

# Teacher Development of Secondary Education

**Formative Research Programme  
under  
Secondary Education Support Programme, DANIDA**

**Formative Research on  
Teacher Development of Secondary Education**

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## Acronymms

B ED	Bachelor's in Education
BME	Benefit Monitoring and Evaluation
BPEP	Basic and Primary Education Programme
CA	Catchment Area (school)
DDC	District Development Committee
DEC	District Education Committee
DEO	District Education Officer
DEP	District Education Plan
DOE	Department of Education
EMIS	Education Management Information System
ESAT	Education Sector Advisory Team
FOE	Faculty of Education
FRP	Formative Research Programme (of the Interim Project)
HT	Head Teacher
I ED	Intermediate in Education
LDO	Local Development Officer
M ED	Master's in Education
MOES	Ministry of Education and Sport
RED	Regional Education Directorate
RP	Resource Person
RP	Resource Person
SEDC	Secondary Education Development Centre
SEDP	Secondary Education Development Project
SEDU	Secondary Education Development Unit
SEP	Science Education Project
SESP	Secondary Education Support Programme
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SS	School Supervisor
TU	Tribhuvan University
VDC	Village Development Committee
VEC	Village Education Committee

## Executive summary

Secondary Education Support Programme (SESP) has aimed at initiating a major program on teacher development at the secondary level. Therefore, before the program actually marks its formal commencement, it becomes essential that the benchmark information regarding teacher training and teacher development activities be documented so that the impact of further interventions in this direction could be adequately assessed at an appropriate time later after the completion of this operation. Since teacher development has been the crucial factor in classroom instruction especially where there are no other supporting mechanism to the students, it has been considered an important element. It is hoped that this study will work as a base for developing teacher development mechanism at the time of implementing SESP in Nepal. There were nine research questions to deal with the issue.

The sample for the study was selected from among the existing secondary schools of the two districts, Doti and Humla. Thus, the sample included DEOs, school supervisors, schools, head-teachers, teachers, SMCs, parents and students.

Four types of research instruments were developed and used in order to elicit information required by the research questions. They were school survey form, focus group discussion guidelines, interview schedule and questionnaire. Both qualitative and quantitative information were collected. School survey form elicited quantitative information whereas other instruments were used for qualitative information.

Collected data from the field were studied in detail. They were analyzed individually for each school first and then they were combined according to certain themes. The themes chosen for the analysis of the data to address the research questions were; teachers' qualification, training and their selection for training, qualities of a good teacher, training and performance of teachers, teacher redeployment, teacher absenteeism teachers' performance evaluation and ways of teacher development

In secondary schools there are eight subjects to be taught and the number of teacher quota does not match with this. In all the cases there were mismatch between the required number of subject teachers and the available teachers. Moreover, training teachers in the centres which are far **Error! Not a valid link.**from the districts also seems impossible because the head-teachers, on one hand, are not ready to leave their teachers for long-term training because they don't get

substitute teachers, and on the other, all remaining teachers need to be trained within the limited time provided by the Education Act.

The school has no say in the selection of teachers for training. Sometimes the District Education Office and sometimes the Secondary Education Development Unit (SEDU) ask the schools to send teachers specified by their names. However, the DEO maintained that the teachers are selected for the training on the basis of their service year, and sometimes gender, which the head-teacher and the teachers did not agree. Regarding the selection criteria of teachers for training, the criteria set by the government are not followed strictly and the teachers are looking forward to having transparency in this procedure.

People have different expectations from the teachers. Each of the respondents has their own concern regarding the behaviour of the teachers depending upon the needs felt. Teachers need to possess important human qualities like diligence, good character, impartiality, morality, punctuality, trustfulness etc. apart from the essential characteristics of command and competence over the knowledge and use of relevant subject matter in school teaching.

Different views were expressed regarding the performance of the teachers in schools. But what was evident from all these opinions expressed by different personnel concerned with secondary school education was that there didn't really exist any objective criteria on which these people had based their observations to evaluate the teachers' performance. Female and male teacher performance difference was not significant.

Performance evaluation of teachers has rarely been used in the promotion of teachers as most of them are in the 3<sup>rd</sup> class position of secondary or lower secondary teachers in the school. It is used occasionally, at least in a superficial manner for the purpose of rewarding certain teachers or for selecting for training. No matter, how rarely evaluation is carried out, the teachers have developed antagonistic feelings towards evaluation of their performance, because it has not been appropriately used for the implementation of teacher promotion scheme.

It was found that teachers who are trained have not been able to demonstrate differences in classroom instruction. The main reasons behind this were the lack of monitoring of class teaching, the non-relevancy of training contents, and lack of competent trainers.

Training, as the teachers demanded, should be comprehensive in nature and focus on skills; this requires more time. The existing training program (SEDU training) is very short. Moreover, the teachers asked for latest teaching methods, workshops on materials preparation for such methods and conducive environment to use such methods in classrooms.

Redeployment of teachers is a big problem in both districts. The teacher positions do not exist according to the needs of subject teaching. Meeting teachers' positions according to the demand of subject teaching is difficult as the supply of teachers in subjects like maths, science or English is very limited. Redeployment on the basis of actual needs of subject teaching at the school level is very difficult on the part of the DEO as it has direct political implications.

Teacher absenteeism was not very problematic in Doti. Sporadic absenteeism is found to occur during the months of Aswin-Kartik (Sept.-Oct.) as this is the time for celebrating the national festivals like Dashain and Tihar. In the case of Humla, teacher absenteeism is a big problem. Because of snowfall, the schools remain closed for 3 – 4 months a year. In addition to this, teachers remain absent from schools pleasing their bosses either in the districts or elsewhere. This is more political than anything else.

The professional development effort is very little in the districts. The teachers are invited, for participation in district level training by various organizations such as the DEO office, school, DOE, health office, Red -cross, DEC, scout and some INGOs such as GTZ in Doti and USC Canada in Humla. These training programmes are, however, not in a regular basis but in an *ad hoc* basis. As such there are not much teacher development opportunities available around. There is no tendency of observing classes of the peers and exchanging the ideas. The monthly meetings held in some schools are concentrated on administrative affairs rather than teacher development issues. There have been no reference materials for teaching.

Major recommendations include raising qualifications of teachers, follow-up support to schools, teachers' redeployment, comprehensive and practical training packages, development of a school library, inter and intra district workshops and seminar for teachers, and reward and punishment mechanism.

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## **1. Introduction**

The history of teacher education in Nepal dates back to 1950s. The Nepal National Education Planning Commission (NNEPC, 1955) focused much on teacher development in order to develop school education and its quality. The Commission recommended for a need-based teacher training curriculum and the establishment of a College of Education in the country. Following the recommendations, a College of Education was established on September 9, 1956, which focussed mainly on preparing qualified teachers for the secondary schools. Different types of teacher education programs have since been in operation e.g. certification and short-term) in the country. However, as the government's priority has been focussed on the primary education sub-sector, the effort for developing secondary school teachers has remained marginalized so far.

The formal training program under the College of Education started as a four year degree program for those who had passed the SLC. Later this was reorganized into 2 years' I. Ed. and 2 years' B. Ed. programs. In the late 90's the B. Ed. program was organized as a three years' course for those who completed their 12 years of schooling. Similarly, another B. Ed. program of one-year duration has also been in operation for those who have completed their Bachelor's degrees in faculties other than education. Both of these B. Ed. programs prepare qualified teachers for secondary schools.

Pertinent research literature about the performance of secondary teachers and their quality has been lacking in Nepal. Discussion on this issue sometimes informally at the Faculty of Education (FOE) and other educational institutions reveals that the training programs have not been up to the expected quality. In other words, they are not well developed to equip the teachers to perform independently in the classrooms in content and pedagogy. While the three-years' B. Ed. course has been designed to focus on both content and pedagogy, the one-year B. Ed. concentrates mainly on pedagogy. The controversy over content and pedagogy mixed B. Ed. program and its strength in enriching teachers' competence is still persistent.

Apart from the formal teacher education program of the FOE, the Secondary Education Development Centre (SECEC) has also been conducting teacher-training programs over the

years on English, Mathematics and Science in the beginning and later also including Nepali language and Social Studies as a package of core subjects in secondary schools. It has also conducted short-term dissemination training for the new curriculum implemented in grades 6-10. However, apart from the Benefit Monitoring and Evaluation (BME) research conducted by the SEDEC in the past, comprehensive evaluation studies on these programs are not available so far. Therefore, an independent assessment of the teacher education programs needs to be made so as to improve the existing teacher education initiatives for developing the competences of secondary school teachers in Nepal.

Although the FOE curriculum documents gives a hint, it is not so easy to determine what it really means to be qualified to teach at secondary level in Nepal. Like many other Education Regulations in the past, the Education Regulation, 2002 has set the required minimum qualification for a secondary school teacher as a Bachelor's degree pass along with 10 months' training. The recently amended Education Act has made teacher-licensing mandatory to all teachers for improving the quality of school education. This provision leads to mandatory licensing requirement for securing permanent teacher tenure in secondary schools. Although studies on teacher training at the secondary level and its relation with teachers' performance in the classrooms have not been available in Nepal, the teaching-learning situation in the public schools and the pass rate in the SLC examination indicate a very poor performance of teachers in the schools.

