Therefore, not much improvement could be made with respect to developing moral values in the students in making them more self-disciplined. Thus, the character formation of the students, which is so crucial at that stage, could not be properly attained. In addition, according to the respondents, the curriculum has not included sufficient contents on imparting feeling of nationalism and patriotism in the students. Hence, the students have not much realized the importance of such feelings.

As stated by the teachers and HTs, some of the needs, which have been mentioned above, are included in the curriculum. Hence, social and gender discrimination still prevail in Nepalese societies. People still believe in superstitions. Females are considered as weaker sex in the societies and they are dominated by the males. The customs of caste system is still observed in the societies. Due to the lack of moral education, students are not found to be self-disciplined. All these factors indeed are the obstacles to the development of a society. Hence, knowledge on social and gender discrimination, wrong concepts regarding superstitions, responsibility as a member of a locality should be provided to the students, as they are the future pillars of the society. These types of knowledge should be included in the existing Social Studies curriculum. Some of the knowledge regarding gender and social discrimination can be provided through extra-curricular activities as well. The other needs like character formation and moral and civic education, which is not included in the existing curriculum, as stated by the teachers and HTs, could be provided through civic and moral education, which is going to be introduced from next fiscal year from grade 6 in the lower secondary level. It is also important to emphasize on behavioural change in children, not only to provide knowledge and content through the curriculum.

In the "health" aspect, different groups of respondents have felt need with respect to knowledge on various areas like maternal and child health, identification of common diseases, first aid, sanitation, knowledge on personal hygiene, family planning, etc. All these aspects have more or less been covered by the curriculum of the subject thus resulting in awareness of the people towards health. Nevertheless, some needs like, primary health, sanitation, first aid, nutrition, etc. have not been adequately included in the curriculum, as stated by the concerned teachers. This has unfortunately resulted in inability to give first aid treatment and primary health care at times of need. Not only this, it has also been found that people are ignorant of the nutritional values of locally available food. More people are found to have fallen ill due to lack of proper and adequate knowledge on sanitation. People do still go to faith healers; "Dhami", and "Jhankri" or shamans for treatment.

It is true that the knowledge related to sanitation, first aid, nutrition and family planning identified by the respondents are not adequately included in the existing curriculum. Hence, the students could not get adequate knowledge about and skills in these areas. Thus, people lack ideas on importance of good health, cleanliness, significance of proper nutrition, impact of population growth etc. In order to improve health status of the people by preventing 18 diseases, knowing the nutritional

importance of locally available food and to limit the size of families of the community, in-depth knowledge and skills on the above mentioned areas should be provided to the students. Hence, these knowledge and skills should be provided to them through formal curriculum. However, emphasis should be given in the practical aspect as well. All these factors would help in attaining a good health and thus, the mass of a healthy population would finally help in economic development of the country.

2.2.2 Meeting the national needs through national curriculum

All the groups of respondents were asked to identify the national needs, which are required for the development of the country. Similarly, the teachers and HTs were requested to state as to what extent those needs were met by the existing curriculum. In this regard, all the groups of respondents viewed that the present national needs are to promote the use of the national language Nepali, so that people are able to have better communication amongst each other. Likewise there should be nationalistic feeling amongst the students, which could make them patriotic towards the nation. The other national need is to develop the understanding of democratic norms and values in the students and make them able to use them. Similarly the next need of the country is to make people moral and honest, self-disciplined, with leadership qualities in them. The students should be made aware of human and civic rights. They should be knowledgeable of their social culture and heritage of the country. Moreover, they should be able to bring about reforms with respect to gender discrimination, social discrimination, social exploitation, and orthodox traditions in the community. Country would also require skilled hardworking and healthy manpower for her development.

All these needs have been met by the existing secondary school curriculum only to a partial extent, as stated by most of the teachers of both districts. In other words, the existing secondary school curriculum has not met these national needs adequately. Hence, the custom of social discrimination towards so-called lower caste people still prevails in the societies. Similarly, they further state that girls are still considered weaker sex in most of the societies and people have not yet felt the importance of educating their daughters. Social disorders like lack of morality, lack of discipline, etc. still prevail amongst the students. Likewise, people are very less aware of the human rights. There is also lack of leadership qualities in the disadvantaged groups. In a similar manner, people still are not motivated towards conservation and proper use of natural resources. People are also ignorant of the primary and preventive aspects of health. Furthermore, since the school graduates face the lack of vocational skills, they are not found to be skillful and self-dependent.

The aims of secondary education are to produce those citizens who are familiar with national traditions, culture and social environment and with the democratic values, able to use Nepali language in daily life, aware of scientific issues, creative, co-operative, industrious and independent, and able to contribute in economic development(CDC,1998) These aims do not cover all the needs identified by the respondents. Some of these needs that have been covered by these aims have not been fulfilled. For instance, the necessity of skilled, hardworking manpower for the development of the country is related to one of the aims of secondary education, i.e., "to produce the citizens who are industrious, independent and able to contribute in the economic development of the country". Unfortunately, they have not been accomplished due to the inadequate¹⁹ contents given in the curriculum.

Moreover, the vocational subject, which helps in accomplishing this aim of the secondary education is not included as the compulsory subject in the curriculum. It is in this context that structural changes should be brought about in the curriculum and thus, vocational subject should be made compulsory in the curriculum, as already mentioned in the preceding sections.

Similarly the country would not be developed until and unless the social and gender discrimination prevail in the societies. Hence, such misconceptions should be changed. The country needs moral, honest, self-disciplined and patriotic citizens. Leadership qualities should also be developed amongst the disadvantaged group of people. All these needs must be included in the secondary school curriculum and hence, these should be considered while revising the curriculum.

2.3 Need for Improvement in Existing Secondary School Curriculum

The subjects in the secondary school curriculum and their full marks are found to have been changed from time to time. At present, altogether there are 8 subjects (6 compulsory and 2 electives). Each subject carries 100 full marks. With a view to collecting information regarding the necessity of improving of the existing secondary school curriculum, all the sample teachers, HTs, SSs, and DEOs were asked whether any subject in the existing curriculum should be removed or not, whether any new subject should be added or not. Furthermore, they were also asked if any content should be removed and/or revised and any new content should be added. The opinions in this regard provided by them are analyzed and interpreted under five headings: (i) Removal of the subject from the existing curriculum, (ii) Inclusion of new subjects in the existing curriculum, (iii) Revision of the contents, (iv) Removal of contents from the existing curriculum, and (v) The addition of contents in the existing curriculum.

2.3.1 Removal of the Subject from the Existing Curriculum

With regard to the subjects to be removed from the curriculum, "Health, Population, and Environment (HPE)" should be removed as viewed by some teachers, SSs and DEOs. According to them, vocational subjects are comparatively of greater significance and hence, HPE should be replaced by vocational subjects. Some of the respondents were of the view that the contents of HPE should be incorporated in other subjects like Science and Social Studies, instead of keeping HPE as a separate subject itself. The contents of HPE can even be covered in the curriculum of grade VI, VII, and VIII. In addition, the needs related to health mentioned above should also be included in related subjects.

Similarly, "Sanskrit" subject in lower secondary grades should be made optional as the respondents of both districts felt that the inclusion of this subject as a compulsory one was not of practical importance at all. This subject was difficult for the students specifically to the non-Nepali speaking students.

The above mentioned views denote that the respondents seem to be strongly against Sanskrit as a compulsory subject, as they stated that Sanskrit promoted superstitions and orthodox ideas. However, existing contents of Sanskrit seem not to inculcate superstitions or orthodox ideas in the students. Respondents have only been prejudiced towards this view regarding Sanskrit. However, it is true that this subject is difficult for the students especially for the non-Nepali mother tongue group. It had

also become a matter of national debate just a couple of years back, when it was realized that Sanskrit was of no importance considering the views obtained from various sections of the society. Thus, considering all these factors, the Curriculum Development Centre has already decided to categorize Sanskrit as an optional subject. This is going to be implemented from the coming academic session.

Regarding the HPE subject, there are some important contents in this subject. However, some contents of this subject are overlapping with Science and some with Social Studies. Similarly, some of the contents are related to these subjects. So, the important contents of HPE should be incorporated in the other subjects as mentioned above and it is not necessary to keep HPE as a separate subject.

2.3.2 Inclusion of New Subject in the Existing Curriculum

The teachers, HTs, DEOs, SSs were also asked whether any new subject should be added or not in the existing secondary school curriculum in order to meet the local and national needs. In this context, almost all respondents have felt that vocational subjects should be added in the curriculum of secondary school education and should be made compulsory. It is because, vocational subjects, as they stated, are the ones, that incorporate skills in them and help them in opting for a vocation, which in turn is of use in the livelihood of the people. Thus, it helps in improving the living standard of the community. Vocational education would orient the students toward a particular profession and hence, help in decreasing the problem of unemployment in the country as expressed by the respondents of both districts. This would eventually motivate parents towards secondary education. People would start developing respect for hard work and labour.

Likewise, some of the respondents of both the districts also felt the need for including Moral and Civic Education in the secondary school curriculum. This subject would be of utmost importance in developing values like morality, sincerity, good discipline, courtesy, and then these would help in incorporating good character in the pupils. These values would help in preparing responsible and dedicated citizens with civic sense in the nation. In case of Humla district, "Tibetan Language" should be incorporated as an optional subject to make the students able to communicate with Tibetans of the adjoining areas.

The above facts thus conclude that the current curriculum of secondary education is not so practical and oriented to life. Students are not so respectful to labour and do not understand its significance. One of the reasons for this reality is that vocational subjects are included in the elective group. Besides, very low weightage of marks have been allotted to them. Hence, in order to meet the needs of the community and the country through the curriculum of secondary education, vocational subjects have to be included in the compulsory courses.

Similarly, in order to produce good - character citizens in the country, moral and civic education would be a good choice to all the students. The CDC has also already decided to include "Moral and Civic Education" as an optional subject in the curriculum of grade VI. Regarding the inclusion of Tibetan language as a separate subject in formal curriculum, inclusion of different languages depending on the need of the locality is not possible in practical terms. Hence, such languages should be

taught to the students via courses, in order to fulfill the need of local community.

2.3.3 Revision of the Contents in the Curriculum

All the teachers were asked whether revision is required or not in the contents of the curriculum of the subjects they were teaching. In this regard, revision in a few contents of English, Nepali, Social Studies, Mathematics, Science, and Economics is necessary as stated by the concerned teachers of both districts.

In the subject “English”, teachers teaching English felt that a larger number of units should be included for speaking aspects of the language so as to improve this skill. Some of the units could not be well understood, as the vocabularies were tough. Hence, such units should be simplified for better understanding of the students.

Likewise, most of the poems and essays given in the contents of “Nepali” curriculum are very difficult and most of the students had hard time understanding them. Hence, students are not attracted towards those lessons. Such poems and essays should be made simpler to create interest among students towards the lessons.

The text regarding values like morality, honesty, social norms, etc. should be included in some contents of the curriculum of Social Studies to inculcate these values in the students. Lesson on “Asian Continents” should be lengthened while those on “Europe”, “Africa”, “America”, etc. should be shortened. Lessons on “World History” and “World War” should also be shortened. Few topics, which are difficult for the students should be simplified to attract the students towards the lessons. Fieldwork should be included in some of the lessons of the subject and this should be implemented in practice.

Revision should be made on chapters regarding “Mensuration” in the subject of Mathematics as for instance, examples on measurement of length and breadth of ceiling by measuring the length and breadth of floor, are not so practical considering the slope roofs of the houses seen in the rural areas. Likewise, examples in the chapter of “Probability” are related to dice and cards and hence, could not be properly understood by students who do not know how to play them.

In case of the subject of “Science”, it has been noticed by the teachers that in Chemistry, the definition and meaning on some chemical equations have been included in curriculum of grade X while the equations of these topics are given in grade IX. This has made it difficult to teach and learn. More emphases should be given to practical aspects of “Electricity” which is of more applicability in day to day life. As for the purpose of practical work, which carries 25% of the full marks, materials like burners, containers, weight boxes, beam balance, voltmeter, bodies of animals, skeleton, etc, which are required, are not available in the schools.

In economics, topic on “Impact of population growth” which has not been adequately explained, should be revised to give detailed knowledge on the topic.

2.3.4 Removal of Contents from the Curriculum

It has been found that not many contents need to be removed from the secondary school curriculum, as indicated by the concerned teachers. However, only few topics in the subject of “Nepali” and “Social Studies” require to be removed as stated by the respondents.

In the subject of “Nepali”, many lessons are based on life history of famous personalities of the country and the world. The purpose of these chapters is to teach the students, the modalities of writing life history of people and teaching them grammar. It was felt by the concerned teachers that such lessons are not required in large numbers and hence, few should be removed from the curriculum. Similarly, the content of the curriculum of grade VI in Nepali, which includes a content “Our National Service” is related to *Public Service Commission*, which is actually above the level of understanding of the students at that age and is of no importance in practical life. Such contents should be removed from the curriculum.

While comparing the responses of the respondents regarding the existing curriculum of Nepali, it has been found that the knowledge and skills in Nepali Language is provided through essays, stories, life histories, letters, plays, poems etc. The respondents were of the view that there are many "life histories" in the content of Nepali language curriculum in grade IX and X. However, contents of Nepali language show only 4 out of 19 chapters and 4 out of 15 chapters in Nepali Language curriculum in grade IX and X respectively, which cannot be considered more. Hence, there is no need for the removal of any chapter from the curriculum of Nepali.

It is found that some contents on "World History" and "World War" given in the curriculum of Social Studies are covered quite briefly. Nevertheless, the contents given in textbooks on those topics are very lengthy. Thus, such contents should be shortened, as already stated by the respondents. They need not be removed from the curriculum of Social Studies.

