

शिक्षक शिक्षा

Teacher Education



2062

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शिक्षक शिक्षा

Teacher Education

वर्ष ३, अङ्क १, आषाढ, २०६२

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सल्लाह

अर्जुनबहादुर भण्डारी

बुनु श्रेष्ठ

सम्पादक

सुनीता माताकार

मदन नाथ

गिरमान थापा

केशरमोहन भट्टराई

श्री ५ को सरकार

शिक्षा तथा खेतकुद मन्त्रालय

शैक्षिक जनशक्ति विकास केन्द्र

सानोठिमी, भक्तपुर

२०६२

प्रकाशक

श्री ५ को सरकार

शिक्षा तथा खेलकूद मन्त्रालय

शैक्षिक जनशक्ति विकास केन्द्र

सानोठिमी, भक्तपुर

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(लेख रचनाहरूमा अभिव्यक्त गरिएका विचार लेखकहरूका निजी विचार हुन् ।)



आवरण पृष्ठ डिजाइन

- सुमन बज्राचार्य

टाइप सेटिङ तथा डिजाइन

- किरण मान श्रेष्ठ



श्री ५ को सरकार
मा. राधाकृष्ण मैनाली
शिक्षा तथा खेलकूद मन्त्री
निजी सचिवालय



माननीय शिक्षा तथा खेलकूद
मन्त्रीज्यूको निजी सचिवालय
केशरमहल, काठमाडौं, नेपाल

फोन नं. ४४११४२
४४७४६९

मिति २०६२।३।२४
मिति.....

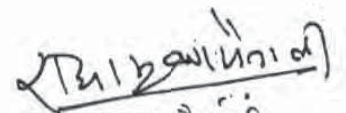


विषय:- शुभ- कामना ॥

शैक्षिक जनशक्ति विकास केन्द्रले शिक्षक एवम् व्यवस्थापन तालिमसंग सम्बन्धित सूचनाहरू र शैक्षिक अनुसन्धानमूलक लेख तथा रचनाहरू संगालोको रूपमा “शिक्षक शिक्षा” पत्रिका तेस्रो अङ्कको प्रकाशन गर्न लागेकोमा खुशी लागेको छ ।

गुणस्तरीय शिक्षाको अभिवृद्धि लागि विद्यालयमा कार्यरत शिक्षकहरू र शैक्षिक व्यवस्थापकहरूको कार्यक्षमतामा अभिवृद्धि गर्न शिक्षक प्रशिक्षण कार्यक्रम तथा व्यवस्थापन तालिम एवम् शैक्षिक अनुसन्धानमूलक कार्यहरू सञ्चालन गर्ने उत्तरदायित्व शैक्षिक जनशक्ति विकास केन्द्रको रहेको छ । प्रस्तुत पत्रिका मार्फत उक्त केन्द्रले आफ्ना गतिविधिहरूका साथै शिक्षा क्षेत्रसंग प्रत्यक्ष सरोकार भएका विषयवस्तुहरूमा शैक्षिक अनुसन्धानमूलक लेख तथा रचनाहरूको प्रकाशन गर्ने जमर्को गरेको छ, यसबाट शिक्षा क्षेत्रप्रति जिज्ञासु जो कसैलाई पनि बौद्धिक खुराक हुने अपेक्षा राखेको छ ।

आगामी दिनहरूमा समेत शिक्षा क्षेत्रसंग सरोकार राख्ने सबैका लागि उपयोगी हुने स्तरीय लेख तथा रचनाहरूको प्रकाशनमा प्रस्तुत पत्रिकाले निरन्तरता र सफलता पाओस् भन्ने हार्दिक शुभेच्छा व्यक्त गर्दछु ।


राधाकृष्ण मैनाली
मन्त्री

शिक्षा तथा खेलकूद मन्त्रालय

शिक्षा तथा खेलकूद मन्त्री



श्री ५ को सरकार
शिक्षा तथा खेलकुद मन्त्रालय
(..... शाखा)