It is in this background that the SESP has aimed at initiating a major program on teacher development at the secondary level. Therefore, before the program actually marks its formal commencement, it becomes essential that the benchmark information regarding teacher training and teacher development activities be documented so that the impact of further interventions in this direction could be adequately assessed at an appropriate time later after the completion of this operation. This study is only a modest attempt in this regard.

Since teacher development has been crucial factor in classroom instruction especially where there are no other supporting mechanisms to the students, it has been considered an important element. Teacher development includes teacher training plus other attempts to enrich teachers'

capacities. Although training has been provided to the teachers, sometimes in the name of short term and dissemination training, very few developments have been observed so far. Moreover the effect of training in the classroom instruction is very minimal. Again, research regarding teacher development at the secondary level is very difficult to trace. There are, however, such studies done in the primary level. Thus, this study will explore the status of teacher development in sample districts and identify the needs of professional development of those teachers. It is hoped that this study will work as a base for developing teacher development mechanism at the time of implementing SESP in Nepal

### **1.1. Research questions**

In order to investigate into the problems of teacher development in the sample districts several research questions were developed. They are presented below:

1. How many teachers are trained in secondary schools? What is the process of selection? Who gets selected?
2. Have training programs provided skills to teachers in assisting disadvantaged groups in the classrooms?
3. How many teachers are qualified as per the government regulation?
4. What are the major problems of teacher redeployment?
5. Do teachers need to have other qualities besides formal qualification and training? What are they? Do the working teachers have such qualities?
6. How far have training assisted teachers to perform in the classroom?
7. What kind of training do the teachers want to have?
8. What is the rate of teacher absenteeism? In which month of the year? What are the reasons behind this?
9. What may be the ways for teacher development in the future?

### **2. Methodology and sample selection**

In order to answer the research questions, the following methodology was adopted:

**Sample Selection:** The sample for the study was selected from among the existing secondary schools of the two districts, Doti and Humla. Thus, the sample included districts, DEOs, school supervisors, schools, head-teachers, teachers, SMCs, parents and students.

*District:* As per the intensive phase of the SESP, there are ten districts to be covered, out of which Humla and Doti are the first two. Hence these two districts were the field sites for this study.

*DEO:* The DEOs of the two districts.

*School Supervisors:* Available supervisors in the DEO office at the time of study

*Schools:* In total four, two secondary schools of each district, one at the district headquarters and one away from it – based on the criteria developed to select the schools.

*Head-teachers:* All head teachers (4) of the sample schools

*Teachers:* One teacher from each core subject (Nepali, English, Mathematics, Science and Social Studies) from each school (28 altogether) including the female teachers teaching at the secondary level in the sampled schools.

*SMCs:* One member from each SMC (minimum 4)—purposive sampling

*Students:* 5 students from each class (6-10), 25 from each school, total 100 – purposive sampling (taking into account gender, ethnicity, mother tongue)

*Parents:* Two from each grade in each school (6-10), 10 from each school, total 40 – purposive sampling.

### Summary table of sampling for the study

SN	Respondents	Doti	Humla	Total
1.	District	1	1	2
2.	School	2	2	4
3.	DEO	1	1	2
4.	School Supervisors/RPs	4 (1female)	5	9

5.	Head-teachers	1	1	2
6.	Teachers	13 (2 female)	15 (2 female)	28
7.	Students	50	50	100
8.	Parents	20	20	40
9.	SMC Members	2	2	4
10.	SEDU Chief	1	0	1
<b>Total</b>		<b>95</b>	<b>97</b>	<b>192</b>

This is the number included in the sample and data were gathered from all the respondents as per this plan.

### ***2.1. Research Instruments***

Basically four types of research instruments were developed and used in order to elicit information required by the research questions. Both qualitative and quantitative information were collected. School survey form elicited quantitative information whereas other instruments were used for qualitative information.

- School survey form
- Focus group discussion guidelines
- Interview questions
- Questionnaire

*Use of instruments:* The use of instruments were made to achieve the following purposes:

1. School Survey form: to establish quantitative benchmark information of the schools and the districts
2. Focus group discussion guidelines: to elicit information on research questions 2, 4, 5, 7, 8 and 9 – FGD of teachers in each school; to collect information on students’ perception of their teachers – FGD of students in each school; to find out parental expectations from the teachers – FGD of parents in each school
3. Interview questions: to collect information regarding teachers and their development, teacher absenteeism and their reasons, and recommended future teacher development strategies, find answers to research questions (1-9) from DEO, SMC members and head-teachers.

4. Questionnaire: For school supervisors to seek answers of all the research questions.

## ***2.2. Data Analysis***

Collected data from the field were studied in detail. They were analyzed individually for each school first and then they were combined according to certain themes. The themes chosen for the analysis of the data to address the research questions are as follows:

Teachers' qualification, training and their selection for training (Research Questions 1,3)

1. Qualities of a good teacher (Research Questions 5)
2. Training and performance of teachers (Research Questions 2,6,7)
3. Teacher redeployment (Research Questions 4)
4. Teacher absenteeism (Research Questions 8)
5. Teachers' performance evaluation
6. Ways of teacher development (Research Questions 9)

Based on the information obtained from the data, the findings were prepared. The findings were then used to draw recommendations for the SESP.

## **3. Research Findings**

The findings of the research activities conducted in Doti and Humla on teacher development generated the following information:

### **3.1. Theme 1: Teachers' qualifications, training and selection criteria**

### 3.1.1. Qualifications and training

Academic qualifications and training are the basic requirements for teaching. The minimum qualifications for a teacher of lower secondary level are Intermediate (10+2), and for secondary level it is a Bachelor's degree. Training is mandatory to get the teaching license. In the sample districts efforts were made to analyse the existing situation of the qualifications and training of the practising teachers. The summary of them is presented in the following table.

Table 1

Qualifications and training of teachers

School	Total (female)	Status		Trained (female)	Qualifications		
		Perm	Temp		IA	BA	MA
Doti 1	12 (3)	8	4	5 (2)	2	9	1
Doti 2	7 (0)	2	5	2 (0)	3	4	0
Humla 1	9 (2)	5	4	5 (1)	3	5	1
Humla 2	6 (0)	3	3	1 (0)	4	2	
<b>Total</b>	<b>34 (5)</b>	<b>18</b>	<b>16</b>	<b>13 (3)</b>	<b>12</b>	<b>20</b>	<b>2</b>

In Doti there were 19 teachers in two schools. Out of them 10 were permanent and 9 were temporary. Three teachers were female. Regarding their training, 7 had long term certification training out of which 2 were females. Proportionately more female teachers were trained than the male teachers. Talking about their qualifications, all of them in one school had minimum qualifications as required by the government regulation. However, one sample school in Doti and one in Humla were only proposed (temporarily approved secondary schools) schools. These (proposed) schools had teachers less qualified than the required academic level for teaching as 10+2 pass teachers were teaching at secondary level (grades 9-10). One of them was found having a Master's degree which is more than what was needed by the government regulation.

Similarly in Humla, there were 15 teachers in two sample schools out of which 8 were permanent and 7 were temporary. Two of them were females. Talking about their training status, six of them were trained including one female. Proportionately more females were trained than the male ones as in the case of Doti. All the teachers in one school were having minimum qualifications to teach in the lower secondary and secondary level. One teacher was found having a Master's degree.

Regarding the qualifications of the teachers almost all of the respondents demanded higher qualifications. According to them the minimum qualifications for the primary, lower-secondary level and secondary level should be at least an intermediate (10+2), a Bachelor's degree, and a Masters' degree respectively. This is because the primary grade being the foundation of formal education, the teachers need to be well equipped with both the content and pedagogy. Similarly the new curriculum at the lower secondary and secondary level demands more skill oriented teachers.

In secondary schools there are eight subjects to be taught and the number of teacher quota does not match with this. In all the cases there were mismatch between the required number of subject teachers and the available teachers. In one of the schools there were six teachers teaching at secondary level (grades 9-10) and all of them were having a background of social studies. This has hampered the quality of instruction in other subjects. Thus, teacher redeployment is essential, the discussion about which will be done at the later part of this chapter. Regarding the training of the teachers not many are left to have certification training. Since the number is not very big, they can be involved in training at the same time. Because of the remoteness of the districts and limited access to the training centre in the case of Humla training teachers in the already established training institutions other than the districts concerned seems impossible. On the one hand, the head-teachers are not ready to leave their teachers for long-term training because they don't get substitute teachers and on the other all remaining teachers need to be trained. Even within the districts is a problem as schools are several hours walking distance from the Headquarters. Hence alternative approach to teacher training has been sought. This has been the case in both districts. Major issues regarding teacher training and qualifications raised here are common throughout the nation.

### ***3.1.2. Selection of teachers for training***

The school has no say in the selection of teachers for training. Sometimes the District Education Office and sometimes the Secondary Education Development Unit (SEDU) ask the schools to send teachers specified by name (in head-teacher's term this is an order culture). However, the DEO maintained that the teachers are selected for the training on the basis of their service year and sometimes gender which the head-teacher and the teachers did not agree.