2.3.5 Inclusion of New Contents in the Curriculum

The concerned teachers were asked about the contents that need to be added in curriculum of various subjects. In case of the subject “English”, lessons on reading, writing, speaking, and listening, as stated by the teachers, need to be added to the contents as majority of the students are found to be weak in it. In addition to it, English is also an important subject in higher education and hence, improvement should be brought about to make the base strong. Likewise, exercises in grammar should be added to improve the grammar of students. Moreover, an English teacher of Doti stated that weightage in English should be increased, i.e. full marks in English should be increased from 100 to 200 to cover wider content of the English language.

In “Nepali”, there are very few lessons to impart the knowledge on “rhyme” (*chhandaras*) to the students as stated by the teachers. Hence, such topics should be added. Some teachers also cited that life histories of few poets should also be included in the contents.

A general introduction on the use of electrical appliances should be added to the contents in the curriculum of “Science”. Since the world is moving fast with development in technology of communication, functions of internet, e-mail, telephones, fax, etc. should be included in the contents, especially in the topic of

“sound”. Some teachers have also felt that lesson on “Heart and Blood Circulation” should be given in detail in the curriculum of Science.

In the case of Mathematics, the concerned teachers have felt the need to add the topic of *Derivative and Antiderivative* as it provides a good base for higher study.

Students should have knowledge regarding the Nepalese economy, especially those students who have taken up subject Economics. Hence, contents related to this topic should also be added in the curriculum of “Economics”. In addition to it, contents on “National Planning Commission (NPC)” should also be added so as to impart knowledge on the functioning of NPC and the role in economic development planning in Nepal.

“Accounts” is one of the optional subjects in the secondary schools. In this subject the contents related to auditing and insurance should be included so as to promote vertical linkage (i.e. linking contents of one grade/level to higher grade/level) of this curriculum with higher education in “Commerce”. Similarly, contents like “petty cash” should also be added, as this is the topic of practical importance.

As already mentioned in preceding section, vocational subjects are those which have practical importance and provide skills to the students by integrating practical exercises into the delivery of the curriculum. So the inclusion of vocational education would help to decrease unemployment problem and would also help the students to develop the feeling of respect for labour and to be self-reliant. Hence, these subjects should be made compulsory. Contents should be added particularly in the identification, preservation and utilization of herbs, preparation and use of compost manure, etc.

It is quite obvious from the above views that some new contents need to be added in the existing curriculum of the various subjects. In English, since students are found to be weak in speaking aspect of it, more of practical lessons concerning speaking English need to be included in the existing curriculum. However, regarding the increase in the weightage of marks from 100 to 200, it does not seem to be practical. Students can opt Optional English as one of the optional subjects and therefore, it is not necessary to increase weightage of full marks of English. In case of subject of "Nepali", the contents on "rhyme", seem to be quite adequate and thus need not be added in the existing curriculum. Likewise, few contents in subject of Science, Social Studies, Mathematics, Economics, Accounts and Vocational Subjects should be added in the respective curriculum for the reasons already provided by the respondents.

2.4 Needs of Specific Groups

Needs have been identified for the development of the community and then the country, through the responses of various groups of respondents. Moreover, they were inquired about the needs for specific groups of students like needs for girl child, disabled and disadvantaged groups. Most of the needs are similar to those of the normal students which have been already mentioned in the previous section. However, some are specific for these specific groups, which are presented below.

2.4.1 Needs of Girl-children

As for the needs in the curriculum for the girl-child, it has been felt by the concerned teachers that knowledge on sex education, maternal and child health, family planning measures are necessary. Such type of knowledge and skills would help the girls to prevent themselves from child marriage, delivery at young age, large family size, and provide knowledge on physical change and menstruation problem at puberty, and thus, help in decreasing maternal deaths. Similarly, as stated by the various respondents, knowledge on the importance of cleanliness, nutrition, child care, and different types of diseases are also required to prevent their family from preventable diseases, and decrease infant mortality rates. Such knowledge and skills should be included in the formal curriculum. They should also be taught about gender equality, and female rights, so as to bring about changes in gender discrimination. Knowledge on sewing, knitting, and decoration of homes would help them to become independent and improve home environment.

Some of the needs as given in the above paragraphs are similar to those of the other general group of pupils, for instance, knowledge on family planning, maternal and child health, nutrition etc. Thus, these could be covered through the general curriculum for all the students. However, the other specific needs especially helpful for the girl child like sex education, cleanliness, different types of diseases, female rights etc., should be fulfilled through additional curriculum, which needs to be prepared. Regarding the knowledge and skills on sewing and knitting, though these have been covered in Home Science under vocational subjects, students who opt vocational subjects other than this would be deprived of these knowledge and skills. Hence, an additional curriculum should be prepared on sewing and knitting or in such specific areas for the students who opt for such specific skills.

2.4.2 Needs of the Disabled

The disabled people like mentally retarded, deaf and dumb, blind, lame, and limbless person, as stated by majority of respondents of both districts, demand additional contents in order to meet their special needs. The mentally retarded students should be taught on manual skills. Knowledge and skills on sewing and knitting, bamboo work, agriculture like animal husbandry, horticulture, vegetable farming, and poultry are the needs for the deaf and dumb. Similarly, knowledge and skills, which require the use of hands, are needed in the curriculum for the limbless person. Hence, knowledge and skills on computer works, typing, knitting, bamboo work, wood work are justifiable for such groups of students. Similarly, the blind students would require knowledge on music, skills on teaching their fellow students. All these specific needs mentioned above, for these groups of students should be fulfilled by developing a separate additional curriculum for them. Thus, the inclusion of such special contents of these groups would help them in becoming self-dependant.

2.4.3 Needs of Other Disadvantaged Groups

As viewed by almost all the respondents of both districts, the needs of the disadvantaged groups and the other groups of students are the same. However, for students who belong to socially and economically disadvantaged groups, emphasis should be given in vocational subjects and hence, knowledge and skills regarding vocational subjects should be included in the formal curriculum for these groups. Since vocational subjects provide the students life-oriented knowledge and skills, these subjects would help them in adapting to a vocation, in increasing their

income. Thus, it would help them in uplifting their standard of living.

Knowledge on development of leadership qualities and self-respect should be included as extra curriculum for minority group so as to promote their group in the community. Such specific qualities can be imparted to them through extra-curricular activities.

2.5 Curriculum and Life Skills

Prevailing local environment determines life skills that are essential for the individual and community at large. Local stakeholders were requested to share their valued experiences and knowledge to identify life skills essential for their lives with respect to the local environment and community. In identification of the required life skills, stakeholders had general agreement, and some of the respondents were explicit in identifying required life skills in specific terms. However, a number of life skills identified by the respondents were what they had identified as the skills required as local needs such as common diseases, first aid, home treatment, use of natural resources, animal husbandry, horticulture, etc. These responses are categorized and described in this section.

Health related knowledge was viewed as an essential life skill. This skill includes knowledge about common diseases, communicable diseases, immunization, first aid, sanitation, frost biting and cold (in case of Humla), nutrition and food, reproductive health, well planned family, home treatment. Another category of life skills identified by the stakeholders that were essential for their community life were related to *life saving areas*. This area includes swimming (in case of Doti), safe use of electricity, traffic rules, manufacture/expiry date of medicines/foods, quality of medicines/foods. In case of *living skills* proper use of natural resources, choice of right goods, use of waste/barren land, cycling (in case of Doti), well planned family, responsibility of males towards females, and independence were identified as essential skills. Similarly skills identified with regard to *social skills* were social codes and behavior, awareness against superstitions, capability to avoid cheating by others, and leadership.

It was noteworthy that stakeholders identified a number of skills as life skills which were related to *income generation skills*. These skills were fishery, bee keeping, poultry, goat farming, animal husbandry, vegetable farming, horticulture, herbs (identification, collection, processing, use), sewing, cutting, hair cutting, handicrafts, bamboo work, wood work, wiring, plumbing, construction works, metal works -- household utensils, construction, electronic maintenance/repair (radio, TV, watch etc.), tourism and hotel management, foreign language and computer skills.

Most of the life skills identified by the stakeholders of the four sample schools in Doti and Humla are common. Among the identified skills, a few are district specific such as swimming, cycling in Doti and frost biting in Humla. Some of the respondents identified specific skills necessary such as one of the head teachers in Doti emphasized to make males/boys aware about their responsibility towards females. Her view was that making males aware about their responsibility towards female would not only increase understanding in general, but also be helpful to understand how males can be supportive towards females at the time of needs such as pregnancy.

Reasons/utility of the above list of the skills required are mostly self explanatory

such as health skills for healthy living and saving life, and income generation skills for alleviating poverty and decreasing unemployment. However, some of the skills identified by the stakeholders are based on the prevailing condition in their community such as,

- Knowledge about communicable diseases has been deemed necessary as time and again dysentery, typhoid and other communicable diseases recur in the community and preventive measures are rarely undertaken.
- Reproductive health education is essential as high number of gynecology problem has been observed.
- Proper use of natural resources has been indicated as one of the major skills due to the problem of deforestation and the occurrence of natural calamities such as landslides. Overuse of natural resources such as herbs in Humla has increased the danger of the extinction of some species of herbs.
- Lower level of technical works such as plumbing, wiring, house construction, wood work, hair cutting, electronic maintenance/repair etc. have been highly recommended skills by most of the stakeholders of Humla due to lack of such local manpower. Such manpower has been brought in Humla from outside and it costs high. Such technical manpower is in high demand in local market -- specifically in Humla. Stakeholders were of the opinion that such locally demanded technical skills would be useful for increasing self-employment opportunities as well.
- Stakeholders from Humla pointed out foreign language speaking (Tibetan) skills to support business with Tibetan part.

When asked how the skills they have identified could be provided to the children, they suggested the following measures,

- Elaborate the existing curriculum: Elaboration should be made on those skills that have been included in the curriculum, however, required depth and width of the content is lacking there. In some cases more practical approaches need to be taken in delivery of the existing curriculum so that the curriculum can be more practical and skill based.
- Addition in the curriculum: Some of the skills, if not included in the existing curriculum, need to be added in the related curriculum.
- Addition as extra curriculum: Some of the skills such as first aid, leadership can be provided as extra curriculum such as in scouts.
- Offer as optional subjects: Special areas focus such as hotel management, guide, which can be supportive in income generation, can be offered as optional. These areas need to be based upon local market and requirements.
- Develop as training package: Not all the skills can be included in the formal education although these are very essential. In such cases these skills can be provided in short term training specifically skills such as hair

cutting, first aid, leadership, use of natural resources.

- Arrange educational tours for developing skills such as use of natural resources, and herbs.

Required life skills might be common across the varied geographical, social and economic setting. Such basic life skills can be incorporated in the national curriculum with the option for using locally relevant examples/illustrations. There should be enough room in the curriculum for the inclusion of locally relevant skills as well in various modalities -- short term course, short term training, educational exchange, field work or optional paper in specific areas.

2.6 Extra Curricular Activities for Students, Teachers, and Other Groups

Students are required to be involved in extra-curricular activities along with the classroom teaching learning process for their holistic development. Physical, intellectual and creative activities are included in extra-curricular activities (NEC-1992). These activities are essential for the personality development of students. Though the extra-curricular activities (ECA) to be carried out in the schools have not been mentioned in the curriculum, ECA manual recommending various extra-curricular activities that could be conducted by schools has been brought out by the Curriculum Development Center (CDC). Similarly, Education Act (1971), seventh amendment, (2002) states that each secondary school needs to organize extra-curricular activities for the holistic developments of the students. Moreover, the amendment (2002) emphasized that both teachers and students should take part in extra-curricular activities. It is in this context that all the sample teachers and the HTs were asked about the availability of the extra-curricular activities in the schools for students, for teachers, and other groups. The data regarding these activities are analyzed and interpreted under three main sections, i.e. (1) Extra curricular activities for students, (2) Extra-activities for teachers, and (3) Activities for other groups of community.

2.6.1 Extra Curricular Activities for Students

The data regarding the availability of extra-curricular activities for the students, the additional extra-curricular activities required for them and their reasons are analyzed and interpreted here under the following major headings.

Extra Curricular Activities Available for Students

All the HTs and teachers were asked regarding the availability of extra-curricular activities for students of sample schools. According to the HTs and teachers, various types of extra-curricular activities were available for students, which are given in Appendix B-1.

There are twenty-one types of extra curricular activities available for the students in the sample schools (see appendix B-1 for detail). Of those total activities, volleyball, race, debate, quiz, cultural programme, and environmental cleanliness programme are available in all the sample schools of both districts. Though the other four activities related to games, i.e. football, carom board, long jump, and high jump are being conducted in both sample districts, they are not available in all the sample schools.

The same was true in case of literary programme and folk song programme. Similarly, some extra-curricular activities like badminton, shot put, javelin throw, P.T., scouting, picnicking, volunteer service are found in schools of Doti district only while the other two, i.e. table tennis and chess competition are found in schools of Humla district.

The above-mentioned facts reveal that there are some sorts of extra-curricular activities in each sample school. Majority of these activities are related to outdoor and indoor games. Some of them are related to entertainment programmes, while others are those that help the students to increase intellectual development and creativity.

However, the types and number of extra-curricular activities found to have been conducted for the students were less than the extra-curricular activities mentioned in the ECA manuals (ECA Manual-2003). Some of the ECA activities mentioned in the manual which could be conducted with little management and with little or even without budget were not found to have been conducted in the schools.

Additional Extra Curricular Activities Required for Students and their Reasons

The HTs and teachers of both sample districts were asked if they required additional extra curricular activities for their students apart from those already available in their schools. In this regard, both HTs of Humla district did not feel any need for the inclusion of additional extra-curricular activities. The extra-curricular activities available in the schools, as they viewed, are adequate for the students.

However, some teachers of Humla and Doti districts and the HTs of Doti stated that extra-curricular activities like cricket and basketball were necessary to be added (see Appendix B-2 for detail). They would help the students to keep themselves physically fit and healthy. Moreover, such activities encourage them to have healthy competition amongst each other. Likewise, income-generating activities depending on the geographical areas like fish farming, bee-keeping, horticulture, etc. should be included, as viewed by a HT of Doti and few teachers of Humla district to help the students and their schools to become economically well off.