श्री ५ को सरकार
शिक्षा तथा खेलकुद मन्त्रालय
केशरमहल, काठमाडौं, नेपाल

फोन नं. { ४४११७०४
४४१२०१३
४४१८७८३
४४१८७८४

केशरमहल,
काठमाडौं, नेपाल ।

पत्र संख्या:- २०६१/६२

चलानी नं.:-

मिति: २०६२।०२।२४

विषय:-

शुभकामना ।



विद्यालयमा कार्यरत शिक्षकहरू र शैक्षिक व्यवस्थापकहरूका लागि तालिम प्रदान गर्न र शैक्षिक अनुसन्धानात्मक कार्यहरू गर्नका लागि शिक्षा तथा खेलकुद मन्त्रालय अन्तर्गत शीर्षस्थ निकायका रूपमा शैक्षिक जनशक्ति विकास केन्द्र रहेको छ । उक्त केन्द्रले यस "शिक्षक शिक्षा" पत्रिका मार्फत शैक्षिक तथा अनुसन्धानमूलक लेख तथा रचनाहरू प्रकाशन गर्न लागेकोमा हर्षित छ ।

शिक्षा विकासको पूर्वाधार भएकोले शिक्षा क्षेत्रमा दक्ष जनशक्ति उत्पादन हुनु नितान्त आवश्यक छ । विद्यालय तहमा कार्यरत शिक्षकहरूको पेशागत योग्यता र दक्षता अभिवृद्धिका लागि शिक्षक तालिम प्रभावकारी माध्यम हो । योग्य र दक्ष शिक्षकबाट गुणस्तरीय शिक्षा प्रदान हुनमकने विश्वास गर्न सकिन्छ । यिनै विषयवस्तुका साथै शिक्षा क्षेत्रमा भए गरेका शैक्षिक तथा अनुसन्धानमूलक लेख तथा रचनाहरू र शैक्षिक जनशक्ति विकास केन्द्रले सम्पादन गरेका केही गतिविधिहरूलाई समेट्ने प्रयास प्रस्तुत पत्रिकाबाट भएको पाएको छ । तसर्थ शिक्षा क्षेत्रप्रति जिज्ञासु सबैका लागि प्रस्तुत पत्रिका उपयोगी एवम् ज्ञान र सूचनाको स्रोत बन्ने छ भन्ने अपेक्षा लिएको छ ।

अन्त्यमा, प्रस्तुत पत्रिका प्रकाशनमा संलग्न सम्बद्ध सबैमा हार्दिक धन्यवाद दिदै प्रस्तुत पत्रिका मार्फत शैक्षिक जनशक्ति विकास केन्द्रले "शिक्षक शिक्षा" मा नविनतम् खोज र प्रयोगहरूलाई समेट्दै स्तरीय र उपयोगी लेख तथा रचनाहरू प्रकाशित गर्दै जाओस् भन्ने हार्दिक शुभकामना व्यक्त गर्दछु ।

चुमान सिंह बस्नेत
का.मु. माचिव

सम्पादकीय

गुणस्तरीय शिक्षाका माध्यमबाट बालबालिकाहरूको सुनौलो भविष्य निर्माणका लागि विद्यालयमा उपयुक्त खालको सिकाइ वातावरण सिर्जना हुन आवश्यक छ । यसका लागि विद्यालयमा कार्यरत शिक्षकहरूको पेसागत योग्यता र दक्षताको विकास हुनु जरुरी छ । यसका साथै शैक्षिक व्यवस्थापकहरूको कार्यशैलीमा सुधार ल्याई कुशल एवम् प्रभावकारी व्यवस्थापनको माध्यमबाट बढीभन्दा बढी शैक्षिक उपलब्धि हासिल गर्नु हाम्रो सामु चुनौती देखापरेको छ ।