The DEO emphasized that priority for training is given in three major criteria; gender, experience and teachers coming from outside. But the supervisors said that preference is given to the local teachers. Most of the teachers argued that teachers near (who have good relationship with) the DEO get opportunity for training. They preferred subject-wise quota for teacher training to be free from bias and providing equal opportunity of training for all.

The DEO said that the mobile training package should be developed so that experts will travel and not the teachers. This will be helpful in conducting instructional activities smoothly in the district. There has been such example in the primary teacher training in Humla. The DEO is not convinced that all the teachers will be trained within 5 years' period (as the Education Act stipulates) in the existing condition. He said it would only be possible if actions were oriented directly to the schools with separate autonomous trainer teams. The present bureaucratic structure of training would cost more and require more time. Some of the suggestions given by the respondents for the selection of teachers for training are:

- ☞ Seniority could be the basis but the teachers who have a very few years to get retired; should not be selected and there should be age specific criteria for training;
- ☞ Women/dalit teachers should be given due preference;
- ☞ Transparent criteria need to be developed and strictly implemented;
- ☞ Untrained teachers should be given priority: it has happened in the past that the same teacher is sent to attend different training;
- ☞ The criteria of selection should include performance evaluation of the teachers: the school supervisor should observe the class and recommend what kind of training the teacher might need;
- ☞ School should be involved in the selection of teachers for training: by school they mean the head-teacher, SMC and RP/School Supervisor of that school.

Regarding the selection criteria of teachers for training, the criteria set by the government are not followed strictly and the teachers are looking forward to having the transparency about this issue. They said that there should be objective criteria for teacher selection which should be made available to all teachers and the teachers should be selected for training purposes strictly

following the same criteria. As per the government's philosophy under the 10<sup>th</sup> plan, the women and the disadvantaged will be given the first priority which the teachers do not know yet.

There are slight changes in the opinion of the respondents in the sample districts. The following table summarizes the differences.

Table: 2  
Major selection criteria for training by district

<b>Doti</b>	<b>Humla</b>
The selection is made by the DEO and the head-teachers are sometimes consulted to make such selection. The criteria used for such selection according to the DEO are seniority, experience, untrained. However, the teachers said that the criteria are not strictly followed.	The DEO says he has his own criteria like gender, experience and teachers coming from outside. The supervisors mention that local teachers are given priority in the selection. The teachers and the head-teachers say that there are no criteria and those teachers who are near and dear of the DEO are selected.

### 3.2. Theme 2. Qualities of a good teacher

People have certain expectations regarding the qualities of a good teacher. Culturally, a teacher has been characterized to possess various important qualities as he/she is expected to present himself/herself as a role model for the students. Even the relevant educational authorities like the DEO and supervisors expressed that teachers need to possess important human qualities like diligence, good character, impartiality, morality, punctuality, trustfulness, etc. apart from the essential characteristics of command and competence over the knowledge and use of relevant subject matter in school teaching.

Students' expectations regarding the qualities of a good teacher were quite interesting. They expressed the view that teachers who are selfless, loving and caring, smiling, impartial, not involved in petty partisan politics and not drinking alcohol have been very appealing to them. It is not only general human qualities that have been attractive to the students. Professional qualities on the part of the teachers that appealed even more to the students comprised mainly

of actively oriented class teaching, creativity, friendly behaviour, regular evaluation of achievement, adequate practice opportunity for learning and providing regular feedback through checking class homework, no discrimination against students in terms of race and gender. Although the responses from the supervisors were in the same line, they mentioned the following quality in technical terms

- ☞ Professional commitment
- ☞ Knowledge of child psychology
- ☞ Loving and caring
- ☞ Polite and humble
- ☞ Leadership
- ☞ Creativity
- ☞ Familiarity with the local culture/context
- ☞ Adaptability
- ☞ Self-respect
- ☞ Transparent

The head-teachers wanted their teachers to be aloof from politics and be committed to profession. The DEOs also said the same qualities but emphasized more on the quality of taking interest in teaching. Parents' perspective, however, was straightforward; they expected teachers to be regular and punctual in school and loving and caring to their wards.

Table 3

Focus on teachers' quality by different respondents

<b>Parents</b>	<b>Head-teachers</b>	<b>Supervisors</b>	<b>DEO</b>	<b>Students</b>
Regular and punctual and loving and caring	Aloof from politics	Professionalism	Commitment in teaching	Caring and unbiased

Table 3 indicates that people have different expectations from the teachers. However, each category of respondents has its own concerns regarding the behaviour of the teachers depending upon the needs felt.

Moral and ethical concerns of the teachers play a great role besides their content knowledge and/or the expertise in subject matter. Much of these qualities are not included in the training packages of the teachers. Whether these qualities can be developed through training is still an issue.

Table 4

## Expected qualities of a good teacher by districts

Doti	Humla
<ul style="list-style-type: none"> <li>☞ impartial,</li> <li>☞ <i>good character</i></li> <li>☞ <i>regularity</i>,</li> <li>☞ community service attitude,</li> <li>☞ no involvement in politics,</li> <li>☞ <i>professional commitment</i>,</li> <li>☞ familiarity with local culture and values</li> </ul>	<ul style="list-style-type: none"> <li>☞ cooperative</li> <li>☞ <i>moral character</i></li> <li>☞ <i>regularity</i> and punctuality</li> <li>☞ loving and caring to students,</li> <li>☞ ability to diagnose students' problems,</li> <li>☞ <i>dedication to the profession</i></li> </ul>

Note: (Qualities in *italics* are similar in both districts)

Since quality is an abstract term it can not be quantified to discuss how many qualities the teachers possess. However, the students and parents do not find much of the required qualities in the teachers. This indicates that if the teachers are sincere and committed to the profession, it would be very helpful in promoting quality of instruction in schools.

### 3.3. Theme 3. Training and performance of teachers

Different views were expressed regarding the performance of the teachers in schools. But what was evident from all these opinions expressed by different personnel concerned with secondary school education was that there didn't really exist any objective criteria on which these people had based their observations to evaluate the teachers' performance. The community leaders and parents appeared to be dissatisfied regarding the teaching of the local school teachers. They say that teacher from outside are more regular and committed but the local teachers find a lot excuses for their absence. They had a negative perception of teachers performance evaluation system in the schools. This is mainly because the teachers who are rewarded with the education award are the teachers who were close friends of the DEO, not the teachers who have been working hard in schools. Also they said that the reward is given based on the teachers' political ideology rather than their classroom performance. Some of the

community leaders and parents even blamed the teachers for their involvement in partisan political activities.

### ***3.3.1. Male/female performance***

Differing opinions have also been expressed regarding the performance of male and female teachers in school. The head teacher and majority of the supervisors in Doti perceived that female teachers could show better performance in school teaching, as their behaviour could by nature be more sympathetic towards school children whereas in Humla the opinion of the head-teachers and that of supervisors did not match with this. Similarly, the opinion of the DEO didn't see any strong point in female teachers performance in Doti but the DEO in Humla found the female teachers more competent.

Table 5

Summary of the responses regarding the performance of female teachers

<b>Doti</b>	<b>Humla</b>
The head-teacher and the supervisors rated poor performance of the male teachers. The SMC said that children feel happy if their teachers are women. The learning environment becomes congenial if women teach them. Women are more committed, honest in their duty and they possess good voice which gives a good effect in the lesson.	The head-teacher rated poor performance of the female teachers. The DEO finds female teachers more competent than the male ones. The supervisors said female teachers are honest, sincere but less competent in subject matter.

### ***3.3.2. Taking care of disadvantaged students***

All the respondents were of the opinion that the existing training package does not contain the content to assist the disadvantaged group of people in the classroom. However, some of the teachers claimed that they are doing their best in assisting the disadvantaged children based on their own idea. They expressed that the training packages should contain such skills to be imparted to the teachers. This is almost the same in the two districts.

### ***3.3.3. Effect of training in classroom practice***

It was found that teachers who are trained have not been able to demonstrate positive changes in classroom instruction. The head-teacher says that the training of the teacher has not been serious in enriching the capacity of the teachers. The training programs according to him are rather ritual. Again, the teachers are not monitored in classroom to see whether or not they are able to translate the skills they receive in the training program. Out of the 28 teachers interviewed, only 6 asserted that the existing teacher-training programs provided some teaching skills. They saw improvements of trained teachers in materials preparation and methods of teaching. The rest of the 22 teachers did not agree that the training helped them in classroom teaching. They said that there is a gap between the training and actual classroom situations. The training content, according to them, has not been able to address the real classroom issues such as large classes, heterogeneity of the students, working in difficult circumstances, use of locally available materials, etc.

They said that duration of the training program in SEDU was very short, training program itself lacked the model of good teaching and the teacher selection criteria for the training was not scientific. According to the head-teacher, training has not worked in the classroom because the teachers do not get extra incentive for being trained. There was a system of Rs. 100 pay difference between the pay scale of the trained and the untrained ones in the past, which has been discontinued by the government for the past three years.