Similarly, some respondents of Doti district also viewed that handball should be included in extra-curricular activities to keep the students physically robust. Likewise, inclusion of field trips would not only strengthen good teacher-student relationship but also help the students in better understanding of the various contents in their textbook, as stated by some respondents of Doti. There should also be social awareness programme in extra-curricular activities to develop positive attitude towards education, health, changing concepts on social and gender discrimination, etc. Likewise, tea programme should be organized in the school from time to time to promote healthy relationship amongst students, and bring to change in the concept and practice of social discrimination.

In the case of Humla district, stakeholders suggested additional extra-curricular activities like skipping, “Dandi-biyo”, should be included, which would promote the development of local games and also help students to be physically fit.

It is obvious from the above discussion that the various extra-curricular activities available in the schools of the sample districts are not adequate for the students.

Hence, the respondents felt that some additional ECAs mentioned above, need to be conducted by the schools. Some of these activities are already included in the ECA manual. However, some ECAs (income generating programmes, tea programme) they mentioned, were new and not conducted in schools. These ECAs can be conducted by the schools for the reasons mentioned earlier.

2.6.2 Extra Activities Available for Teachers

Though extra-activities for the teachers are not found to have been separately mentioned in the ECA manual, it has recommended that teachers should also be involved in the extra-activities, which would help them in developing their physical and mental health aspects. Similarly, Education Act (1971), seven amendment (2002) states that both teachers and students should take part in ECA. It is in this context, the sample HTs and the teachers were also asked regarding the extra-activities available for the teachers and the additional extra-activities required for them.

Extra Activities Available for Teachers

Besides the activities available for the students as stated by the HTs and teachers, some sort of extra activities are available for the teachers in the sample schools of both districts.

Altogether there were ten types of extra activities available for the teachers teaching in sample schools of both districts (see Appendix B-3 for detail). Of those ten extra activities, seven are outdoor games while the remaining three are indoor games. It is found that the teachers in all the schools of both sample districts play volleyball. In the remote schools of Doti district, javelin throw is included in extra activities whereas football is available in district town school. Similarly, shot put, race competition, high jump, and long jump are available for teachers only in the remote schools of Doti district. No indoor games are available for teachers of Doti district. Nevertheless, indoor games like table tennis carom board and chess are available for the teachers of Humla district.

The above mentioned facts reveal that all these extra-activities that are available for the teachers of the schools of these districts are related to games only. No extra-activities related to intellectual development, creativity, etc. are noticed in all the sample schools. Similarly, the extra activities for teachers are comparatively less available than for students in the sample schools. Extra activities for the teachers which would help in their physical, intellectual and creative development are given less emphasis in the schools.

Additional Activities Required for Teachers

The teachers and HTs of schools of Doti and Humla districts were asked about the additional activities required for teachers and the reasons behind them. In Doti district, all the head-teachers and majority of the teachers opined the need of additional extra activities for teachers. However, in Humla, only a few teachers viewed that extra activities for teachers should be added. None of the HTs of Humla felt the requirement of additional extra activities. Of the different respondents viewing on need of extra-curricular activities, it was found that few viewed need of only one

extra additional activity while few others viewed need of more than one extra activity.

The additional extra activities like cricket and badminton are needed, as stated by some respondents (see Appendix B-4). According to them, these games would help the teachers to remain physically fit and healthy. Similarly, the inclusion of games like musical chair would encourage the participation of lady teachers and girl students in social activities.

In Doti district, some teachers of both schools viewed that educational tour should be organized sometimes to gain knowledge about different people, places, and their culture. It would also help in strengthening the inter-colleague relation among teachers as viewed by them. Inter-school discussion should also be conducted to promote healthier relationship among the schools. Likewise, discussion on current local and national issues should be conducted so as to bring awareness in the society on health, education, peace, gender, poverty etc., as cited by the HTs and some teachers of the schools of district town of Doti.

The organization of cultural programmes for the teachers would help in strengthening the relationship between schools and community and also help in strengthening the inter-colleague relationship of teachers as responded by some teachers of district town of Doti. Likewise, as viewed by some teachers and HTs of Doti, physical training, and games like basketball, football, carom board should be organised for the teachers. It would encourage the teachers to remain physically well.

Another additional extra-activity required for the teacher is cleanliness programmes, which would create awareness in the community about cleanliness and health. Similarly, awareness programme for teachers would make the community aware of health, nutrition, education, etc. Quiz contests should be organized from time to time, which would help in increasing thinking capacity and memories of teachers as stated by some respondents of Doti district.

It can be concluded from the above views that the respondents of the Doti district demanded variety of additional extra activities for teachers. In Humla district, only few teachers seem to have felt the need of additional extra activities for them. The respondents realized that extra activities are necessary not only for physical well being of teachers but also for strengthening the relationship among teachers, students, parents, and community; to create awareness regarding health, nutrition, cleanliness and for educating the community.

Of the different additional extra activities demanded by the teachers few simply require an initiation for being carried out while few others can be organized even at very low budget. Unfortunately, such activities have not been organized yet. It reveals that there is a lack of initiation on the part of school administration and teachers themselves for organizing such activities. Moreover, almost all extra-activities demanded by the respondents, were found to have been mentioned in the ECA manuals.

2.6.3 Activities for Other Groups

It is generally observed that schools used to organize various types of activities for the various groups of the community besides those for students and teachers. In this

regard, this study has tried to get information on whether some sort of activities are carried out by the sample schools or not for the other groups of the community. The responses provided by the sample HTs and teachers are presented here under the following two headings.

Activities Available for Other Groups

Besides the extra-curricular activities for students and the activities for teachers, the school conducted few activities for the other groups– parents, youths and mother’s group. While some of these activities are related to games, others are meant to strengthen the relationship between students, teachers, parents, and community.

For the parents, activities like annual meeting programmes were arranged as reported by the teachers of Doti and Humla districts. There were also interaction programme between students, teachers, and parents from time to time as responded by a teacher of Doti district. Likewise, the meeting of parents were also organized at different times, as stated by few teachers of Doti district. Similarly, parents were also involved in talk programmes on occasions like Democracy Day, Parents' Day, etc. as stated by some respondents. They were also encouraged to take part in games like musical chair.

For the youth groups of the community, outdoor games like volleyball was organized in the sample schools of Doti and Humla. Football and chess competitions were also held from time to time in the district town school of Humla. Similarly, games like “tug of war” was organized in the schools for youth groups, in the sample schools of Doti.

For the mothers of the groups, games like musical chair was held sometimes by the schools of Humla. Similarly, both teachers and HTs reported that discussion programmes were also held for this group.

From the above facts, it is obvious that schools took interest in organizing some activities for the various groups of the community. Activities are organized occasionally for parents so as to strengthen the relationship between parents and teachers and amongst the parents themselves. Likewise, activities for the mothers group have definitely tried to enhance the relationship of schools with the community. As for youth group in the community, more emphasis was given on games than on other types of programmes.

In the curriculum and ECA manual, nothing regarding the activities for the other groups of community was mentioned. However, the schools were found to have organized some sort of activities for the community people, which certainly helped in getting community support to the schools.

Additional Activities Required for the Other Groups

The teachers and HTs of both sample districts were inquired about the additional activities needed for the other groups– parents, youth, and mothers' groups. In this

context, few teacher of Doti viewed that activities for other groups are not so important as they are for students and teachers of the schools. Hence, the schools do not require organizing any sort of activities for them. Nevertheless, most of the respondents expressed that the schools should organize some sort of activities for parents and youth. The additional activities needed for parents and youth group of the community and their reasons are presented in the succeeding paragraphs.

With regard to the additional activities for parents, some of the teachers of both sample districts opined that the frequency of interaction and discussion programmes should be increased for the parents so as to strengthen good relationship between parents and teachers. Likewise, tea programmes should also be arranged in the schools for parents, time and again. Such programmes would help in changing the concepts of social discrimination to the disadvantaged groups of community. Awareness programmes need to be carried out for parents, as viewed by teachers of Doti. Parents should also be involved in sanitation programmes to create interest and awareness on cleanliness, sanitation and health.

For the youth of the community, as stated by many respondents of both sample districts, the frequency of organizing games like volleyball, football, chess, tug of war should be increased. Likewise, they also cited that literary programmes should be held from time to time.

Few respondents also advocated for the organization of cultural programmes from time to time for the youth group of the community. Involving youth of the community in the activities would not only strengthen the relationships of the schools with the community but also help in developing a positive attitude of the youth towards schools and education. Besides, such activities are also a source of recreation for the youth. Some teachers of Humla districts also felt that the youth should be included in the discussion programmes on current problems and issues of the community and country.

The above facts reveal that teachers and HTs of both the sample districts have felt the need of activities to a greater or lesser extent to the different groups of the community. Such activities would, indeed, help in developing good relationship between the schools and community and this, in turn, will help in the overall development of the schools.

2.7 Curriculum Implementation and Support Materials

Curriculum as a document is intended curriculum. It comes to life during classroom delivery in the form of enacted curriculum. A poor classroom delivery is responsible for the loss of most of the flavor of the intended curriculum. Proper use of various support materials can be helpful to decrease discrepancy between intended curriculum and enacted curriculum. In this regard four aspects have been covered in this study -- availability of support materials in the schools; support materials, besides the available ones, required for curriculum transaction; local resources that can be utilized as support materials; and problems in classroom transaction of the existing curriculum.

2.7.1 Support Materials Available in the School

Teachers were asked what materials relevant to their subject matter delivery in the classroom were available in the schools. Most of the them replied that the basic curricular materials developed and distributed by the MOES were available as given in the following table.

Table 2.2

Status of availability of basic curricular materials in the sample schools

Curricular material	Availability	Doti			Humla			All Total
		School 1	School 2	Total	School 1	School 2	Total	
Textbook	Yes	9	6	15	8	6	14	29
	No				1		1	1
Curriculum	Yes	9	4	13	8	3	11	24
	No		2	2	1	3	4	6
Teachers' Guide	Yes	7	3	10	6	4	11	21
	No	2	3	5	3	2	5	10
Specifications Chart	Yes	5	4	9	4	4	8	17
	No	4	2	6	5	2	7	13

One of the major contributions of the first phase of SEDP was the development and distribution of the essential curricular materials such as textbook, curriculum, teachers' guide and specifications chart. Except one, all teachers had a copy of the textbook with them or available for them at the school. For 6 (20%) of the teachers curriculum was not available for consultation, for 10 (33%) teachers' guide was not available, and for 13 (43%) specifications chart was not available. This figure is also indicative of the teachers' practice that teaching is mostly guided by the textbook.

With regard to reference materials, 9 out of 15 teachers from Doti and 7 out of 15 teachers from Humla said that there were no reference materials either with them or available at the schools which are relevant to their subject of teaching. Those who said that reference materials were available for them mentioned the availability of following types of materials,

- Dictionary (Nepali language)
- Oxford Advanced Learners' Dictionary
- English grammar
- Weekly magazine
- Science magazine
- Mathematics Today magazine
- Population magazine

Similarly, 4 out of 15 teachers from Doti and 9 out of 15 teachers from Humla said that there were no instructional materials either with them or available at the schools

which are relevant to their subject of teaching. Those who said that instructional materials were available for them mentioned availability of following types of materials,

- Cassettes for English language (mentioned by teachers of Headquarter school of Doti only)
- Science equipment (in a small number and very limited types)
- Map
- Globe
- Dice, cards
- Geometric box (wooden)
- First aid
- Sports materials

Types of materials as well as number of these materials available as mentioned by the teachers indicated that schools situated in the district headquarters had more of these than the schools far from the headquarter.

2.7.2 Required support materials identified by the teachers

The teachers were asked what materials were essential for them in order to support effective classroom delivery in the subject they were teaching. They deemed a number of materials for effective teaching learning in their subjects. These materials as identified by the teachers are described in the following paragraphs.

English: English language subject teachers stated that they would require tape recorders, cassettes, projector, charts / maps, flip charts, paper/cardboard/ marker, flannel board, reference books for effective classroom delivery.

Nepali: The materials identified by the teachers of Nepali language subject are charts, posters, pamphlets, photos related to the content matters. They opined that with such materials classroom delivery can be made more effective.

Mathematics: In the case of Mathematics, teachers identified geometric box (wooden), wooden geometric figures, abacus, funnel, Mathematics practice book as essential instructional materials for this subject.

Science: For the effective delivery of Science subject, teachers identified a number of materials such as lens, periscope, telescope, microscope, electric bell, galvanometer, thermometer, periodic table, slides, flash cards, flannel board, rocks, chemicals and so on. These materials are essential for conducting practical works.

Social Studies: Teachers of Social Studies identified pictorial charts, magazines, latest data/information related to the lesson, charts, posters, pamphlets as essential materials for effective classroom delivery.

Others: Materials required for effective classroom delivery have been identified by teachers of other subjects as well. For example, posters and charts for Population; charts and pictures for Economics; agricultural equipment, sewing and cutting materials for Pre-vocational; sports materials and charts for Health; models of ledgers, graphs, and charts for Accounts.

Above list of the required support materials identified by the subject teachers indicate that curriculum transaction in the classroom has been taking place with little practical works even in the subjects like Science, Vocational, Health. Above list, although not comprehensive, is indicative of the lack of teachers' practice of developing/constructing support materials by themselves that are possible such as electric bell, flannel board, collection of charts, posters, pamphlets, photos. Some of the materials identified by the teachers such as charts, pictures, flash cards, and graphs can be constructed by the teachers themselves with minimum budgets. They also require to be provided with short-term training for construction of materials. Some of the materials identified by the teachers such as tape recorder, microscope, and agricultural equipment need to be either supplied to the school or provided with budget to buy them.