शैक्षिक जनशक्ति विकास केन्द्र शिक्षक तथा व्यवस्थापन तालिम र शैक्षिक अनुसन्धानमूलक कार्यहरूका लागि शिक्षा तथा खेलकुद मन्त्रालय अन्तर्गत शीर्षस्थ निकायका रूपमा स्थापित संस्था हो । साविकको शैक्षिक जनशक्ति विकास केन्द्र, दूर शिक्षा केन्द्र र माध्यमिक शिक्षा विकास केन्द्र एकीकृत भए पश्चात् हालको शैक्षिक जनशक्ति विकास केन्द्रले विद्यालय तहमा कार्यरत शिक्षकहरूका लागि र मन्त्रालय अन्तर्गतका कर्मचारी तथा शिक्षासम्बन्धी समुदायमा कार्यरत व्यक्तिहरूको कार्यदक्षतामा अभिवृद्धि गर्न शैक्षिक जनशक्ति विकाससम्बन्धी नीति निर्धारण, योजना तर्जुमा तथा कार्यान्वयन गर्ने गराउने कार्य गर्दै आएको छ । वर्तमान सन्दर्भमा यस केन्द्र अन्तर्गत अधिराज्यमा नौओटा शैक्षिक तालिम केन्द्र “क”, बीसओटा शैक्षिक तालिम केन्द्र “ख” र पाँचओटा शैक्षिक तालिम उप-केन्द्र गरी जम्मा ३४ ओटा तालिम केन्द्रहरू सञ्चालित छन् । यसका साथै वैकल्पिक शिक्षक तालिम संस्थाहरूबाट समेत सेवाकालीन प्राथमिक शिक्षक तालिम कार्यक्रम सञ्चालन हुँदै आएको छ भने पूर्व-सेवाकालीन प्राथमिक शिक्षक तालिम सञ्चालनका लागि यस केन्द्रबाट अनुमति प्राप्त गरी अधिराज्यका विभिन्न स्थानमा निजी पूर्व-सेवाकालीन प्राथमिक शिक्षक तालिम केन्द्रहरू सञ्चालित छन् ।

शैक्षिक जनशक्ति विकास केन्द्रले प्रस्तुत “शिक्षक शिक्षा” पत्रिका तेस्रो अङ्क प्रकाशन गर्न लागेको छ । यसका माध्यमबाट यस केन्द्रले सम्पादन गर्दै आएका विविध क्रियाकलापहरूको जानकारी गराउने प्रयास गरेको छ । साथै यस पत्रिकामा शिक्षा क्षेत्रमा लामो अनुभव भएका र योगदान पुऱ्याएका विद्वान व्यक्तिहरूका शैक्षिक अनुसन्धानमूलक लेख तथा रचनाहरू प्रकाशन गर्ने काम भएको छ । तसर्थ शिक्षा क्षेत्रसँग सरोकार राख्ने, नीतिनिर्माता, शिक्षाविद्, अनुसन्धानकर्ता, प्रशिक्षक, शिक्षक, विद्यार्थी एवम् अन्य जिज्ञासु पाठकहरूलाई यो पत्रिका उपयोगी हुने विश्वास लिइएको छ ।

यस पत्रिकाको प्रकाशनका लागि शैक्षिक तथा अनुसन्धानमूलक लेख तथा रचनाहरू लेखी सहयोग पुऱ्याउनुहुने विद्वान लेखकहरू र सम्पादन कार्यमा सहयोग गर्ने सबैप्रति आभार व्यक्त गर्दछौं । यस पत्रिकालाई अभि स्तरीय र समयानुकूल बनाउनका लागि पाठकवर्गबाट रचनात्मक सुझावको अपेक्षा गर्दछौं ।

आषाढ, २०६२

शैक्षिक जनशक्ति विकास केन्द्र
सानोठिमी, भक्तपुर

विषयसूची

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गुणात्मक शिक्षाका लागि शिक्षक तालिम

- डा. विद्यानाथ कोइराला*

के हो गुणात्मक शिक्षा ?