The head-teachers believed that the training could work if the teachers were regularly monitored and provided with follow-up support. The DEO, who receives monitoring report from the supervisors, also was not satisfied with the performance of the trained teachers because they had not utilized their training skills in the classroom. Moreover, the DEOs said that the trainers themselves should be competent first. The formal teacher-training program was more theoretical than practical. The Faculty of Education programs of I.Ed. and B.Ed. have not been able to provide updated knowledge and skills to the teachers. The participants in teacher training were more concerned with the allowances they get rather than the skills they have to develop. Thus, the training is very much supply driven rather than demand driven.

Unless the teacher feel the necessity of the training and the training content addresses the real classroom problems faced by the teachers daily, the training will have no significance. The supervisors also did not agree that the training has helped the teachers. It is interesting to see in their response that the supervisors, who are responsible for the monitoring and supervision of the teachers, themselves admit that there is a lack of monitoring and supervision. They gave several reasons to confirm that the training has not helped to bring change in classroom instruction. The summary of what they said is presented in the table below:

Table 6

**Supervisor's version of the reasons why training did not help**

<ul style="list-style-type: none"> <li>☞ Lack of monitoring and supervision</li> <li>☞ Distance from Humla to Jumla for SEDU training is very difficult</li> <li>☞ Teachers have not realized the importance of training</li> <li>☞ Frequently changing policy regarding training</li> <li>☞ Training as a one shot programme: no mechanism of monitoring and feedback after training</li> <li>☞ Not all get opportunity for training</li> <li>☞ Trainers themselves are not effective</li> </ul>	<ul style="list-style-type: none"> <li>☞ Lack of teaching materials in school</li> <li>☞ Lack of subject wise trainers</li> <li>☞ Faulty system of trainee selection</li> <li>☞ Teachers' certificate oriented attitude during training period</li> <li>☞ Gap between the training and real classroom</li> <li>☞ Attitude of the teachers: teachers are more concern to get the certificate and allowance rather than learning/acquiring skills</li> </ul> <p>Training program has remained unsuccessful in creating models of teaching</p>
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Thus, the training was not found to have helped in the classroom instruction. In both the district the responses were almost similar. The summary of the responses from the two districts in this very issue is presented in the table below.

Table 7

**Summary of opinion regarding training and class performance by district**

<b>Doti</b>	<b>Humla</b>
<i>The training has not assisted teachers to perform better in the classroom.</i>	<i>The training has not much assisted teachers to perform in the classroom.</i>
The main reasons were <i>the gap between</i>	The reasons that the <i>SEDU training was very short</i> , not

<i>training and teaching situation, lack of enough time to practice the skills during training sessions, theoretical nature of training, short duration of training, lack of feedback.</i>	all teachers get opportunity for training, the training program itself was not geared toward improvement of teaching, training programs were ritual, <i>teachers got only theoretical knowledge</i> , the trainers were not competent, there was no <i>monitoring or follow up of the training skills</i>
--	---

Note: (Responses in *italics* show the similarities)

### 3.3.4. Kind of training teachers want

The teachers were of the opinion that whatever the quality of a training it would be worthless if the trainers themselves are not competent. They also said that the training should focus more on practical activities to be carried out in the classroom. The existing training program is more theory oriented. Training, as they said, should be comprehensive in nature and focus on skills; this requires more time. The existing training program is very short. Moreover, the teachers asked for latest teaching methods, materials preparation for such methods and conducive environment to use such methods. One of the teachers wanted to have training to deal with the disadvantaged group of children in the class. Training packages should not be the same for all over Nepal. This should cater the need of the remote areas, they explained. Thus, the training they were asking for a demand driven training not the supply driven one.

The respondents have suggested immediate revision in the training package. The revised package should be practice oriented and the focus should be laid on the development of teaching skills during the training sessions.

In the revision of the teacher training packages, the respondents would like the following elements to be incorporated:

Table 8

Suggested revision in training packages by district

<b>Doti</b>	<b>Humla</b>
☞ <i>Addressing the problems of Dalit/disadvantaged children</i>	☞ <i>Developing supporting materials for disadvantaged groups</i>
☞ <i>New approaches/techniques of</i>	☞ <i>Latest teaching methods, preparation for</i>

<p><i>teaching the respective subjects.</i></p> <p>☞ <i>Construction and use of teaching materials in the workshop</i></p> <p>☞ <i>Content input particularly in English, Science, Maths and Health</i></p> <p>☞ <i>Enough time for practice/practical work</i></p>	<p><i>those methods and conducive environment in the classroom</i></p> <p>☞ <i>Preparation and use of instructional materials</i></p> <p>☞ <i>Making training more practical and useful in daily teaching</i></p> <p>☞ <i>Training should have enough time</i></p> <p>☞ <i>Mobile team to conduct training in each district with qualified trainer</i></p> <p>☞ <i>Remote district should have separate package depending upon the needs.</i></p>
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Note: (Responses in *italics* show the similarities)

### 3.4. Theme 4: Teacher performance evaluation

Performance evaluation of teachers has rarely been used in the promotion of teachers as most of them are in the 3<sup>rd</sup> class position of secondary or lower secondary teachers in the school. It is used occasionally in a superficial manner for the purpose of rewarding certain teachers or selection for training. No matter, how rarely this evaluation activity is carried out, the teachers have developed antagonistic feeling regarding the evaluation of their performance, because it has not been appropriately used for the implementation of teacher promotion scheme. Teachers have also perceived the existing teacher recruitment system as inappropriate mainly because of the lack of transparency in the recruitment criteria and politicisation of the educational administration. Most frequently expressed opinion on the part of teachers was that performance evaluation of teachers should be based primarily on the regular supervision of teaching at the classroom level.

The teachers also feel that the performance evaluation has been a formality only. They are of the opinion that the head-teacher and supervisors should evaluate their performance based on the transparent criteria. The interval of such evaluation should be of at least one month and based on the performance the teachers should be given necessary feedback. The teachers

would like a subject specialist to supervise their classes so that they can receive professional support/feedback from them.

The supervisors said that the teachers' performance evaluation has remained just a ritual. Majority of them said that they have not been involved in the performance evaluation of the teachers. The supervision report submitted by the supervisor is not considered while evaluating the teachers' performance for reward/award. However, one supervisor said that based on his report a teacher who remained absent for 4 months was punished.

In the case of Humla there is another problem in teachers' part. Teachers coming from outside say they want to stay only for one or two years because of the remoteness of the district. The schools remain closed for about four months in a year. Thus, the teachers are not that committed in teaching. The local teachers are more political than the teachers coming from outside. As the DEO says they remain more absent in school than the teachers coming from outside. Comparing their performance, the local teachers have not performed well in relation to the performance of other teachers. The problem with other teachers is that once they go home it takes months for them to return. Moreover, the teachers were not so sure if their performance evaluation took place. They felt the need of this kind of evaluation for their professional growth.

### 3.5. Theme 5. Teacher redeployment

Redeployment of teachers is a big problem in both districts. The teacher positions do not exist according to the needs of subject teaching. Meeting teachers' positions according to the demand of subject teaching is difficult as the supply of teachers in important subjects like maths, science or English is very limited. The DEOs tried to meet the number of teacher positions at the district level according to the number of positions approved by the centre. However, redeployment on the basis of actual needs of subject teaching at the school level is very difficult on the part of the DEO as it has direct political implications.

The DEOs also said that the schools have not even received the minimum quota of teachers as regulated by the Act, so there is no question of redeploying them. In Humla, for example,

about 38 teachers are on deputation in the headquarters because of the insurgency in the past and they are not going back. Because of the political influence the DEO cannot return them to their respective schools. A head-teacher in Humla also complains that his school has six teachers with social studies background and requires subject teachers in all the subjects. This shows a great need of redeployment because the MOES has not given enough quota to the district, the job has been difficult for the DEO. The following table presents the example of the teacher redeployment problem in Humla district.

Table 9  
Example of teacher quota in Humla

Teacher Quota (Source: DE Office, Humla)					
Proposed schools	1 Raling	1 Karnali	2 Kot	0 Saraswoti	2 Malika
Approved schools	6 Mansarobar	4 Himjyoti	4 Mahadev	4 Suryodaya	-

The above discussion indicates that better performance of teachers depends upon subject-wise teachers in each school. This means teacher redeployment. There are problems in redeployment within the districts because of two reasons. First the teacher quota were highly limited and second, there was tremendous political pressure in appointing and transferring the teachers. The responses also lead to see alternatives of teacher redeployment. The present thinking of redeployment of teachers within the districts does not seem a solution.

### 3.6. Theme 6. Teacher absenteeism

Teacher absenteeism was not very problematic in Doti. Majority of the teachers are local and are not directly involved in agricultural activities in the farm. Sporadic absenteeism is found to occur during the months of Aswin-Kartik (Sept.-Oct.) as this is the time for celebrating the

national festivals like Dashain and Tihar. Adjusting the long vacation time with this festival time would solve this problem at the local level.