2.7.3 Local Resources as Support Materials

Teachers were of the opinion that support materials really support in the effective classroom delivery. They readily listed support materials available in the schools, which is certainly meager in number. They also identified support materials that they deem essential to support them in the effective classroom delivery. Furthermore, teachers as well as head teachers were asked about local resources -- availability, use/non-use, and reasons for non-use of the available local resources in the curriculum transactions. Teachers and head teachers identified local resources that are available in nature (surrounding, land, animal, plants, solar system), community, household materials. Identified local resources were also offices, institutions, local bodies, office personnel, and community people. Available local resources and status of their use as expressed by the subject teachers and head teachers is presented in the table 2.3.

Table 2.3
Local resources and their use

Subject	Local resources	Modality of use	Status of use
English	Temple	Field visit	No
	Offices (government, NGO, INGO, local bodies etc.)	Field visit	DEO
	Ground, landslide	Field visit	No
	Forest, stream, river, hills, mountain	Field visit	Hills, forest
	Ceremonies	Observation	No
	Picnic spots	Visit	Yes
	Personnel -- JTA, VSO, human right workers, DEO, local leaders, community people	Interaction	DEO
	Communication media -- posters, sign boards	Observation	Signboards
	Household use materials - - medicine bottles	Observation	Medicine bottles
	Plants	Observation	Mushroom, fern
	Lens using water and paper	Practical	No

	Tins, bottles	Practical for sound	No
	Nails, papers	Practical for magnet	No
	Locally available rocks	Observation	Yes
	Marbles	Discussion on natural selection	No
	Soybean	Discussion on male female	No
	Animals (earthworm, insects)	Observation	Earthworm, Frog, snake
	Herbs	Field works	No
	Rocks	Observation	Yes
	Solar system	Observation	Sun, Moon, Stars
	Landscape	Observation	No
	Personnel -- health officials	AIDS, TB, Immunization	Health officials
Mathematics	Wood pieces	Geometrical shapes	No
	Dice (wood/mud)	Probability	No
	Funnel, circle and other geometrical shaped materials	Geometry	Funnel
	Club, saving groups	Saving and interest	No
	Weighing machine and weights	Measurement	No
Population	Rocks	Observation	Yes
	Plants	Observation	Yes
	River, forest, soil	Observation	No
	Community people -- local elders	Interaction	No
	Community people -- faith healers	Interaction	Yes
	Personnel -- school Supervisor, RP, forestry people	Interaction	NO
	Personnel -- health workers	Interaction	Yes
Nepali/Sanskrit	Rivers, forest, hills, mountain	Observation	No
	Temple	Visit	No
	Posters, pocket calendar	Discussion	Posters
	Teachers of other subjects	Interaction	No
	River, stream, spring water	Field observation	Yes
	Temples, old heritage	Field observation	Yes
	Club, saving groups, shop, hotels	Interaction	No
	Red Cross, Scouts	Observation, interaction	No

	Local event -- plantation	Observation, participation	Yes
	Community people -- local bodies, elders, farmers	Interaction	No
	Personnel -- doctor, officials	Interaction	No
	Locally respectable and successful persons	Interaction	One or two only by one school
	Tourist	Interaction	No
Economics	River, Forest	Field observation	No
	Cottage industry (cotton)	Field observation	No
	Poultry	Observation	No
	Kitchen garden	Observation	No
	Posters	Discussion, use	No
Accounts	Offices	Observation, interaction	No
	Local institution	Observation, interaction	No

The above list of local resources identified by the teachers that can be helpful in effective classroom delivery indicates the feasibility of using a number of local resources in the classroom. It is also noteworthy that most of the probable local resources were not utilized as indicated the above table. Teachers and head teachers provided following reasons for not utilizing probable local resources in classroom teaching.

- Crowded classroom: Most of the teachers expressed that use of field work and interaction/discussion by using personnel/community people were difficult due to large number of students in the classroom.
- Poor motivation: A number of responses from the teachers suggest low motivation of the teachers to utilize local resources in the classroom. They complained lack of reward and punishment, no initiation from the school administration, no demand from the students, lack of conducive environment for utilizing local resources, teasing from the colleagues if one attempts to be innovative, no teachers are using the local resources/methods, parents do not approve taking students outside the classroom/school. These responses seem more of an excuse than a real problem in using local resources for effective classroom delivery.
- Lack of training: Teachers indicated that they were not adequately knowledgeable in identifying relevant local resources that can be used in effective classroom delivery on the one hand and how to handle environment and methods in a proper way while utilizing local resources on the other.
- Lack of time: Teachers also indicated that as the curriculum is hard and lengthy, they have no sufficient time in preparing for and using local resources. They also expressed that the preparation and use of local resources is a difficult undertaking as well.
- Lack of budget.
- School far from the village.

- Lack of clear instruction in the textbook for what, when and how to use local resources.
- The school culture of not taking students out of four walls of school for teaching learning.

2.7.4 Difficulties in Curriculum Implementation

Teachers and head teachers were asked if they have faced any difficulty in implementing the curriculum in the subject(s) they were teaching. Difficulties expressed by them are categorized below:

Textbook is the only curricular material mostly utilized in the classroom delivery. Teachers were asked if they deemed it necessary that the textbook of their teaching subject requires improvement. Out of 68 responses, 45 (66%) were 'Yes' and 23 (34%) 'No need'. The major reasons for a need of improvement in the textbooks were:

- Content related problem: Teachers pointed out too short content (such as 'introduction of economics,' 'petty cash book' in Economics, 'conversation' in English language); some of the contents difficult (vocabulary used in listening difficult for the students as they are beginners in listening /speaking), some of the contents not so useful (Form of Public Service Commission in Social Studies), some relevant contents are either missing or inadequate (height and distance in Mathematics), mistakes in the contents (in some cases wrong figures, answers in Mathematics, discrepancy in the definition of chemical reaction in Science).
- Presentation related: Some of the illustrations, examples presented in the textbook are not clear; illustrations, pictures useful for the content not provided.
- Physical aspect related: Cover is not durable, lack of colored illustrations, pictures, inappropriate size (big in size).
- Lack of clear direction for the practical aspects. In the absence of such direction, teaching learning dominated by theoretical knowledge and lecturing method.

The teachers suggested various measures for improving curriculum implementation as well as improvement in the textbook for better classroom delivery. Provision of training, availability of instructional materials, improvement in physical aspects were suggested. Besides these broader measures, teachers specified following specific measures as well,

- *Change in school session*: Existing school session starting from mid-April, that is the month of Baisakh according to the Nepali calendar, is appropriate for Doti, but all of the stakeholders indicated this session unsuitable for Humla due to disturbance in December to 15 March (Mangshir to Phalgun in Nepali month) due to snowfall. For Humla, school session starting from Mid February (Phalgun) would be best with SLC in the existing arrangement.
- *Appropriate class size*: Class size refers to two aspects. One aspect is that the class should not be crowded as a result of large number of students. There should be appropriate number of students in a class. The other aspect is, area

of the classroom needs to be spacious enough to accommodate 40-50 students.

- *Provision of subject teachers in school.* Each school should have required number of subject teachers.
- Clear instruction for practical activities in the textbook and teachers' guide.
- Skills for the teachers in homework checking and providing feedback in a large classroom situation.
- Make the courses shorter so that contents could be completed in stipulated time frame.

2.8 School Based Assessment

Assessment is an integral part of teaching learning. Both summative and formative evaluation are the responsibilities of the teachers as a part of their duties within the school. MOES has made it a requirement for the schools to conduct two terminals and one final examination besides other assessment tasks. This chapter deals with assessment practices in the school, adequacy of the existing assessment practices and required inputs in the assessment practices.

2.8.1 Assessment Practices in the School

The teachers and head teachers were asked about the assessment practices used in their respective schools. All of the respondents mentioned that they had undertaken half yearly and yearly examinations. Only 5 out of 30 teachers and 2 head teachers out of 4 mentioned that they had undertaken terminal examination as well besides half yearly and yearly examinations. Some of the teachers had used other means of assessment in their subject(s) as given below.

Table 2.4

Assessment practices in the schools as mentioned by the teachers

Assessment practice	Doti		Humla	
	School 1 (n=9)	School 2 (n=6)	School 1 (n=9)	School 2 (n=6)
Yearly	9	6	9	6
Half yearly	9	6	9	6
Terminal	2	1	2	
Monthly		1	2	2
Unit test		1	1	
Practical exams	2	1	1	
Daily classroom evaluation	5	2	1	1
Homework	8	1	3	2

The above list of assessment practices as mentioned by the teachers indicated the non-fulfillment of MOES requirements of two terminals and one yearly examination in all the schools/classes. Such practices might have been due to no strict provision in the schools to fulfill such requirement. There were very few (13%) teachers

undertaking practical exams, lesson-based daily classroom evaluation practiced by only 30% of the teachers, and homework given by only 47% of the teachers. Weak classroom assessment in day to day lesson and lack of day to day homework indicated the inadequacy of formative assessment practices in the schools. Only 13% of the teachers mentioned that they undertook practical exams indicating that assessment was dominated by theoretical aspect than practical one.

Assessment practices mentioned by the teachers are neither adequate in terms of assessment tools used nor sufficient in terms of practices adopted by a number of teachers. It was agreed by all the teachers that the existing assessment practices in the schools were not sufficient enough to assess all the aspects of students' learning. The teachers suggested to use the existing assessment practices more often and also suggested other means of assessment to be employed to assess students' learning as given in the following table.

Table 2.5

Assessment practices to be utilized besides existing ones

Assessment practice	Doti		Humla	
	School 1 (n=9)	School 2 (n=6)	School 1 (n=9)	School 2 (n=6)
Homework/ class work	5	5	8	5
Unit test	1	1		
Monthly test	1	1	1	1
Oral test	3	5	4	2
Observation	1	5	1	1
Practical	3	6	5	2
Extra-curricular, attendance, records	1	5	7	3

The above list of assessment tools to be utilized as suggested by the teachers exhibits the importance to assess students' learning more often; to assess students learning through oral test and practical works; and also make the observation, attendance, and participation/performance in extra-curricular activities as part of the assessment. One of the head teachers suggested assessment to be continuous and another suggested to assign certain weightage for the participation and quality of classroom discussion. One of the head teachers pointed that classroom questioning could be a useful tool for classroom teaching learning but the quality of classroom question is also equally important.

Realization is there, but practice is lacking. Teachers mentioned over load of work, curriculum load, need to prepare for national examination, lack of resources, lack of materials for practical works for not being able to use assessment tools. Lack of policy such as using attendance for the assessment weightage were also mentioned for non-use of such measures.

2.8.2 Practical Examinations in the Schools

The nature of the curriculum requires listening and speaking test in English language; project work, fieldwork and observation in Social Studies; and practical works in Science, Health, Population, Accounts, and Vocational subjects. Students at the FGD reported very few practices of practical works in the classroom teaching learning and also few occasions of practical assessments. This was confirmed by the teachers as well -- practical exams were very limited in the schools. The teachers and head teachers were asked to suggest how practical exams can be conducted in their respective subjects. Their suggestions were:

- Project work such as socio-cultural practices in Social Studies, sanitation condition in the community in Health Education.
- Report writing/preparation on the basis of findings of field work/observation such as cultural heritage, history of the village.
- Oral test along with the written ones (Science, Population)
- Interview -- students interview community people about perception of community about certain issues such as harmonious living in the society (Social Studies).
- Recognition -- students asked to name the parts of plants shown to them, recognize the object shown to them (Science).
- Drawing -- draw and explain (Science, Health, Mathematics).
- Listening/speaking (English language).
- Charts, form preparation (Population, Economics, Mathematics).
- Practical works such as food preparation in pre-vocational subject.

The above tools suggested by the teachers that can be helpful in conducting practical exams in their respective subjects raise some important concerns such as:

- The tools suggested by the teachers for the assessment purposes are also tools/methods of teaching. Does it mean that such practical works are absent in classroom delivery as well? FGD with the students shows that practical works, field visits, observation, reporting are rarely carried out in teaching learning. Therefore practical works are weak both in teaching learning and assessment practices.
- Curriculum assigns certain weightage for the practical works such as 15 marks for grade 9, and 10 marks for grade 10 in Health, Population and Environment subject. But the assessment of practical work is not done in the school. Oral test, preparing answer for the given question is replacing practical works.
- Some of the teachers suggested to use oral test for the practical assessment purpose. Oral tests were being used as practical examinations in their schools as reported by the students in the FGD. The questions that students were asked in the oral test were similar to the written test items that emphasize theoretical knowledge and rote memorization. Teachers need to be provided with conceptual clarity on practical assessment.
- Forms of assessment suggested by the teachers is limited. Group assignment, peer evaluation, self-reporting/evaluation, panel discussion, brain storming, cumulative records as assessment tools were not mentioned by the

teachers. This indicated limited knowledge of the teachers about variety of assessment tools that they can use both for theoretical knowledge and practical works.

2.9 SLC Examination

SLC examination plays a very dominating role in the school system of Nepal. Its undue influence in teaching learning has often been criticized. Another major criticism of the SLC examination is high failure in this examination. The failure rate in SLC examination has been about 60% to 70% in national average. This chapter discusses high failure rate in SLC examination and reasons behind it; aspects to be improved in SLC examination; and malpractice and controlling these in SLC examination.

2.9.1 High Failure Rates in SLC Examination

School records of the past five years (four years in the case of Raling Secondary School) shows that pass rate in SLC examination in the sample schools was from 28% to 44% with all school average percentage 35 only as given in the following table.