सर्वोच्चता (excellence) नै गुणात्मकता हो । भावात्मक सर्वोच्चता कार्यात्मक सर्वोच्चता । लेखनमा सर्वोच्चता । पठनपाठनमा सर्वोच्चता । समायोजनमा सर्वोच्चता । सिर्जनमा सर्वोच्चता । आर्जनमा सर्वोच्चता । सोचमा सर्वोच्चता । फोउलर (सन् २००४) को शब्दमा साभा सर्वोच्चता (excellence) । स्तरीयता (high standard) । सामाजिक शब्दावलीमा “आदर्श” (ideal) । आर्थिक शब्दावलीमा आयआर्जन गर्न सक्ने । उपयोगी (utility) । शिक्षणकला (pedagogy) को शब्दावलीमा स्वाध्यायी (autonomous learning) । श्रष्टाको शब्दावलीमा सर्जक (creative) । पहुँच (access) को शब्दावलीमा अधिकारमुखी (right-based value-oriented) । बजारको शब्दावलीमा बिकाउ (marketable) । संस्कारको शब्दावलीमा जातीय (communal) । विश्वव्यापीकरणको शब्दावलीमा सूक्ष्म र स्थूल (micro and macro) बीच अन्तरसम्बन्ध खोज्ने व्यक्तित्व । अर्को शब्दमा विश्वबजारको व्यक्तित्व ।

कस्तो चाहिने हो नेपालको गुणात्मक शिक्षक ?

नेपालको गुणात्मक शिक्षकमा थप क्षमता चाहिन्छ । भिन्नता चिन्ने क्षमता । भिन्नताबीचको एकात्मकता खोज्ने क्षमता । भिन्नता र एकात्मकता एकैसाथ अघि बढाउन सक्ने क्षमता । किनकि हिन्दू धर्मले हामीलाई प्रवृत्ति र निवृत्तिमार्गी चिन्तन दिएको छ । (बराल, सन् १९९३) । यो चिन्तनसँग हाम्रो खाने आदत जोडिएको छ । सोच्ने शैली जोडिएको छ । यसको अर्थ हो - हाम्रो गुणात्मक शिक्षकले नेपाली खानपान थाहा पाउनुपर्दछ । कुन जातिले किन त्यो खाना खायो भन्ने ज्ञान । त्यस खानामा के गुण छ भन्ने ज्ञान । प्रवृत्तिमार्गी बनाउने गुण । निवृत्तिमार्गी बनाउने गुण । सन्तुलितमार्गी बनाउने गुण । सोही खानामा शिक्षकले कुन जातजातिको कुन खानामा के थपे सन्तुलित आहार हुन्छ भन्न सक्ने ज्ञान । के भिके सन्तुलित हुन्छ भन्ने ज्ञान । यसरी प्रवृत्ति/निवृत्तिमार्गीमा विज्ञान खोज्ने ज्ञान । विज्ञान मिलाउने ज्ञान । यो ज्ञानले नेपाली शिक्षकलाई मार्ग, आहार र सोचमा सन्तुलन खोज्ने व्यक्तित्व बनाउँछ । खोजक शिक्षक बनाउँछ । नेपाली शिक्षकले लैङ्गिक विभेद देखेको छ (UNESCO, 2003) । तर त्यो विभेद एकैस्वरूपको छैन (आचार्य, सन् २००४) । कतै महितामाथि संरचनात्मक अत्याचार छ । कतै पुरुषमाथि महिलाको आधिपत्य छ । त्यसमा पनि एकैखाले “आधिपत्य” छैन । यस अर्थमा नेपाली शिक्षकले लैङ्गिक “आधिपत्यक्रम” बुझ्नुपर्दछ । शोर्पाको महिला स्थिति । यादवको

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महिला स्थिति । ती दुवै जातिका कामदार महिलाको स्थिति । “इज्जतदार” महिलाको स्थिति । अर्को पक्षमा पुरुषको स्थिति । यो स्थितिबाट नेपाली गुणात्मक शिक्षकले सिक्नुपर्दछ, सिकाउनुपर्दछ । शोर्पा समुदायको कुन लैङ्गिक समताको अभ्यास यादव समुदायमा लैजाने भन्ने कुरा । यादव समुदायको कुन कुरा शोर्पा समुदायमा खोज्ने भन्ने बुँदा । सार्वजनिक विभेदका कुनकुन बुँदा शोर्पा र यादव समुदायमा खोज्ने भन्ने कुरा । यस्तो खोज्नेले शिक्षकलाई लैङ्गिक समता बुझ्ने र बुझाउने व्यक्तित्व बनाउँछ ।