In the case of Humla, teacher absenteeism is a big problem. Though the teachers said that the teachers remain absent only at the time of natural limitations, i.e. snowing period, they also asserted that they sometimes remain absent after the long vacation of Dashain and Tihar. The DEO also confirms this. The head-teacher indicated that the local teachers are irregular while teachers from outside take leave and do not appear for months. He also said that sometimes the teachers remain absent doing their own side business. The parents and the supervisors also claimed that the teachers are irregular in schools. The students tried to save their teacher's face by indicating that they are regular but explained that they have courses incomplete almost in all the subjects.

To reduce teacher absenteeism, the DEO suggests an active DEC for recruitment, promotion and firing of teachers. However, the Education Regulation provides this authority to SMC in relation with the new teachers. Supervisors want SMC to be unbiased and take actions against the irregular teachers.

### 3.7. Theme 7. Ways of teacher development

#### 3.7.1. Professional development of teachers

The professional development effort is very little in the districts. The teachers are invited by various organizations for participation in district level training. Major organizations include DEO, schools, DOE, health office, Red -cross, DEC, scout and some INGOs such as GTZ, in Doti and USC Canada in Humla. The DEOs also agree that they do not have their own program of training teachers because of financial problems. However, the DEOs coordinate recurrent training activities in the districts that are conducted by the DOE.

**To make teacher promotion system satisfactory most of the teachers demanded that it should be based purely on training, experience and qualification of teachers. The teachers were not satisfied with the present recruitment system by DE Office.**

### 3.7.2. Teacher Development Opportunities

As such there are not many teacher development opportunities available. There is no tendency of observing classes of the peers and exchanging the ideas. The monthly meetings held in some schools are concentrated on administrative affairs rather than teacher development issues. Absence of a good library in the school denotes poor picture of teacher development. There have been no reference materials for teaching. The teachers do not have access to any other materials other than the textbook. 'Our knowledge is decreasing day by day as we do not read anything other than the textbook', a teacher said in response to the question 'what are the books you have read in the last one year which helped you develop professionally?' This explains that the students will receive what the teachers have studied in textbook, so they lack outside knowledge.

The teachers have heard of seminars and workshops but they have not got the opportunities to participate. Thus, teachers were asked what kind of teacher development opportunities they expect from the MoES/DoE/SEDU etc. The teachers listed several such activities like;

The main professional development opportunities the teachers expected during the focus group discussion were:

Table 9

## Expected professional development of teachers by districts

Doti	Humla
<ul style="list-style-type: none"> <li>▪ Availability of teachers' guide in schools</li> <li>▪ <i>Exchange visits in and out of the country</i></li> <li>▪ <i>Exchange visits in the district</i></li> <li>▪ Experts talk programs</li> <li>▪ <i>Journals and periodicals</i></li> <li>▪ Facilities equal to the HMG staff</li> <li>▪ <i>Further education (HRD)</i></li> <li>▪ Laboratory facility for teachers to work on the new innovations (in Science)</li> <li>▪ Library facility</li> <li>▪ Refresher courses</li> <li>▪ Revival of teachers' prestige in society</li> <li>▪ Reward and punishment mechanism</li> <li>▪ Seminars</li> <li>▪ Short term training</li> <li>▪ Subject-wise supervision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Availability of audio-visual materials for teaching</li> <li>▪ Educational materials</li> <li>▪ <i>Study visit</i></li> <li>▪ <i>Study visit, seminar/workshop</i></li> <li>▪ <i>Journals</i></li> <li>▪ Job security</li> <li>▪ <i>Further study</i></li> <li>▪ Refresher training</li> <li>▪ Regular supervision</li> <li>▪ Reward and punishment</li> <li>▪ Subject-wise teachers</li> <li>▪ Timely promotion</li> </ul>

Teacher development opportunities are virtually non-existent at present. Some of the teacher development opportunities as drawn from the respondents include:

1. Since the head-teachers are unwilling to send their teachers for long-term training, because they don't get substitute teachers as the tradition is about, it is recommended that distance mode be applied for certification training.
2. Regarding SEDU training, the teachers have to go to Jumla and the school suffers in teacher's absence. So mobile training needs to be started so that the teachers can receive training at their own district without hampering the classes.
3. Basically in districts like Humla, where very few teachers have to be trained, an effort needs to be made to train them all at one shot. That would help increase the efficiency of teaching.
4. Short-term training of 4 weeks needs to be accredited by accumulating the credits earned by the teachers. This leads to conducting subject-wise short term training in modules so that the teachers will get trained in-service without leaving the school for a long time.
5. Teachers' meeting led by school supervisors/RP in a regular interval.
6. Provision of reference books in all the subjects in school library.
7. Availability of national and international journals on teacher development in schools.
8. Self-learning materials for teachers based on the intricacies of teaching techniques.
9. At least two seminars a year discussing the problems and prospects of teaching/education to be conducted by DEO.
10. Mobile teams of experts to discuss pertinent educational issues at least once a year.
11. Selected teachers should be invited in national workshops to present their experiences.
12. Teachers should be involved actively in District Education Planning in general and School Improvement Plan (SIP) in particular.
13. Regular monitoring of teachers and supervision of teachers activities at frequent intervals is essential. This would provide them with feedback for further improvement.

14. Monitoring of teaching can be made meaningful if an expert teacher from one school observed another teacher's class and discuss the issues.
15. Teachers working hard should be rewarded which encourages other teachers to become more effective.
16. Mentoring of teachers is essential. If new comers are oriented and trained by the experienced ones for a certain period, the team work of teachers would lead to quality education.

#### **4. Conclusions**

The research findings have led to the following conclusions:

1. There are two types of public schools in existence; one the regular schools fully supported by the government and the other is the schools fully supported by the community with token assistance from the government. In the government-supported schools all teachers are qualified whereas in the community supported schools there is still a problem of under-qualification.

There are various kinds of training, such as long-term certification training as required by the government regulation and other recurrent and short term training conducted by SEDU and other organizations. More than fifty percent of the teachers are still untrained in order to be eligible to receive teaching licence. However, the number of teachers is not that big as compared with the number of primary teachers. (Source: DOE; School Level Statistics, 2001)

Although the government has its own regulation in selecting the in-service teachers for training, the practice in the districts differs as per the will of the DEOs. There are a number of problems associated with the ways in which teachers are selected for training, often giving rise to controversy between the teachers, head-teachers and the DEO.

2. Teachers require more than qualifications and training. There are certain traits that teachers should have in order to become a good teacher. Some of the basic qualities are loving and caring to children, regular and punctual, morally and ethically sound, knowledgeable in subject matter and pedagogy and non-involvement in partisan political activities.

3. Training programs should be normally geared towards professional development of teachers in order to assist them to meaningfully carry out instructional activities in the classroom. However, the reality is different here. Training has not supported teachers for better instruction. In other words, the training skills have not been transferred to classrooms.

The teachers require practical approaches in teacher training that directly reflect the real classroom situation.

As far as the performance of the male/female teachers in pedagogy is concerned, there has been no significant difference in the performance of teachers in terms of gender.

Training contents do not contain matters regarding the ways to address the problems /issue of the disadvantaged groups of children.

4. There has been no system of reward and punishment based on teachers' performance. Supervisors seldom evaluate teachers' performance. Thus, the teachers hardly receive professional backstopping.

5. Teacher redeployment is extremely necessary as there are acute shortages of subject teachers in the schools. This also calls for adjusting the required number of teachers in each school as per the government quota. However, there are problems regarding redeployment because of political influence in appointing and transferring teachers in schools and the zero transfer provision made by the Education Regulations.

6. Teacher absenteeism is not a big problem in Doti but it has been a serious problem in Humla. The natural limitations of remoteness and snowing period have been the major barriers. The other factor to this is the political climate where the teachers want to be deputed in headquarter or to some other business outside the school.

7. Professional development opportunities for teachers do not exist. This requires serious efforts on the part of the government. Library facilities with national and international journals, exposure visits of the teachers, professional backstopping support by the subject experts and monitoring of training skills of the trained teachers are some of the essential measures for professional development.

## **5. Recommendations at the policy and program level**

In the context of the findings of the study, following recommendations have been made for SESP intervention:

### **5.1. Policy level**

1. Selection for training should be made based on the need of the school rather than the selection by DEO.
2. Raising the qualification of teachers as Bachelor's degree for lower secondary teachers could be one of the measures for quality enrichment.
3. For better performance of teachers subject-wise teachers' provision in each school is essential. This requires teacher redeployment. If this is not possible within the district, inter-district redeployment is required.
4. Training, so far, has been criticized, as there is no difference in the performance of trained and untrained teachers. This has been because of three factors:
  - a. training has not been comprehensive
  - b. training is not need based
  - c. training has not focused on practical application
  - d. training skills have not been monitored in a scientific basis

Thus, SESP needs to revise the existing training packages in this regard.

5. Mixed mode of training and development of teachers should be adopted. Such mode would include: face-to-face plus distance mode (self-learning plus discussion, participation, practical activities, assessment etc.)
6. Satellite SEDU (part-time) in remote areas like Humla and Doti could save the time of the teachers and it would solve the problems of teacher absence while they are in training.

7. Training of all teachers "in one go" is possible since there are very few untrained teachers left. This can be done through a group of trainers who will conduct mobile training in the district and part of the training would be school based. The trainers would visit the schools, observe the classes and give feedback instantly.