Table 2.6
SLC pass rates in the sample schools

School	Year	Appeared	Passed	Pass %
School 1 (Doti)	1998(2054)	65	21	32
	1999 (2055)	38	10	26
	2000(2056)	36	8	22
	2001(2057)	96	52	54
	2002(2058)	37	3	8
	Total		272	94
School 2 (Doti)	1998(2054)	23	16	70
	1999 (2055)	17	9	53
	2000(2056)	35	20	57
	2001(2057)	21	2	10
	2002(2058)	12	0	0
	Total		108	47
School 1 (Humla)	1998(2054)	16	13	81
	1999 (2055)	27	9	33
	2000(2056)	24	8	33
	2001(2057)	32	0	0
	2002(2058)	17	2	12
	Total		116	32
School 2 (Humla)	1999 (2055)	9	2	22
	2000(2056)	11	6	55
	2001(2057)	8	1	13
	2002(2058)	6	1	17
	Total		34	10
All Total		530	183	35

In two of the schools, pass percentage was nil in one year each. High failure rate in SLC examination is the concern of all the stakeholders. The stakeholders (Head teachers, teachers, parents, SMCs, Community Leaders, DEO, SSs/RPs) were asked

for the reasons which they perceived to be responsible for the high rate of failure in SLC examination. Likewise, students were also asked for the reasons that they perceived to be responsible for their failure in the examination. Most of the reasons provided by those stakeholders were similar as shown below:

Student related

- Irregular in class.
- Not submitting homework regularly.
- Not utilizing free time in a proper way.
- Depended solely on the school, not studying at home.
- Weak in the subjects like English, Science, Mathematics.
- Depending upon cheating (some of the students).

Teacher related

- Negligence of the teachers, lack of commitment in teaching.
- Lack of adequate attention to the weaker students.
- Lack of preparation for effective teaching.
- Do not give and check homework on regular basis.

School related

- Large number of students that hamper quality of teaching learning.
- Practice of promoting even weaker students in the lower grades.
- Low quality of teaching learning in the lower grades which is responsible for the weak foundation.
- Lack of subject teachers in the school.
- Lack of instructional materials, equipment for practical.
- Course not covered on time.

Parent/household related

- Parents pressurize school/teachers to promote their ward(s) even if they have failed.
- Lack of appropriate environment/facilities in the home for regular study.
- Parents unable to provide essential materials required for the study.
- Lack of motivation from the parents to study hard.
- Children engaged in the income generating works and household chores.
- Early marriage.
- No one at home to help children in the study.

Community/Culture related

- Girls usually absent from the school at the time of menstruation (cases in both schools of Doti district).
- Lack of conducive environment in the community.
- Too much cultural, social, religious functions which engage considerable amount of students' time.

Curriculum related

- Too much content as two years' contents (grades 9 and 10) covered in SLC.
- Revised new curriculum and change in question models.

Nature related

- 3-4 months disturbed due to snow fall in Humla.

MOES related

- Textbook not received on time.

Local leaders specifically pointed out weaknesses on the part of teachers for the high failure rate in SLC examination. They opined that,

- there was lack of provision to run extra classes in the difficult subjects.
- there was absence of regular evaluation of the students and the provision of additional support to the weaker students.
- there was lack of provision of reward and punishment to the teachers on the basis of students' performance in the subject(s) he/she taught.
- teachers being absent from the school.

Head teachers and SMCs' additional concern was the lack of training to the teachers, whereas, the concern of the DEOs and SSs/RPs was over the weak monitoring/supervision, lack of regular interaction/meeting of the parents with school/teachers.

The stakeholders were also asked for their suggestions on how pass rates in the SLC examinations can be increased. Most of their suggestions were related to overcoming the shortcomings. They have indicated that there should be regular teaching learning in the schools. Quality improvement activities such as regular homework, additional coaching and quality enhancement from the lower grades; provision of trained and subject-wise teachers; completion of course on time; provision of textbooks on time were suggested as the measures for reducing the failure rate. Besides these measures, some of the important suggestions were,

- Make the teachers accountable for the pass/fail of the students. Reward or punish the teachers accordingly.
- Make the provision of regular evaluation of the students' learning; evaluation needs to be made continuous.
- School session needs to be arranged in such a way that it is suitable to the local condition such as starting from Phalgun in Humla.
- Students should not be required to appear for the two years (grades 9 and 10) contents in SLC.
- Rote memorization test items need to be reduced to a minimum in the examination, they need more practical oriented test.
- Curriculum needs to be relevant and provide skills helpful for generating income. Needs care to cater students' interest and choice in the optional subjects.

2.9.2 Malpractice and their Control in SLC Examination

The stakeholders were asked if they had observed or heard about malpractice that go into the SLC examination. Following is the list of such malpractice mentioned by the stakeholders,

- Cheating by the students from guide books, notes, guess papers and cheats supplied from outside.
- Guides helping students cheat.
- Guides/teachers telling the answers for the students.
- Teachers/guide writing answers for the questions on the blackboard for the students to copy.
- Parents, high level officials influence teachers/guides to arrange seats for their ward(s), relative(s) to make cheating easier.
- No action against persons indulged in malpractice in the examination.
- Threatening and physical harassment to the invigilators/supervisors if they are strict and try to control cheating.
- Undue control over the students if they do not have someone they know in the examination hall.

One of the main problems in SLC examination is wide spread cheating. There were various reasons behind this malpractice as expressed by the stakeholders,

- Students are weak in study.
- Passing in the examination by hook or crook is emphasized than acquiring knowledge and skill.
- Certificate oriented education.
- Education not oriented towards vocational, income generating skills.
- Questions match to the model questions, guides, textbook exercise questions, old questions which help in guessing and preparing cheats in advance.
- No effective means in checking cheating in the examination hall and no strict rule to punish those who are involved in cheating.
- Home center (students appear in examination in their own school) helps the local students in cheating.
- Habit of cheating from the lower grades kill the habit of studying.
- Teaching learning weak in the school.
- Teaching learning oriented towards examination.
- Course not completed on time.
- Too much emphasis on SLC examination.

Cheating is one of the major problems of SLC examination. In the view of stakeholders most important measure to control cheating in the examination is to conduct it very strictly. Besides management measures, improvement in teaching learning, more emphasis on knowledge/skill than on certificate as education, and improvement in questions can be helpful in minimizing cheating.

Various measures such as multiple sets of question paper, strict security, primary level teachers as guards have been taken. Most of the stakeholders perceived that multiple sets of question paper have helped in controlling cheating. On the other hand some of the stakeholders have also pointed out problems in using multiple sets such as varying the level of difficulty of the question paper sets, students having same set of question allowed to sit together. Strict security in the examination has made cheating difficult to those students that have no one they know in the security or guards in the

examination hall. Using primary level teachers as guards has been helpful in controlling cheating considerably, but still they are lax to the students they know personally.

2.9.3 Aspects to Be Improved in SLC Examination

SLC examination is a huge undertaking and it is a very important incidence for many. SLC is national level examination in which a huge number of students, teachers, invigilators/supervisors, markers and others are involved. Due to its importance the quality, and efficiency of the SLC examination is a public concern. Due to its huge undertaking it is quite a management challenge as well. Stakeholders opined that there are various aspects of SLC examination that need to be improved,

- Provision of certain marks on the basis of regular, school based assessment such as marks for homework, extra-curricular activities, discipline, project works.
- Selection of the examination center should be undertaken appropriately. Home center should not be allowed.
- Seat plan in the examination hall should be done appropriately so as to prevent cheating from one another. Mixing regular and exempted students or mixing students of different schools can be helpful.
- Malpractice needs to be controlled. Examination should strictly not allow cheating. Teachers of those schools whose students are appearing the examination in the concerned center should not be allowed to be the guard in that centre. Strict rules against those who are involved in cheating and other malpractice in the examination should be put into practice.
- Marking of the papers should be done in one place where teachers come and do the marking rather than taking papers home.
- Questions asked in the examination should not be from the guide, textbook or guess papers. Care needs to be taken while preparing test items. Test needs to be developed by panel of experts and subject specialists.
- If different sets of test papers are used these need to be of equal level of difficulty.
- Marks on practical exams need to be verified and cross-checked.

2.9.4 Disadvantaged Groups in Examination Procedure

SLC examination is held at the same time in all the districts of the country. The number of examination centers varies from district to district depending upon the number of examinees in each district. In the remote districts, the number of examinees is low and hence, examination centers will also be less in number. As a result, the examination centers will not be within the walking distance for all the examinees of the district. Therefore, some examinees need to stay outside the home during the examination, which will be difficult for them. In other words, some groups of students will be disadvantaged while considering the examination process. It is in this context, this study has also tried to collect the information regarding the identification of disadvantaged groups of students in the sample districts in terms of examination process and their reasons. The data regarding the disadvantaged groups in terms of examination process and their reasons provided by different groups of respondents are described in the succeeding paragraphs.

The girls, to whom the examination centers are far from their residence and hence, could not come back and forth from the examination centers daily, are considered as the disadvantaged group, as viewed by all the groups of the respondents. The sample HTs, DEO, and majority of the teachers of Doti district viewed that most of the girl examinees do not feel safe and hence, do not want to stay outside home during the examination. This type of difficulty creates the psychological impact on their studies and examination. The sample teachers, SSs and the HTs of both the schools of Humla presented the same view. In some cases, the girl examinees, as expressed by the teachers and a CL of Humla and some respondents of Doti, are found to have been accompanied by their parents during the examination for which the additional expenses for the parents are required. According to some teachers, SSs, and HTs of both districts, some examination centres had no toilets for girls. Similarly, girls are considered as disadvantaged group in terms of examination process in the sense that there is a possibility of being harassed by their male colleagues in some cases, as pointed out by some teachers of Doti and a HT of Humla.

The low caste students for whom the examination centers are very far from their homes are also the disadvantaged group, as opined by respondents of both districts. This is due to the fact that blacksmiths, goldsmiths, cobblers, tailors cum brass banders, etc. are considered as socially untouchable, though not legally. So, it is very difficult for them to find a place to stay during the examination. Moreover, as expressed by the respondents of Humla, particularly low caste people are very poor and hence, they have financial problems as well. So, during the SLC examination they need to stay outside the home. Arrangements need to be made for food and shelter, and this is very difficult for them.

The respondents of both districts stated that the community people do not provide extra help to the disabled students and hence, it is difficult for them to find the place for staying. Similarly, it is also difficult for the disabled students who live around the examination center to reach the center during examination. Moreover, students with disability as stated by respondents of both districts, need special treatment such as comfortable sitting arrangement suitable for their type of disability, which is not provided during the examination and hence, they do experience difficulty. That is why, disabled students are also considered as disadvantaged group in the examination process.

Likewise, the students from economically backward group, as stated by respondents of both the districts, are also disadvantaged group in terms of examination process. They have to be involved in work for earning even before examination. Moreover, they will have additional financial problem if they need to stay outside the home as the examination center is far from their homes. The facts mentioned above reveal that there are certain groups who are considered as disadvantaged groups in terms of the examination process. This is mainly because of residential problem for those examinees who live far from the examination centers. This problem is even more acute for low caste students and girl-students. Girl-students have felt the problem regarding the unavailability of toilets in some examination centers. Though toilets could be managed temporarily with a minimum budget, such provision has not been made. It implies that either the concerned personnel did not realize such problems or they did not pay attention to this matter. So, the problems, spelled out above, adversely affect in the test scores of the groups mentioned above.

Chapter III

Conclusions and Recommendations

This chapter deals with the conclusions and recommendation based on the findings of the study. The chapter is divided into two sections. Section I deals with the conclusions of the study. Recommendations based on the conclusions are presented in Section II.

3.1 Conclusions

The conclusions based on the analysis and interpretations of the data made in the previous chapter, are listed below.

3.1.1 Identification of Disadvantaged Group

Social, economic, geographical setting and lack of awareness have been reasons for certain groups being disadvantaged. In the study areas, certain groups such as Sunars of Doti Silgadi catchment area of district town school were found to be socially disadvantaged. Some groups such as the Chhetris of Thehe, the remote school catchment area of Humla, were identified as economically disadvantaged. Most of the groups from Dalit such as Badi, Sarki, Kami, Damai were identified as socially as well as economically disadvantaged in their respective communities. This indicates that different provision/treatment might be required for the disadvantaged groups based on the causes for their being disadvantaged. Economic support, such as provision of scholarship, might not be applicable in case of socially disadvantaged groups. Intervention should be focused on increasing their social status, developing self-respect and confidence. Adequate representation in the curriculum and awareness campaign can be helpful in such cases. The economically disadvantaged group(s), though they might be in so called higher caste strata, need economic support, whereas, the socially and economically disadvantaged group(s) require both types of support and they should be in the first priority to receive the support.

3.1.2 National Curriculum and Local Needs

- The needs for the development of the communities, identified by the respondents of both sample districts, were found similar, though their priority of the needs was different. All the respondents of both districts identified the needs of knowledge and skills on agriculture (i.e. agronomy, horticulture, animal husbandry, poultry, vegetable farming). The other vocational needs identified by majority of them were related to bamboo work, wood work, metal work, building construction, leatherwork under industrial education; and knitting, sewing, cookery, carpet weaving, dairy production under home science. All these needs related to vocational education are not adequately included in the existing curriculum. Hence, students are not able to put the knowledge and skills they had learnt into practice. This is due to the fact that under each vocational area, i.e. "Agriculture", "Home Science", "Industrial Education", and "Business Education", there were four subjects with 400 full marks in secondary school curriculum until, a

few decades back. Later on it was reduced to two subjects and subsequently, to one subject. Again, the vocational subject with 100 marks has been made one of the optional subjects on adhoc basis and without any study. Hence, the knowledge and skills related to vocational education could not be adequately imparted to the students. So, the students did not acquire the knowledge and skills, which are required for the development of the community. Because of this, the objective of secondary education, i.e. "producing the citizens who are industrious, independent and able to contribute to the economic development of the country", which is necessary for the development of the country, has not been accomplished. It is in this context that vocational subjects should be made compulsory in the secondary school curriculum for which structural changes in the curriculum is required.