## **5.2. Program level**

8. Training programs should include skills in handling the disadvantaged groups of children basically in motivating them to come to school and to sustain them.
9. To avoid teacher absenteeism in the period mentioned, mandatory participation of teachers in some workshop in the local school or nearby place should be organised. There should be some teacher development activities immediately after the long term vacation. These activities need to be accredited so that teachers will be motivated to join them.
10. Head-teachers should be empowered to monitor, supervise teachers' classes and provide feedback to them.
11. School communication with SESP implementing agency should be made open by installing telephone lines in the schools and introducing internet (priority program) and training teachers how to utilise it in teaching. However, the budgetary implications of such facilities need to be thought of in advance. It may be necessary that the SESP should develop a separate package to deal with this issue.
12. School-wise teacher development activities (workshops, talk programs, video show etc.) should be organised and each teacher should be given a chance to attend such programs.
13. Utilisation of vacation time (other than the snowing period in Humla) to conduct workshops and teacher training in the district and/or in the school should be considered.
14. Developing a reward system in each district to encourage teachers for better performance is very essential.
15. Teacher exposure in national and international workshops will help them develop certain qualities of a good teacher.
16. SESP should manage for regular subscription of national and international journal on teacher development and make them available in school libraries.

17. Regular workshops and seminars inviting experts from outside and inside would provide the teacher forums to share their success stories and learn from each other.
18. The school libraries and labs should be equipped with necessary reference materials and equipment.
19. The teachers should be involved in district level educational planning and school improvement planning.

The MOES should produce teacher development materials and send them to the schools.

## 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	Age wise distribution				School going population-		
	5-9	10-14	15-19	20+	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.	Schools	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.

Tribhuvan University  
Faculty of Education

**Dean's Office**  
**Formative Research Project**

**School Survey Form (Combined)**

*(The informant is the head-teacher)*

**1. General Description of the school**

- 1.1 Name of the school: .....
- 1.2 District: ..... VDC/Municipality: .....
- 1.3 Locality: rural/urban: .....
- 1.4 Year of establishment: .....
- 1.5 Distance from HQ: ..... Kilometers.
- 1.6 Type of School: .....

**2. Physical Condition:**

*(Please draw the building(s) as they stand now in the box below)*

<p>2.1. Number of Building(s): .....</p> <p>(If there are more than one buildings, use the other side of the paper and give same information)</p> <p>2.1. Nature of building: Kuchchi/Puckki: .....</p> <p>2.2. Number of Classrooms (Total): .....</p> <p>2.3. Size of Classrooms (use the average size if the classes are of different sizes) : ..... .. .....</p> <p>2.4. Furniture: Does the school have adequate furniture? Yes/No</p> <p>2.5. Classroom apparatus: What are the apparatus available? List them:</p>
---

2.6. Is there a library in the school? Yes/No

2.6.1. If yes, write the types of books available in the library (course, reference, others):

.....

2.6.2. Is there a reading facility within the library premises? Yes/No

2.6.3. How do the students use the library?

Routine-wise

Randomly

Others (specify) .....

2.7. Compound wall/fence: Is the school surrounded by a compound wall/fence? Yes/No

2.7.1. If yes, how is it surrounded by?

2.8 Playground and school land

i. Is there a playground? Yes/No

2.8.2. What are the playing equipment/facilities in the ground?

-

-

2.8.3. How much of the land does the school have? ..... ropanis.

2.8.4. Is the land registered in the name of the school? Yes/No

2.9. Cleanliness and sanitation:

i. Does the school premises look clean? Yes/No

ii. Is there a person to clean the school everyday? Yes/No

iii. How is the cleanliness maintained? What is the provision?

.....

2.10. Telephone and other facilities:

i. Does the school have telephone facility? Yes/No

ii.

What other facilities does the school have? List them:

-

-

-

2.11. Is there a toilet facility in the school? Yes/No.

If yes, is there a separate toilet for girls? Yes/No

2.12. Are there any special facilities targeted for disable children? Yes/No

2.12.1. If yes, what are they?

.....

### 3 Teachers Related Information

3.1. Teachers' description

3.1.1. How many teachers are there altogether? .....

3.1.2. Male: ..... Female: .....

#### Teachers' Description

SN	Name	P/T	Level	P/C	A/Q	T/E.	Training	Appointment Date	Age	MT
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

P/T = Permanent/Temporary

P/C = Position/Class

A/Q = Academic Qualifications

T/E = Teaching Experience in years

MT = Mother Tongue

3.2. Is there a teachers' common room? Yes. .... No. ....

3.2.1. If yes, do teachers interact about instructional improvement with each other in the common room? Yes. .... No. ....

3.2.2. Are there teaching materials/curriculum materials/educational materials in the teachers' room? List the major items:

- 
- 

3.2.3. What other purposes do the teachers use the common room for?

- 
- 

3.3. Planning and preparation of teacher:

3.3.1. Do teachers have instructional plan? Yes. .... No. ....

3.3.1.1. If yes, how many of them have it?

3.3.1.2. If not what are the main reasons for not having any plans?

- 
- 

3.4. Teaching:

3.4.1. How do you rate the teachers in the following qualities? Tick the appropriate box.

	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Regularity</b>			
<b>Punctuality</b>			
<b>Students' Assesment</b>			

3.5. How often do the teachers have a meeting? ..... meetings a year.

3.5.1. Does the school hold a regular meeting with the teachers? Yes. .... No. ....

3.5.2. If yes, what is the interval? ..... Week/ ..... month

3.5.3. How have these meeting decisions assisted teachers in classroom instruction?

.....

3.5.4. Are your teachers invited for educational meeting outside your school? Yes. . No.

....

3.5.4.1. If yes, When and where? .....

3.6. How often do the SMC members have a meeting? ..... meetings a year.

3.6.1. How has such SMC meetings have assisted teachers in classroom instruction?

.....

3.7. Do the teachers have opportunities to attend Seminars/Workshops/Recurrent Training/Short term Training etc.? Yes. .... No. ....

3.7.1. If yes, what is the average attendance of teachers in the following programmes in a year?

Seminars: ..... teachers.

Workshops: .....teachers.

Recurrent Training: ..... Teachers.

Short term Training: ..... teachers.

**4. Student Related Information:**

4.1 Students' Description by grade and gender distribution

	Pre	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
Boys											
Girls											
Total											

4.2. Ethnicity and Caste by Grade (list the ethnic groups and castes in the boxes)

	Pre	one	two	three	four	five	six	seven	eight	nine	ten	total
Ethnicity												
Castes												

4.3. Enrolment, Repetition and Drop out in the last three years.

Year 2001

	Pre	one	two	three	four	five	six	seven	eight	nine	ten	total
Enrolment												
Repetition												
Drop outs												

Year 2000

	Pre	one	two	three	four	five	six	seven	eight	nine	ten	total
Enrolment												
Repetition												
Drop outs												

Year 1999

	Pre	one	two	three	four	five	six	seven	eight	nine	ten	total
Enrolment												
Repetition												
Drop outs												

4.4. Is there a formative evaluation record of the students in school? Yes. .... No.

.....

4.4.1. If yes, is it with all individual teachers subject-wise? How many of them have this?

4.4.2. If no, how are the students evaluated?

-

-

5. Educational materials related information:

5.1. Curriculum materials: What does the school have? Please tick the appropriate box:

Curriculum	Textbook	Teacher's Guide	Reference Materials	Others

5.1.1 If you do not have the above materials in all subjects, in which subjects do you still need such materials?

5.2. What other materials does the school have? Tick the appropriate box and add if there are items which are available in school but not listed here.

	Teacher Made	From the Market	
Audio Materials			

Visual Materials			
A/V Materials			
Print Materials			
Charts/Posters			
.....			
.....			
.....			

## PART II

### 6. Population of the school

	By age group					
	Below 6	6-10	11-13	14-16	16-18	Total
By gender						
- Boys						
- Girls						
By caste/ethnic group						
- Brahman/Kshatri						
- Newar						
- Indigenous and tribal groups						
- Dalit						
- Others						
By disability types						
- Hearing impaired						
- Visually impaired						
- Mentally retarded						
- Physical disability						
- Multiple disability						
By religious composition						
- Hindu						
- Buddhist						
- Islam						
- Christian						
- Kirats						
- others						

### 7. Students' composition

	VI		VII		VIII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
By caste/ethnic group										
- Brahman/Kshatri										

- Newar										
- Indigenous and tribal groups										
- Dalit										
- Others										
By disability types										
- Hearing impaired										
- Visually impaired										
- Mentally retarded										
- Physical disability										
- Multiple disability										
By religious composition										
- Hindu										
- Buddhist										
- Islam										
- Christian										
- Kirats										
- others										
By age group										
- 14-16										
- 16-18										

8. Academic achievement of the students by caste/ethnic group

	By grade					
	VIII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls
Brahman/Kshatri						
- average score of the class						
- minimum score of the class						
- maximum score of the class						
Newar						
- average score of the class						
- minimum score of the class						
- maximum score of the class						
Indigenous and tribal groups						
- average score of the class						
- minimum score of the class						
- maximum score of the class						
Dalit						
- average score of the class						
- minimum score of the class						
- maximum score of the class						