- Due to the lack of knowledge and skills in using locally available resources like wood, bamboo, straw, clay, jute, etc., which are abundantly found in the study area, these resources are of very little use. They can be used for making various useful products and thus, people can make an earning through them. Likewise, modern industries and techniques on shoe making, jewelry making, carpentry etc. are expanding. People depending on these occupations are losing their jobs and are being disadvantaged. Hence, new techniques and skills in their traditional occupations and skills on the use of natural resources should be provided through the additional curriculum of short term training, for uplifting traditional occupations like leather work, metal work, building construction, etc. This would not only help in the proper utilization of natural resources, and uplift the vanishing traditional occupations, but also would help people in increasing their sources of income and in turn uplifting their standard of living. Similarly, some community specific needs like hotel business, apple farming in Humla district and jewelry work, orange farming in Doti district should be fulfilled through short term training for which special curriculum should be developed.
- The needs related to Social Studies which were identified by majority of the respondents, were attitudinal change toward orthodox ideas, social discrimination, gender discrimination, and knowledge on child's rights, human rights, civic education, leadership, patriotism, superstitions etc. Some of these needs have not been included at all in the curriculum. Hence, gender discrimination and child labour still prevail in the society. People are not acquainted with various social customs. Many misconceptions still prevail in the societies. Similarly, morality, self-discipline, good habit formation, helpfulness, cooperation to others, self-dependence, honesty, punctuality and respect towards elders were the other needs stated by the respondents of both districts. These needs have not been included in the curriculum adequately. Hence, various aspects like the formation of good character in the students; self-discipline could not be adequately attained. Feelings of nationality and patriotism could also not be adequately imparted to the students. So, the needs mentioned above should be adequately included in the curriculum of Social Studies. However, some of the needs regarding the change of social and gender discrimination should be fulfilled through extra-curricular activities.
- Majority of the respondents also identified the needs related to health. They were maternal and child care, nutrition, identification of common diseases, first aid, primary health care, sanitation, personal hygiene, family planning etc. Some of the needs like sanitation, first aid, nutrition, family planning etc. have not been

included adequately in the curriculum. Thus, people are not aware of health, sanitation, nutrition and impact of population growth. Similarly, people are ignorant of nutritional values of locally available food. This has resulted in poor health status of the people. Hence, the knowledge and skills mentioned above should be included in the formal curriculum for which revision in curriculum is required. Regarding the subject, "Health, Population and Environment" which is now a separate subject, it can be merged with the other related subjects.

- The present national needs are to promote the use of national language, to develop the feeling of nationality and democratic norms and values in the students and to make them self disciplined. Likewise, the country requires moral, knowledgeable, skilled, hard working and self-disciplined manpower for her development. The secondary education curriculum has not covered all these needs. Hence, orthodox social customs, social and gender discrimination still prevail in the societies. Students still lack moral values and norms.
- The subject "Sanskrit", as responded by almost all the respondents, should be removed from the curriculum of secondary education. This is because Sanskrit is not as important as other subject and is also very difficult for Non-Nepali speaking students. Moreover, recently it has become a matter of national debate regarding whether this subject is required or not. All the sectors of people were against this subject. Hence, this subject should be removed.
- The existing curriculum of various subjects like English, Nepali Language, Science, Social Studies and Mathematics, Economics and Accounts require revisions in their contents, as there are some units that need to be removed, few others that need to be added and rearrangement and simplification need to be made in some contents. For instance, some practical contents in speaking aspect should be added in English considering the weakness of the students. Similarly, some contents on grammar should be added. In the case of Nepali, though the concerned teachers viewed that there are many lessons related to life history of famous personalities of the country and the world, but the weightage of such contents is less compared to other types of contents. Chapters on derivation and anti-derivations should be added in Mathematics as they are important for higher education.
- The existing secondary school curriculum does not meet the special requirement of the specific groups of students like girl students, disabled students and students who are socially and economically disadvantaged. Knowledge on sex education, maternal and child health, family planning, cleanliness, nutrition, gender equality and vocational skills are required for girl child to improve their health status and to make them self-dependent. Likewise, the disabled students require knowledge and skills in manual work, agriculture, bamboo work, sewing, knitting, music, etc. to help them become self-dependent and find meaning in their living. Similarly, the students who are socially and economically disadvantaged would benefit from the inclusion of knowledge and skills on above-mentioned vocational areas, developing leadership qualities.
- Locally relevant life skills identified for the study areas relate to health, life saving areas, living skills, social skills and income generating skills. Most of the skills

identified as required in the local situation of the four sample schools are common. Only a few of the skills identified were district specific. Skills basic to human life and common across the varied geographical, social and economic setting can be incorporated in the national curriculum with the option/room for locally relevant examples/illustrations. There should be enough room in the curriculum for the inclusion of locally relevant skills as well.

- There are various measures for incorporating required life skills. Some of the life skills are already included in the existing curriculum. Elaborating these in the existing curriculum and improving curriculum delivery will be a good strategy. Some of the skills needs to be added in the existing curriculum or added as extra curriculum or be offered as optional subject or provided as a training package or accomplished through educational tours. It is not necessary to exhaust curriculum by including everything in it requiring children to memorize mass of information/data. Other means such as short term course, short term training, educational exchange, field work or optional paper in specific areas can be helpful in providing essential skills to the children.

3.1.3 Extra Curricular Activities for Students, Teachers, and Other Groups

- Considering the importance of ECA for the physical and mental development of the students, Education Act (1971), Seventh Amendment gave emphasis on Extra – Curricular Activities (ECA). But nothing regarding ECA is mentioned in the existing curriculum and hence, it is not compulsory for the schools to organize ECA for students. However, CDC published a separate ECA manual, which made the schools feel the necessity of organizing ECA. In this regard it was found that each sample school organized some sort of extra-curricular activities for the students and the teachers. However, such activities, as viewed by HTs and teachers, were inadequate. The types and number of activities for the students organized in the sample schools were found to be less than the activities mentioned in ECA manual. Moreover, the number and types of ECA for the teachers were found even less.
- Some of the ECA mentioned in the manual could be conducted in the schools with little budget and some even without budget. So, it is noteworthy that the schools did not organize such activities on one hand and on the other, the respondents demanded some additional ECA. It is in this context, a list of ECA for students and teachers, which need to be organized by the schools, should be drawn and incorporated into listed in the existing curriculum. Moreover, ECA like income-generating programme, tea programme, social awareness programmes etc. should also be included in the curriculum.
- Various recreational activities, i.e., various outdoor games, talk programmes, cultural programmes, were organized by the schools for other groups of community like parents, youth and mothers' group. Since the organization of activities for such groups would help to strengthen the relationship between school and community which eventually help the schools to get community support, schools should be encouraged in organizing such activities including tea programme, social awareness programme, sanitation programme, etc.

3.1.4 Curriculum Implementation and Support Materials

- Out of four basic curricular materials (textbook, teachers' guide, curriculum, specification grid), textbook was found to be available to all the teachers. For 20% of the teachers, curriculum was not available for consultation, for 33% teachers' guide was not available, and for 43% specification grid was not available. Availability of the materials and their use is correlated in the sense that materials not available would not be used at all. In this presumption even essential curricular materials are found not being utilized in the classroom delivery. Textbook dominates the classroom transactions and focus is on content teaching from textbook. This would seriously hamper the quality of teaching learning.
- Limited number and type of support materials in the school as well as support materials (most of them are basic ones) identified by the teachers that they require for classroom delivery indicate very limited practical works. It was also observed that there was lack of teachers' practice in constructing and using teaching aids by themselves. It is very essential to emphasize practical, project, field works. Some of the support materials need to be provided to the school. Teachers also need to be trained and motivated in constructing and using support materials.
- There are innumerable resources and opportunities locally available which can be helpful for better and effective teaching learning. Teachers could identify a number of local resources, but their use has been very limited. Crowded classrooms, low teachers' motivation, lack of training, lack of time, lack of budget, lack of clear instruction in the textbook, cultural barrier have been indicated for non-use of local resources. It is not an easy task to bring out teachers from the dependency on textbook. Much needs to be done to bring classroom from the close confinement of teachers and students as well as from the four walls of classroom. Effective demonstration, clear instruction, training for the teachers is required on the one hand and on the other the condition for maximum utilization of the available resources needs to be optimized.
- Various difficulties have been pointed out in the curriculum implementation. Besides lack of various things, unsuitable school session (Humla), textbook not received on time, some of the contents being difficult, mistakes in the textbook content have been pointed out. Existing school session (starting from Baishak) is not suitable for Humla. There needs to be flexible provision of the school session (such as starting from Phalgun) that is locally appropriate. But the duration of schools days, even though same date is not followed, should be same for all schools. It is important to correct mistakes in the textbooks contents, provide additional reference materials, and provide textbook on time.

3.1.5 School Based Assessment

- The range of assessment practices is lacking in the schools. Homework, practical, project works are in limited practice. Even curricular weightage given to the practical works are not adhered to. The absence of assessment practices for the practical works can be taken as an indication of teaching learning being limited to theoretical aspect. It is required to ⁵⁴ make it explicit in the curriculum what

practical works are to be conducted and how these are to be assessed. These need to be monitored as well.

3.1.6 SLC Examination

- Reasons for high failure rate in SLC examination are related to students, teachers, parents, community, curriculum, nature and MOES. Accountability, continuous evaluation, appropriate school session, minimizing content for SLC examination, improvement in curriculum and test items have been suggested to increase pass rate in SLC examination. It needs to be carefully analyzed how relevant it is to include contents of grades 9 and 10 for SLC examination in the context of dominance of rote memorization items. Curricular relevance, continuous evaluation, and making teachers accountable for pass/fail of the students require serious consideration.
- Passing in the examination by hook or crook has been the guiding principle for a number of students, parents, teachers and school. Malpractice, particularly cheating, has been widespread. Weak teaching learning, too much emphasis on passing exam, priority to certificate rather than skill and knowledge have been pointed out responsible for wide spread cheating. It is imperative to demystify SLC examination and dilute its undue influence. Decentralization of SLC examination, subject certification rather than group certificate, grading rather than raw score, improvement in testing (administration, test items, scoring) can be helpful.
- The girl students are disadvantaged in the examination process in the sense that they have to stay outside home when the examination centre is very far. They feel unsafe to stay outside home without their guardians. Likewise, lack of toilets is also a problem to girl students. As for lower caste students, there is problem regarding financial reasons for lodging and food, and also residential problem, as they are considered untouchable. Similarly, economically backward students have to face financial problems during examination as they have to spend money for lodging and food on the one hand and on the other, they are also losing their days for earning. Hence, rooms should be rented officially for the students taking up examination. However, in the long run, hostels should be managed near the examination centres for the students taking up examination for the examination period.

3.2. Recommendations

Based on the findings and conclusions, recommendation are drawn as presented in this section. The recommendations are categorized into two major levels, i.e., recommendations for policy level and recommendations for programme level.

3.2.1. Policy Level

- Provision should be made to identify disadvantaged group(s) at the community level and provide support to them.
- There needs to be flexible provision of the school session (such as starting from Phalgun) that is locally appropriate. But the duration of schools days, even though

same date is not followed, should be same for all schools.

- Considering various factors like (i) the recommendations made by the NEC (1992) and HLNEC (1998), (ii) responses of the respondents of this study, (iii) the recommendations made by MTEF (2002) Education Sector and (iv) failure of accomplishment of the aim of existing secondary school curriculum, the policy regarding the inclusion of vocational subject based on specific needs of the community should be developed. The privilege of choosing the vocational subjects should be given to the schools themselves.
- The subject of "Health, Population and Environment (HPE)", is not as important as vocational subjects. Hence, HPE should be removed from the existing curriculum and some important contents of this subject should be included in the other subjects such as Science, Social Studies and Economics. Thus, the decision regarding structural changes to be brought about in the existing curriculum, needs to be made.
- The findings of the study concluded that the existing secondary school curriculum does not meet the local needs of the community and thus, has not contributed to the development of the community. Thus, the Secondary Education Support Programme has advocated the development of curriculum in such a way that it would address the local issues. Likewise, Education for All has mentioned that some part of the curriculum should be developed at local level and the tenth five year plan (2002 – 2006) has emphasized on making curriculum relevant to local needs. In this context, Special/Additional/Annex curriculum on short term training programme for general group of students and on training programme for special groups of students like girl child, disabled and disadvantaged groups to meet the needs of local community needs to be prepared, the privilege of which should be provided at school level.
- A provision should be made for the inclusion of locally relevant skills in the curriculum. There should be a provision for other modalities as annex programme in the schools such as -- short-term course, short term training, educational exchange, fieldwork or optional paper in specific areas.
- The different types of extra-curricular activities help in strengthening teacher student relationship, building up good rapport between the school and community and also help in fulfilling some of the important needs of the students. Thus, there should be a provision of conducting extra-curricular activities in schools in a compulsory manner.

3.2.2 Programme Level

- Therefore, revision in the contents of curriculum of various subjects requires to be made. While making necessary revision, vertical linkage (linking secondary level curriculum with primary and higher level curricula) and horizontal linkage (linkage among subjects of a grade) of curriculum should be taken into consideration.
- Special/Additional/Annex curriculum on short-term training, which would meet the needs of the local community, should be developed by the schools. Thus,

training programmes for developing such curriculum should be organized for the teachers.

- In order to make teaching learning effective, proper use of curricular materials should be maximized by providing the materials and by ensuring its follow-up. It is necessary to emphasize practical, project, and field works.
- Some of the support materials need to be provided to the schools. Teachers also need to be trained and motivated in constructing and using support materials. For effective demonstration and clear instruction, on the one hand training for the teachers is required while on the other the condition for maximum utilization of the available resources needs to be optimized.
- It is important to correct mistakes in the textbook contents, additional reference materials, and provide textbooks on time.
- It is essential to strengthen school based assessment practices. Refresher training to the teachers needs to be conducted focusing on the assessment. It is required to make it explicit in the curriculum what practical works are to be conducted and how these are to be assessed. These need to be monitored as well.
- It is essential to improve teaching learning at the classroom level to increase pass rate in SLC examination. SLC examination should be based on grade 10 curriculum only. Curricular relevance, continuous evaluation, and making teachers accountable for pass/fail of the students require serious consideration.
- It is imperative to demystify SLC examination and dilute its undue influence. Decentralization of SLC examination, subject certification rather than group certificate, grading rather than raw score, improvement in testing (administration, test items, scoring) can be helpful.
- Temporary residence should be provided to the groups of students who are disadvantage in context to examination process, i.e., girl students, low caste students, economically backward students. However, in the long run, hostel facilities should be managed for them.

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School Profile

Doti District

General background of school education in the district

Located in the far western development region, Doti has about 207000 population of which 50% are women. The district has altogether 324 schools; 241 primary, 47 lower secondary, 31 secondary and 6 higher secondary. In total 1386 teachers of which 1013 teachers under DEO and 373 teachers from the community are employed from primary to higher secondary levels.

Table 1
Number of schools in Doti District

Primary	Lower secondary	Secondary	Higher Secondary	Total
241	47	31	6	324

(Source DEOffice Doti)

The total population, age wise distribution and the school population are given below in table:

Table 2
Total population and school population

Total population	5-9	10-14	15-19	20+	School going population-		
					Primary 1-5	Lower Sec. (6-8)	Secondary (9-10)
207066	28976	27159	20665	101382	5351 (G=1814)	918 (G=134)	360 (G=43)

(Source: School Statistics 2000, DOE 2002)

Summary of the school education in Doti district can be presented in the following table. The data in the table were obtained from the statistics book published by the DEO, Doti.

Table 3
Schools Students and Teachers in Doti District

S.N.	Description	Primary	L. Sec.	Secondary	H. Sec.	Total
1.	SKROV	241	47	31	5+1	324
2.	Students	36442	5276	1680	312	43710
	<i>Girls</i>	15386	1223	357	103	17069
	<i>Girls %</i>	42.2	23.1	21.2	33	39
3.	Teachers	751	146	91	21	1013
	<i>Trained teachers</i>	170	33	41	-	246
4.	Female teachers	121	3	2	-	123

(Source DEOffice Doti)

As the table indicates, among the 91 teachers teaching at secondary level only 41 of them are trained. Only 2 female teachers are employed at the secondary level from the government quota and both of them work in one of the sampled school i.e. Padma Public Secondary School, Silgadhi. Similarly, there are 146 teachers working at lower secondary level and only 33 of them are trained. The female teachers teaching at lower secondary level are only three. Thus, majority of the teachers working at lower secondary and secondary level are untrained. This figure does not include the teachers employed by the community. The training details of the teachers employed by the community is not available in the DEO office.

The profiles of two sample schools are given below:

1. Padma Public Secondary School, Doti

Padma Public Secondary School is the first school established in the district. It is located at the district headquarters, Silgarhi. The school was set up in 1947 under the initiation of a prominent social/political leaders of the district. It is said that community support had been very remarkable during the early period of its establishment. Originally, the school operated in the building of a public inn and remained the until a new building of its own was constructed in 1960 under government support.

At present the school has three stone-built buildings of different sizes. The building constructed in 1960 is the main building. It is U-shaped and double storied. Close to the main building are two other pucki (cemented) buildings, smaller in size. The bigger one is situated as an elongated arm towards the north-westerly end of the main building while the smaller one is lying on the north-easterly corner. The school doesn't have hostel facility although girls from different places enjoy accommodation facility in a hostel located at the district headquarter constructed under the EGWN project funded by NORAD.

There are altogether 12 rooms in the school building. Most of them are used as classrooms. The size of these classrooms is, on average about 28' x 13' or 364 sq. ft. The school runs grades 1-10. The lower grades are run in the ground floor of the main building as well as in the other two smaller buildings while the classrooms of the upper story are occupied exclusively by the upper grades. One of the rooms of the upper story is occupied by the school office.

The classrooms are not adequate to accommodate the number of students enrolled especially in the secondary grades. They are not adequately furnished. The furniture is also not appropriate in these classrooms. The school doesn't have a library.

The land in the surrounding of its building has long been occupied by the school, although it does not yet hold the occupancy certificate. The school has a small compound in front of the building. However, there is no compound wall. The school doesn't have adequate playground of its own. There is one public ground near the school. But this ground has been used by the army as its parade ground. This can be available for sports activities on request only on special occasions. Therefore, games like badminton and volleyball only have been played in the school compound which is used for the morning assembly as well.

The school compound looks moderately clean. There are only two toilets in the school, one for the boys and the other for the girls. The school peon is said to be responsible for keeping the compound clean. Although it was reported that there was a provision of rubbish pit, the school compound was littered with bits of papers at the time of observation.

Modern attributes such as electricity, telephone and computer exist in the school. However, the school doesn't have any amenities for students with special needs and disabilities.

Grade wise enrolment of children in the school showed that altogether 570 students were enrolled in grades 1-10 of which 31.6 percent were girls. It is however, interesting to note that relatively small proportion of students (about 7 percent only) were found enrolled in the primary grades of this school. It appeared quite contrary to the generally expected pattern of student enrolment in schools as the size of enrolment has been observed to have been tapered off from primary towards the secondary level of school education in general at the national level. It might perhaps have been resulted because of the expansion of primary schools in each ward of the localities within the attachment area of this secondary school. In the secondary grades i.e. 6 to 10 however student enrollment was slightly more than 100 in each grade, on an average. The distribution of students enrollment especially at the secondary level showed that student belonging to mainly four major ethnic groups had enrolled in this school of which proportion of student from the Chhetri group was the largest i.e. nearly 32 percent. Students from the Bramhin and Newar groups each comprised nearly a quarter of the total enrollment. Proportion of students from the Dalit community was relatively smaller and comprise nearly 15percent of the total. Students form two other ethnic groups like Tharu and Limbu were also found enrolled but their proportion was negligible in the total enrollment.

There were altogether 16 teachers in this 60 school of which 6 were females including the

head teacher. Four of them taught in primary grades 1 to 5 only. The remaining twelve teachers taught in different grades of the secondary school. Seven of them taught different subjects in grades 8-10. The other 5 teachers taught school grades 6 to 8. Ten of the 16 teachers had their academic qualification at least upto B. A. or equivalent. One of them is also a masters holder. Five of them including the head teacher held a B. Ed. Degree as their academic qualification. Of the remaining 6 teachers not holding a bachelors degree, 3 had passed just S L C examination while the other three had their qualification up to an I.A. or equivalent. Most of these 16 teachers were found very experienced in terms of the number of service years as 11 of them had their teaching experience at least of 10 years or more. Four of them only had teaching experience less than 5 years. Most of these teachers except two had also received teacher training on different areas of school teaching.

There is a common room in the school which is shared by the teachers during their leisure time. It also provides opportunity for them to interact with each other on issues of instructional improvement which, according to them, include matters relating to class teaching, examination, school development and the like. The school does have very little of the instructional materials for use by the teachers in classroom teaching.

The teachers don't have any specific planning regarding their teaching in the classroom, as they have to teach different subjects in different classes. Most of the teachers in this school have exposures to different types of training of different durations; approximately one week to one month of the duration. These trainings in general covered the training of different school subjects.

The available physical facilities and students related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

	Building	Class room	Boundary wall	Toilet
Availability	3 permanent building	12 rooms	No	2 Separate toilets for boys and girls
Land/ size	NA	12 ft X12 ft to 28 ft. X 13 ft	-	-

2. Students' learning environment

	Classroom material	Library	Furniture**	Play ground*

Availability	Chalk Duster Black board Textbooks	No	Not enough	Not sufficient Front yard is used for sports like badminton.
Using facility	-		Yes	Yes
Ways of using the facilities	-		-	Playing games

* A near by public ground is used occasionally is the army hadn't utilized it.

** The design of the furniture is not appropriate for older children.

3. Other facilities

	Communication	Special facility for disable	School area clean up
Availability	Yes	Yes	Yes
Extra human support	-	-	One helper

B. STUDENT RELATED INFORMATION

Student's composition in school

	VI		VII		VII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade wise	81	48	70	47	76	31	64	18	62	34
Total	129		117		107		82		96	
By caste / ethnic group										
• Brahman/Chettri	40	26	34	27	38	18	43	14	NA	NA
• Newar	16	11	21	10	21	11	16	4	NA	NA
• Indigenous & tribal group (Lama)	3	-	3	-	1	-	-		NA	NA
• dalits	22	11	12	10	16	2	5			
• Others										
Sub Total	81	48	70	47	76	31	64	18		
Total	129		117		107		82		NA	
By disability type										
• Hearing impaired	-	-	-	-	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-	-	-	-	-
• Mental retarded	-	-	-	-	-	-	-	-	-	-
• Physical disability	-	-	-	-	-	-	-	-	-	-
• Multiple disability	-	-	-	-	-	-	-	-	-	-
Total										

Population of school

	By age group					
By gender	Below 6	6-10	11-13	14-16	16-18	Total
• Boys	-	30	167	180	13	390
• Girls	-	2	90	80	8	180
By caste/ethnic group						
• Brahman/Chhetri	-	-				
• Newar	-	-				
• Indigenous and tribal groups	-	-				
• Dalit	-	-				
• Others (Lama)	-	-				

By disability types						
• Hearing impaired	-	-	--	-	-	-
• Visually impaired	-	-	-	-	-	-
• Mentally retarded	10	-	-	-	-	10
• Physical disability	-	-		3	-	3
• Multiple disability	-	-	-	-	-	-
By religious composition						
• Hindu	-	32	257	260	21	570
• Buddhist	-	-	-	-	-	-
• Islam	-	-	-	-	-	-
• Christian	-	-	-	-	-	-
• Kirats	-	-	-	-	-	-
• others	-	-	-	-	-	-

Enrollment, Repetition and dropout record

	Year	VI	VII	VIII	IX	X
Enrollment	2056	80	70	60	45	90
	2057	86	77	78	61	47
	2058	125	69	81	86	45
Total		291	216	219	192	182
Repetition	2056	21	11	7	6	16
	2057	7	6	7	-	1
	2058	15	11	15	10	5
Total		43	28	29	16	22
Dropout	2056	11	12	5	4	10
	2057	3	3	4	-	1
	2058	8	5	4	4	1
Total		22	20	13	8	12

Student's record

There is students record keeping system available. All teachers keep student's record. Performance of student's measured by terminal examination.

2. Siddheswor Secondary School, Banlek, Doti

The school was established in 1992 (2048 B.S.) and it is now a proposed secondary school which runs classes from grade 1 to 10. This school is near the highway located at the bank of the river and it is about 36 kilometers away from the district headquarters. It runs primary and secondary classes in two different places. Primary classes are run about 1 kilometer far from the secondary premises. In the secondary section there are two buildings and altogether there are 14 rooms. Among them only ten of them are in usable form and four of them are in ruin. The average size of the classroom is 13.5 x 11.5 feet. The head teacher and teachers have one common office room. The school does not have any library and laboratory. There is a common toilet for all.

The school does not have enough furniture. The students sit on the benches but do not have desks. They keep their books on their laps and they can hardly move in the class due to the space problem.

The school complex is surrounded by stonewall and this is also temporary. There is a playground but do not have enough equipment for games. Only a very few games such as volleyball, football, running are played there and the same ground is used for the morning assembly.

The school has tried its best to keep the school premises clean. There is a cleaner in the school who cleans the classrooms. The students clean the playground once a week.

There are seven teachers teaching from grade six to ten. Only two of them are permanent and rest 5 are temporary. All of them are male. Regarding the qualifications, the head teacher and two other teachers have Bachelors' degrees and 4 of them are Intermediate passed.

About the training only one of them have B. Ed. degree and one of them has I. Ed. The head-teacher is a Sanskrit graduate, and the other two secondary teachers are Commerce and Science graduates. Rest of them have intermediate degrees and they have not attended any training. All of them have to teach from grades 6-10. The government quota of teachers for the secondary level of this school is only two. Among the rest five, three of them are lower secondary and two of them were employed by the community.

The teachers meet once a month to discuss instructional issues and that has helped the teachers in classroom instruction. They also prepare teaching materials in school if the school supplies them the materials. The only programmes the teachers attend outside schools are Resource Centre level meetings and the meetings organized by I/NGOs in the district headquarters. There are no programs of teacher development as such except the teachers' ritual meeting in the school.

The available physical facilities and student's related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

	Building*	Class room**	Boundary wall	Toilet
Availability	2 permanent building with 14 rooms	25 rooms	Temporary low height stone wall	One common toilet. No separate toilets for boys and girls
Land/ size	NA	Average size 13 ft. 5 inch X 11 ft. 5 inch	-	-

* Only ten rooms are in usable condition.