Others						
- average score of the class						
- minimum score of the class						
- maximum score of the class						

9. Internal efficiency by caste/ethnic group

	VI		VII		VII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Brahman/Kshatri										
- promotees										
- dropouts										
- repeaters										
Newar										
- promotees										
- dropouts										
- repeaters										
Indigenous and tribal groups										
- promotees										
- dropouts										
- repeaters										
Dalit										
- promotees										
- dropouts										
- repeaters										
Others										
- promotees										
- dropouts										
- repeaters										

10. Beneficiaries of direct school support programs

	VI		VII		VIII		IX		X	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
By scholarship program										
- Brahman/Kshatri										
- Newar										
- Indigenous and tribal groups										
- Dalit										
- Others										
By other programs										
- Brahman/Kshatri										
- Newar										
- Indigenous and tribal groups										
- Dalit										
- Others										

11. School income

Year	Government	Non-government	Community/ personal
2002			
2001			
2000			
1999			
1998			

12. School expenditure

Year	Salary	Construction	Instructional support
2002			
2001			
2000			
1999			
1998			

13. Community supports in cash and kinds

Recognized contributions	Forms of contributions	Evidence related to access, quality, and relevancy such as case, minutes, and any others

14. Available infrastructure in schools for students

Furniture student ratio	No. of classroom space per student	No. of toilets of per students		No. of lab per student	No. of reference books per students in library
		girls	boys		

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**Interview Questions for Head-teachers**

1. General Information:

- 1.1. Name: ..... 1.2. Qualifications:  
.....
- 1.3. Age: ..... 1.4. School: .....
- 1.5. Service years: .....
- 1.6. Head teacher of this school for the last: ..... Year(s)/month(s).

2. Do you think that the existing requirement of the teachers' qualifications to become a teacher is adequate? Yes/No

2.1. If not, what do you think is the reasonable qualifications for:

- 2.1.1. Primary level: .....
- 2.1.2. Lower secondary level: .....
- 2.1.3. Secondary level: .....

3. What other qualities do you think are required for a teacher besides his/her formal qualifications?

-  
-

3.1. Do you think that your teacher have these qualities? Yes/No

4. Do you think that the existing teacher training programmes are sufficient enough to impart teaching skills to the teachers? Yes/No

4.1. If yes, in what ways? What are the improvements you have observed?

-

-

4.2. If not, what are the problems you have seen in the teacher training programmes?

-

-

4.3. Do you think that the teacher training programmes provide skills to the teachers in assisting disadvantaged groups? Yes/No

4.3.1. If yes, in what ways?

-

-

4.3.2. If not, do you think it is essential? Yes/No

4.3.4. What do you think the teacher training programmes should include in its training package in order to make it more effective?

-

-

4.4. How are teachers selected for training?

.....

4.4.1. Who are selecting the teachers for training? The head-teacher or the DEO?

.....

4.4.2. What are the major criteria you have been following in selecting the teachers for training?

-

-

-

4.4.3. What additional criteria in your opinion need to be considered for the selection of teachers for training?

-

-

4.5. The government has decided that all the teachers must obtain permanent license in five years time and this is not possible unless all teachers are trained. In your opinion, what do you think are the ways to train all teachers by 5 years time?

- 
- 
- 

5. In you experience, how do you rate the performance of teachers in terms of gender?

.....

6. What is the situation of absenteeism of teachers in your district?

.....

6.1. In which month does the absenteeism occur most? .....

6.2. What do you think are the main reasons behind absenteeism of teachers in school?

- 
- 

6.3. What are the measures to be adopted to reduce the absenteeism problems?

- 
- 

7. What are the other teacher development attempts made by various agencies for your teachers? Tick the appropriate boxes:?

	Meetings	Workshops	Seminars	Short Term Training	Recurrent Training	Curriculum Dissemination	Others
By DEO							
By School							
By Resource Centres							
By DoE							
By MoE							
By others							

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### Interview Questions for Teachers

1. Personal information

- 1.1. Name: .....
- 1.2. School: .....
- 1.3. Age: ..... 1.4. Mother tongue: .....
- 1.5. Academic qualifications: ... 1.6. Major subjects: .....
- 1.7. Service years: ..... 1.8. Number of schools served so far: .....
- 1.9. Teacher of this school for the last: ..... Year(s)/month(s).
- 1.10. Present position: Class .....

2. How many people are there in your family? .....

- 2.1. Who else are the earning members in your family? .....
- 2.2. What are the main source of income in your family?  
 .....
- 2.3. What is the average annual income of your family? Rs. ....

3. Training details:

SN	Name of the training	Training duration	Dates attended	Remarks
-				
-				
-				

4. Do you think that the existing teacher training programmes are sufficient enough to impart teaching skills to the teachers? Yes/No

4.1. If yes, in what ways? What are the improvements you have observed?

- 
-

4.2. If not, what are the problems you have seen in the teacher training programmes?

-  
-

4.3. Do you think that the teacher training programmes provide skills to the teachers in assisting disadvantaged groups? Yes/No

4.3.1. If yes, in what ways?

-  
-

4.3.2. If not, do you think it is essential? Yes/No

4.3.3. What do you think the teacher training programmes should include in its training package in order to make it more effective?

-  
-

4.4. How are teachers selected for training?

.....

4.4.1. What are the major criteria you have observed followed in selecting the teachers for training?

-  
-

4.4.2. What additional criteria in your opinion need to be considered for the selection of teachers for training?

-  
-

4.5. Are your short trainings accredited? Yes. .... No. ....

4.5.1. If no, do you think that it is essential? Yes. .... No. ....

5. What is the situation of teachers regularity in the school?

.....

5.1. In which month do teachers normally have to remain absent?

.....

5.2. What do you think in your experience are the main reasons behind irregularity of teachers in school?

.....

5.3. What are the measures to be adopted to reduce the absenteeism problems?

.....

6. How is your performance evaluated?

.....

6.1. Are you satisfied with the present system of teachers' evaluation system? Yes/No

6.2. What suggestions would you like to give to the concerned authority to make your performance evaluation up to your expectations?

.....

7. How is the promotion system at present?

.....

7.1. What should be the main criteria of teachers' promotion?

.....

8. Is the present teachers' recruitment system appropriate? Yes/No

8.1. If not, what do you think need to be added/improved in it?

.....

9. What are the other teacher additional opportunities which are available for teachers apart from the regular teacher training programmes? Tick the appropriate boxes:

	Meetings	Workshops	Seminars	Short Term Training	Recurrent Training	Curriculum Dissemination	Others (please specify)
By DEO							
By School							
By Resource Centres							
By DoE							
By MoE							
By others							

9.1. What should be the other additional activities that assist the teachers for better performance apart from the teacher training?

- 
- 
- 
- 
- 
- 

10. Besides classroom instruction, are you invited to join other types of training or interaction programmes? Yes. .... No. ....

10.1. If yes, what are they? Please mention the names of the activities.

- 
- 
- 
- 
- 
-

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## Interview Questions for School Supervisors

**1. Personal information**

- 1.1 Name: .....
- 1.2. Age: ..... 1.3. Working Station: .....
- 1.4. Academic qualifications: ..... 1.5. Major subjects: .....
- 1.6. Mother tongue: ..... 1.7. Service years: .....
- 1.8. Number of centers/SEDUs served so far: .....
- 1.9. Years of teaching experience: .....
- 1.10. Working in the center for the last: ..... Year(s)/month(s).
- 1.11. Present position: .....

**2. Training details:**

SN	Name of the training	Training duration	Dates attended	Remarks
1.				
2.				
3.				

**3. How many schools do you have under your supervision?**

.....

**4. Do you think that the existing requirement of the teachers' qualifications to become a teacher is adequate? Yes/No**

**4.1. If not, what do you think is the reasonable qualifications for:**

- 4.1.1. Primary level: .....
- 4.1.2. Lower secondary level: .....
- 4.1.3. Secondary level: .....

5. What other qualities do you think are required for a teacher besides his/her formal qualifications?

- 
- 

6. Do you think that the existing teacher training programmes are sufficient enough to impart teaching skills to the teachers? Yes/No

6.1. If yes, in what ways?

- 
- 

6.2. If not, what are the problems you have seen in the teacher training programmes?

- 
- 

6.3. Do you think that the teacher training programmes provide skills to the teachers in assisting disadvantaged groups? Yes/No

6.3.1. If yes, in what ways?

- 
- 

6.3.2. If not, do you think it is essential? Yes/No

6.3.4. What do you think the teacher training programmes should include in its training package in order to make it more effective?

- 
- 

6.5. How are teachers selected for training?

.....

6.5.1. What are the major criteria which are in practice in selecting the teachers for training?

- 
- 
-

6.5.2. What additional criteria in your opinion need to be considered for the selection of teachers for training?

-  
-

7. In your experience, how do you rate the performance of teachers in terms of gender?

.....

8. What is the situation of absenteeism of teachers in your area?

.....

8.1. In which month does the absenteeism occur most? .....

8.2. What do you think are the main reasons behind absenteeism of teachers in school?

-  
-

8.3. What are the measures to be adopted to reduce the absenteeism problems?

-  
-

9. Do you also involve in the performance evaluation of the teachers? Yes/No

9.1. If yes, how do you do it?

.....  
.....

9.2. If not, do you think that performance evaluation should be done at RC/SEDU level?

Yes/No

10. Has the redeployment been done under your area? Yes/No

10.1. If yes, what were the process followed?

-  
-  
-

10.2. If not, what do you think were the main reasons?

-  
-

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**Interview Questions for SMC Members**

**1. General Information:**

1.1. Name: ..... 1.2. Qualifications:

.....

1.3. School: .....

1.4. Number of years as an SMC member of this school: .....

1.5. Position in the SMC: Chair/Member

2. How did you become an SMC member? Elected/Nominated

3. Do you think that the existing requirement of the teachers' qualifications to become a teacher is adequate? Yes/No

3.1. If not, what do you think is the reasonable qualifications for:

3.1.1. Primary level: .....

3.1.2. Lower secondary level: .....

3.1.3. Secondary level: .....

4. What other qualities do you think are required for a teacher besides his/her formal qualifications?

-

-

4.1. Do you think that your teacher have these qualities? Yes. .... No. ....

5. How many teachers do you think have received training from your school? .....

5.1. Do you think that training programmes have helped them to make their teaching more effective? Yes/No

5.1.1. If yes, in what ways?

-

5.1.2. If not, what are the problems you have seen in the teacher training programmes?

-

5.2. What do you think the teacher training programmes should include in its training package in order to make it more effective?

-

-

5.3. How are teachers selected for training?

.....

5.3.1. What are the major criteria you have been following in selecting the teachers for training?

-

-

5.3.2. What additional criteria in your opinion need to be considered for the selection of teachers for training?

-

-

5.4. In your opinion, what do you think are the ways to train all teachers by 5 years time?

-

-

-

6. In your experience, how do you rate the performance of teachers in terms of gender?

.....

7. What is the situation of absenteeism of teachers in your school?

.....

7.1. Generally what time/month of the year do you have absenteeism problem more?

.....

7.2. What do you think are the main reasons behind absenteeism of teachers in school?

-

-

7.3. What are the measures to be adopted to reduce the absenteeism problems?

-

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## Interview Questions for DEOs

### 1. General Information:

- Name: .....
- District: .....
- Service years: .....
- Working in the district for the last: ..... Year(s)/month(s).

### 2. Teachers' Description in the district at present:

	Male	Female	Total	Trained	Permanent	Ethnic Groups (Write the ethnic groups)
Primary						
Lower Sec.						
Secondary						

3. How many teachers' positions are available at present altogether including the positions which are vacant? .....

3.1. Primary level: .....

3.2. Lower Secondary level: .....

3.3. Secondary level: .....

4. Do you think that the existing requirement of the teachers' qualifications to become a teacher is adequate? Yes/No

4.1. If not, what do you think is the reasonable qualifications for:

4.1.1. Primary level: .....

4.1.2. Lower secondary level: .....

4.1.3. Secondary level: .....

5. What other qualities do you think are required for a teacher besides his/her formal qualifications?

- 
- 

6. Do you think that the existing teacher training programmes are sufficient enough to impart teaching skills to the teachers?                      Yes/No

6.1. If yes, in what ways?

- 
- 

6.2. If not, what are the problems you have seen in the teacher training programmes?

- 
- 

6.3. Do you think that the teacher training programmes provide skills to the teachers in assisting disadvantaged groups?                      Yes/No

6.3.1. If yes, in what ways?

- 
- 

6.3.2. If not, do you think it is essential?                      Yes/No

6.3.4. What do you think the teacher training programmes should include in its training package in order to make it more effective?

- 
- 

6.4. How are teachers selected for training?

.....  
6.4.1. What are the major criteria you have been following in selecting the teachers for training?

- 
-

6.4.2. What additional criteria in your opinion need to be considered for the selection of teachers for training?

-  
-

7. In your experience, how do you rate the performance of teachers in terms of gender?

Who do you think are better performer (if you can distinguish), male or female?

.....

8. What is the situation of absenteeism of teachers in your district?

.....

8.1. In which month does the absenteeism occur most? .....

8.2. What do you think are the main reasons behind absenteeism of teachers in school?

-  
-

8.3. What are the measures to be adopted to reduce the absenteeism problems?

-  
-

9. Is the present teachers' recruitment system appropriate? Yes/No

9.1. If not, what do you think need to be added/improved in it?

-  
-

10. Have you already redeployed the teachers in your districts? Yes/No

10.1. If yes, what was the process you adopted?

-  
-

10.2. What problems did you encounter, if any, during the redeployment?

-  
-

10.3. If no, what were the reasons for not doing so?

-  
-

10.4. When do you think you will accomplish this task in future?

.....

11. What are the other teacher development attempts DEO has made for the teachers in addition to the regular teacher training programmes?

- Seminars
- Workshops
- Recurrent teacher training
- Short term teacher training
- 
- 

11.1. How frequently are these programmes organised in a year?

- Seminars: . ..... times a year
- Workshops: ..... times a year
- Recurrent teacher training: ..... times a year
- Short term teacher training: ..... times a year
- 
- 

11.2. How have these programmes assisted teachers in classroom instruction?

.....  
.....

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## Interview Questions for SEDU Chief

**1. Personal information**

- 1.1 Name: .....
- 1.2. Age: ..... 1.3. Working Station: .....
- 1.4. Academic qualifications: ..... 1.5. Major subjects: .....
- 1.6. Mother tongue: ..... 1.7. Service years: .....
- 1.8. Number of SEDUs served so far: .....
- 1.9. Years of teaching experience: .....
- 1.10. Working in the centre for the last: ..... Year(s)/month(s).
- 1.11. Present position: .....

**2. Training details:**

SN	Name of the training	Training duration	Dates attended	Remarks
1.				
2.				
3.				

**3. How many schools do you have under your centre?**

.....

**4. Do you think that the existing requirement of the teachers' qualifications to become a teacher is adequate? Yes/No**

**4.1. If not, what do you think is the reasonable qualifications for:**

- 4.1.1. Primary level: .....
- 4.1.2. Lower secondary level: .....
- 4.1.3. Secondary level: .....

5. What other qualities do you think are required for a teacher besides his/her formal qualifications?

- 
- 

6. Do you think that the existing teacher training programmes are sufficient enough to impart teaching skills to the teachers? Yes/No

6.1. If yes, in what ways?

- 
- 

6.2. If not, what are the problems you have seen in the teacher training programmes?

- 
- 

6.3. Do you think that the teacher training programmes provide skills to the teachers in assisting disadvantaged groups? Yes/No

6.3.1. If yes, in what ways?

- 
- 

6.3.2. If not, do you think it is essential? Yes/No

6.3.4. What do you think the teacher training programmes should include in its training package in order to make it more effective?

- 
- 

6.5. How are teachers selected for training?

.....

6.5.1. What are the major criteria which are in practice in selecting the teachers for training?

- 
- 

-

6.5.2. What additional criteria in your opinion need to be considered for the selection of teachers for training?

- 
- 

7. In your experience, how do you rate the performance of teachers in terms of gender?

.....

8. Do you also involve in the performance evaluation of the teachers? Yes/No

8.1. If yes, how do you do it?

.....  
.....

8.2. If not, do you think that performance evaluation should be done at SEDU level?

Yes/No

9. Apart from the regular teacher training, what other teacher development activities do you organise through the centre?

- 
- 
- 
- 
-

***Focus Group Discussion Guidelines***

**Students**

1. Students identification data
2. Discussion guidelines
  - 2.1. Most interesting two subjects taught in school with reasons (in order of priority)
  - 2.2. Qualities of good teachers with reasons (in order of priority)
  - 2.3. Who do they think having such qualities among their teachers.
  - 2.4. Most disgusting two subjects taught in school with reasons
  - 2.5. Not well satisfied two teachers in school with reasons
  - 2.6. Punctuality of teachers in school

***Focus Group Discussion Guidelines***

**2. Parents**

1. Parents identification data
2. Discussion guidelines
  - 2.1 Parental expectations regarding the education of their children.
  - 2.2. Parents expectation from the teachers to the education of their children.
  - 2.3. Parental satisfaction regarding the achievement of their wards in school with reasons
  - 2.4. Contribution of teachers in the achievements of their wards in school
  - 2.5. Contribution of teachers in development activities in the community other than teaching
  - 2.6. Problems due to teachers factor.

***Focus Group Discussion Guidelines***

**3. Teachers**

1. Teachers identification data
- 2.1. Head-teacher's support in teaching
- 2.2. Parents' cooperation and interest towards their wards' progress
- 2.3. Their motivation to the job
- 2.4. Their relation with the parents and community
- 2.5. Expected teacher development opportunities

**Focus Group Discussion Guidelines**

**4. Community Leaders**

1. Leaders identification data
- 2.1. School's initiation in community awareness programmes
- 2.2. Community participation in school development activities.
- 2.3. Level of community participation.
- 2.4. Contribution of teachers in development activities in the community other than teaching
- 2.5. Problems due to teachers factor.