** One common room/office for head teacher and teachers.

2. students' learning environment

	Classroom material	Library/lab.	Furniture	Play ground
Availability	Board Maps Globe Poster	No	Not Enough	Sufficient
Use of facilities	-	No	Yes	Yes
Ways of using the facilities	-	-	-	Playing games- Volley ball, football, races

Other facilities

	Communication	Special facility for disable	School area clean up
Availability	No	No	Yes
Manpower	-	-	One peon

B. STUDENT RELATED INFORMATION

Student's composition in school

	VI		VII		VII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
By gender	43	29	37	33	32	13	24	7	22	5
Total	72		70		45		32		27	
By caste / ethnic group										

• Bramhan/kshitri	1	2	1	2	-	1	4	-	NA	NA
• Newar	-	-	-	-	-	-	-	-		
• Indigenous and tribal group	28	22	29	27	29	11	17	7		
• dalits	14	5	7	4	3	1	3	-		
• others(lama0	-	-	-	-	-	-	-	-		
Sub Total	43	29	37	33	32	13	24	7		
Total	72		70		45		32		NA	
By disability type										
• Hearing impaired	-	-	-	-	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-	-	-	-	-
• Mental retarded	-	-	-	-	-	-	-	-	-	-
• Physical disability	-	-	-	-	2	-	-	-	-	-
• Multiple disability	-	-	-	-	-	-	-	-	-	-
Total	2									

Population of school

By gender	By age group					Total
	Below 6	6-10	11-13	14-16	16-18	
• Boys	27	117	99	46	-	289
• Girls	33	108	76	12	-	229
By caste/ethnic group						
• Brahman/ Chhetri						
• Newar						
• Indigenous and tribal groups						
• Dalit						
• Others (Lama)						

By disability types						
• Hearing impaired	-	-	-	-	-	-
• Visually impaired	1	-	1	-	-	2
• Mentally retarded	1	-	-	-	-	1
• Physical disability	-	-	-	-	1	1
• Multiple disability	-	-	-	-	-	-
By religious composition						
• Hindu	60	225	175	58	-	518
• Buddhist	-	-	-	-	-	-
• Islam	-	-	-	-	-	-
• Christian	-	-	-	-	-	-
• Kirats	-	-	-	-	-	-
• others	-	-	-	-	-	-

Enrollment, Repetition and dropout record

	Year	VI	VII	VIII	IX	X
Enrollment	2056	61	35	29	35	19
	2057	59	40	33	23	32
	2058	67	70	43	31	23
Total		187	145	105	89	74
Repetition	2056	10	5	-	-	-
	2057	15	1	1	-	-
	2058	5	8	2	-	4
Total		30	14	3	-	4
Dropout	2056	6	4	-	-	1
	2057	3	7	-	1	-
	2058	3	5	3	3	4
Total		12	16	6	4	5

Student's record

There is student's record keeping system. Individual teachers keep their students' record.

General background of school education in the district

Surrounded by snowy peaks and high mountains, Humla district has almost 41000 population. This district has no access to road transportation having only one means of transportation, i.e. airplane. It has 113 schools out of which nine are secondary including one higher secondary school. In total 418 teachers are employed to teach in these schools. The number of schools in different level is as follows

Table 1
Number of schools

Primary	Lower secondary	Secondary	Higher Secondary	Total
91	13	8	1	113

(Source: DEO Office Humla)

The total population, age wise distribution and the school population are given below in table:

Table 2
Total population and school population

Total population	5-9	10-14	15-19	20+	School going population- primary 1-5	School going population-lower secondary (6-8)	School going population-secondary (9-10)
40595	5797	4863	3578	20721	5351 (G=1814)	918 (G=134)	360 (G=43)

(Source: School Education Statistics 2000, DOE, 2002)

The distribution of trained teachers working at the lower secondary and secondary level in Humla district can be described as follows

Table 3:
Number of trained teachers

	Male	Female
Lower secondary	24	1
Secondary	13	0

(Source: DE Office, Humla)

This table indicates that out of 75 lower secondary teachers only 24 are trained and in secondary level 13 out of 24 are trained.

The age wise distribution of teachers presents the following scenario:

Table 4
Age wise distribution of secondary school teachers

21-30		31-40		40 and plus	
Lower Sec	Secondary	Lower Sec	Secondary	Lower Sec	Secondary
13 M	3 M	42 M 1 F	16 M	17 M 2 F	5 M

(Source: DE Office, Humla)

This means that majority of the lower secondary and secondary teachers are more than 30 years of age.

Out of the total 418 working teachers in Humla, 173 are from outside and 245 are local teachers. Out of them 9 female teachers are local and 43 female teachers are from other districts.

The experience of teachers is categorized in the following table

Table: 5
Experience of the working teachers

	Less than 5 years	6-10 years	11-15 years	15 years plus
Lower Secondary	4	42 M 1 F	26 M 2 F	
Secondary	5	15	4	

(Source: DE Office, Humla)

The profile of two sample schools are given below:

1. Mansarobar Higher Secondary School, Simikot, Humla

The school was established in 2036 B.S. (1979). The school is in the headquarter of the district it is a public school. It has 13 ropani of land (). Grades 6-10 are in separate building. In the building there are 11 rooms including one resource center and two storerooms. The head teacher and teachers have one common office room. One room is occupied by the Red Cross and one has some collection of books, the school library. Students seldom use the library.

Girls coming from distances are accommodated in a hostel, supported by Women Education Section of the Ministry of Education. Teachers coming from other districts have their residence within the school compound, the property of the school itself which also have some rooms for boys' hostel. Girls and boys have separate toilets.

The size of the rooms are 6'x6', 6'x9' and 12'x12'. Furniture in the school needs repairing but they are sufficient to the students.

This is the only higher secondary school in Humla. This school runs from grade 6 to grade 12. Nine teachers are involved in teaching from grades 6 to 10. Out of which 6 of them have social studies background. The number of female teachers is 2. Regarding the qualifications, the head teacher has a Master's degree, five of the teachers have Bachelors' degree and the rest have 12 years of schooling. About the training 3 of them have B.Ed. degree and 2 of them have I.Ed. All of them except one have to teach from grades 6-10. The government quota of teachers for the secondary level of this school is 6. Other 4 are working as lower secondary teachers.

The teachers meet once a month to discuss instructional issues and that has helped the teachers in classroom instruction. Only a few get opportunity to join meetings and workshops outside the school. District education and health offices sometimes invite the school-teachers to join such meetings. Basically, there are no programs of teacher development except the teachers' ritual meeting in the school.

The teachers from other districts remain absent for about four months in a year. It is because all the teachers leave Humla when it begins snowing at the end of November. They will be back only at the end of March. This study was conducted in March and the teachers were still absent in the school.

The available physical facilities and students related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

	Building	Classroom*	Boundary wall	Toilet	Hostel
Availability	2 permanent building	7 rooms	Fenced with barbed wire	2 Separate toilets for boys and girls	One feeder hostel supported by WES. Residential facility with couple rooms is also provided for boys by the school itself.
Land/ size	13 ropanies	Ranged from 6 ft. X 6 ft. to 12 ft. X 12 ft.	-	-	

* There are additional 4 rooms used for RC, teachers' room/office, library and the Red Cross.

2. Students' learning environment

	Classroom material	Library	Furniture	Play ground
Availability	Chalk Duster Textbooks	Textbooks of grade 6-12 Reference book Supplementary readers	Enough	Not sufficient
Use of facilities	-	Yes	Yes	Yes
Ways of using the facilities	-	Occasionally	-	Play Physical training (PT)

3. Other facilities

	Communication	Special facility for disable	School area clean up
Availability	No	No	Yes
Additional human support	-	-	One helper

B. STUDENT RELATED INFORMATION

Student's composition in school

	VI		VII		VII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade wise	29	13	14	19	42	21	35	13	27	6
Total	42		33		63		48		33	
By caste / ethnic group										
• Brahman/Chettri	27	7	10	14	32	10	30	10	NA	NA
• Newar	-	-	-	-	-	-	-	-	-	-
• Indigenous and tribal group (Lama)	2	6	2	5	10	11	5	3		
• Dalits	-	-	2	-	-	-	-	-		
Sub Total	29	13	14	19	42	21	35	13		
Total	42		33		63		48		33	
By disability type										
• Hearing impaired	-	-	-	-	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-	-	-	-	-
• Mental retarded	-	-	-	-	-	-	-	-	-	-
• Physical disability	-	-	1	-	1	-	-	-	-	-
• Multiple disability	-	-	-	-	-	-	-	-	-	-
Total	2									

Population of school

By gender	By age group					
	Below 6	6-10	11-13	14-16	16-18	Total
• Boys	-	-	37	98	12	147
• Girls	-	-	25	42	5	72
By caste/ethnic group						
• Brahman/ Chhetri	-	-	55	107	9	174
• Newar	-	-	-	-	-	-
• Indigenous and tribal groups	-	-	-	-	-	-
• Dalit	-	-	2	2	2	6
• Others (Lama)	-	-	20	10	9	39

By disability types						
• Hearing impaired	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-
• Mentally retarded	-	-	-	-	-	-
• Physical disability	-	-	2	-	-	2
• Multiple disability	-	-	-	-	-	-
By religious composition						
• Hindu						180
• Buddhist						39
• Islam						-
• Christian						-
• Kirats						-
• Others						-

Enrollment, Repetition and dropout record

	Year	VI	VII	VIII	IX	X
Enrollment	2056	35	32	52	33	17
	2057	24	31	35	37	24
	2058	24	22	44	39	33
Total		83	85	131	109	74
Repetition	2056	5	4	12	7	-
	2057	-	1	4	-	-
	2058	4	6	12	15	-
Total		9	11	28	22	-
Dropout	2056	-	-	-	-	-
	2057	-	-	-	-	-
	2058	-	-	-	-	-
Total		-	-	-	-	-

Student's record

There is no students' profile. Performance of student's measured by terminal examination, discipline and neatness.

2. Raling Secondary School, Baragaun, Humla

This is a public school established in 1978. The distance is about 3 hours walking from the

headquarter. No other transportation is available to reach the school from Simikot. The school has two buildings made of stone with tin roof. The average size of the classroom is 4mx4m. The school does not have enough furniture for the students. Very few educational materials are available like globe, teachers' guide, maps, microscope etc. The school has a room with collection of 139 books. They are basically the textbooks of grades 1-10. The library does not have space for the students to read. The school compound is not surrounded. It also has a playground where students play volleyball and badminton. Students and teacher together clean the school everyday. It has no telephone as Humla headquarter has only two lines. There are no separate toilets for the girls and boys.

In total there are 11 teachers working in the school. The school runs from classes 1 to 10. The number of teachers teaching from grades 6-10 is 6. Since this is a proposed secondary school not permanently approved by the DE Office, it has got only one teacher support from the government for the secondary classes. Out of the 6 teachers 3 are permanent and the 3 are temporary. Two teachers have their bachelor's degree 4 of them have 10+2 education. Only two teachers are working as secondary level teachers and 4 working as lower secondary teachers. One of the teachers in lower secondary level has Bhotia as his mother tongue. The age range of the teachers is from 21 to 56 years.

The teachers have no common room in the school. They use the head-teacher's room for their purpose. Very few teaching guides are available in the room. The teachers sometimes develop lesson plan. They prepare annual plan before the new session starts. Not all teachers are regular in school. The teachers meet 8 times a year. The school authority says this is about once a month in an average.

Outside the school, the teachers also meet at the resource centers and sometimes in the secondary school of the headquarter. The SMC meets once a month in an average (total 11 in a year). The meeting has contributed some in teaching and learning. When invited by the SEDU and the DEO the teachers join seminar, workshops, recurrent and short term training. But these are not set in advance. Whenever the letter comes, the school decides to send their teachers in such meetings.

The available physical facilities and student's related information of the school are presented below:

A. AVAILABLE PHYSICAL FACILITIES

1. Infrastructure

	Building	Class room	Boundary wall	Toilet
Availability	2 stone built building with tin roof	10 rooms	No boundary wall	1 toilet for teachers, no toilet for students
Land/ size	NA	Ranged from 13 ft. X 13 ft. to 19 ft. X 12 ft.	-	-

2. Students' learning environment

	Classroom material	Library	Furniture	Play ground

Availability	Chalk, Board Duster Textbooks Teachers guide book Globe Microscope Charts	Textbooks of grade 1-10 Reference book for language learning (Total 139 books) No space for students to read	Not enough	Not sufficient
Use of facilities	-	Yes, but no extra library room	Yes	Yes
Ways of using the facilities	-	Allowed to borrow but used occasionally	-	Playing games - Volley ball, badminton

3. Other facilities

	Communication	Special facility for disable	School area is clean
Availability	No	No	Yes
Extra human support	No	No	Contributed by students and teachers

B. STUDENT RELATED INFORMATION

Student's composition in school

	VI		VII		VII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade wise	15	6	17	2	12	5	8	3	9	0
Total	21		19		17		11		9	
By caste / ethnic group										
• Brahman/Chettri	9	1	6	-	9	-	4	-	NA	NA
• Newar	-	-	-	-	-	-	-	-	NA	NA
• Indigenous and tribal group (Lama)	5	6	9	2	3	5	4	3	NA	NA
• dalits	-	-	2	-	-	-	-	-	NA	NA
• Others										
Sub Total	14	7	17	2	12	5	8	3	-	-
Total	21		19		17		11		-	
By disability type										
• Hearing impaired	-	-	-	-	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-	-	-	-	-
• Mental retarded	-	-	-	-	1	-	-	-	-	-
• Physical disability	-	-	-	-	-	-	-	-	-	-
• Multiple disability	-	-	-	-	-	-	-	-	-	-
Total	1									

Population of school

By gender	By age group					Total
	Below 6	6-10	11-13	14-16	16-18	
• Boys	2	54	23	27	15	121
• Girls	4	28	7	12	1	52
By caste/ethnic group						
• Brahman/ Chhetri	-	34	15	15	7	71
• Newar	-	-	-	-	-	-
• Indigenous and tribal groups	4	42	13	20	8	87
• Dalit	2	6	2	4	1	15
• Others	-	-	-	-	-	

By disability types						
• Hearing impaired	-	-	-	-	-	-
• Visually impaired	-	-	-	-	-	-
• Mentally retarded	-	-	-	1	-	1
• Physical disability	-	-	-	-	-	-
• Multiple disability	-	-	-	-	-	-
By religious composition						
• Hindu	2	34	8	13	5	62
• Buddhist	4	48	22	26	11	111
• Islam	-	-	-	-	-	-
• Christian	-	-	-	-	-	-
• Kirats	-	-	-	-	-	-
• Others	-	-	-	-	-	-

Enrollment, Repetition and dropout record

Year		VI	VII	VIII	IX	X
Enrollment	2056	12	-	1	1	1
	2057	7	-	-	-	-
	2058	14	7	-	1	-
Total		33	7	1	2	1
Repetition	2056	-	-	-	-	-
	2057	1	-	-	-	-
	2058	1	-	-	-	-
Total		2	-	-	-	-
Dropout	2056	-	-	-	-	-
	2057	-	-	-	-	-
	2058	-	-	-	-	-
Total		-	-	-	-	-

Student's record system

There is a students record keeping system. Eleven teachers were involving on it. It means all teachers of the school keep record of their students.

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