नेपाली शिक्षकले सांस्कृतिक बहुलता देखेको छ । पुरुष बोल्दा महिला चूप हुने संस्कृति । दिदी बोल्दा बहिनी चूप हुने संस्कृति । दाजु बोल्दा भाइ चूप हुने संस्कृति । पुरोहित बोल्दा जजमान चूप हुने संस्कृति । शिक्षक बोल्दा विद्यार्थी चूप हुने संस्कृति । यस्ता संस्कृति देखेको शिक्षकले किन ती “चूपहरू” चूप भए भनी खोज्नुपर्दछ । चूपको संस्कृति (Freire, 1993) बुझ्नुपर्दछ । “बोलहरू” को संस्कृति पहिल्याउनुपर्दछ । को किन चूप भए भनी खोज्नुपर्दछ । को किन “बोल” भए भनी ठम्याउनुपर्दछ । कक्षाकोठामा को बोलेनन् र को बोले भनी खोज्नुपर्दछ । घरमा को बोलेनन् को बोले भनी खोज्नुपर्दछ । कुनै जातजातिमा को बोले, को बोलेनन् भनी हेर्नुपर्दछ । बोल्नेको मोल ठम्याउनुपर्दछ । प्राप्ताङ्क धेरै छ कि ? मानसम्मान धेरै छ कि ? आर्जन धेरै छ कि ? पदीय मर्यादा ठूलो छ कि ? नबोल्नेको मोल थाहा पाउनुपर्दछ । अङ्कनमा पछि परे कि ? पद पाएनन् कि ? महत्त्वहीन ठानिए कि ? लघुताभाष बोके कि ? समर्पणवादी बने कि ? यस खोजले शिक्षकलाई सांस्कृतिक सचेतनता बोकेको गुणात्मक व्यक्ति बनाउँछ ।

नेपाली शिक्षकले बहुसांस्कृतिक सम्पदाहरू (cultural capitals) देखेको छ । प्रत्येक सम्पदाको भिन्नता देखेको छ (Nateras, 2003) । जसरी भएपनि पढ्नु र पढाउनुपर्छ भन्ने सम्पदा । पढेकाहरूले के यो लछारपाटो लगाएका छन् र ? भन्ने सम्पदा । पढ्ने भनेको त ठूला जातिको, धनीको, पदीय ओहदा भएकाको हो भन्ने सम्पदा । खाना पहिला र पढाइ पछिको कुरा हो भन्ने सम्पदा । खाना त कुकुरले पनि जुटाउँछ, पढाइ महत्त्वपूर्ण छ भन्ने सम्पदा । यसरी भिन्न सांस्कृतिक सम्पदाहरूले हामीलाई भिन्न व्यक्तित्व बनाएको छ । सोही भिन्नताले गर्दा ३४ प्रतिशत जनसङ्ख्या भएको मधेसी समुदायले ११ प्रतिशत राष्ट्रिय स्थान पाएको छ । १५ प्रतिशत जनसङ्ख्या भएको दलितले ०.१ प्रतिशत स्थान भेटेको छ । २७ प्रतिशत बाहुन क्षेत्रीको जनसङ्ख्याले ६८ प्रतिशत स्थान ओगटेको छ (गुरुङ, २००३) । कसरी यो सम्पदालाई समानुपातिक बनाउन सकिन्छ भनी सोच्ने व्यक्तित्व चाहिन्छ । किन मगर र गुरुङले फौजीमा कीर्ति कमाए भनी पर्गेल्ले शिक्षक चाहिन्छ । अर्थात् सांस्कृतिक सम्पदा बुझ्ने शिक्षक चाहिन्छ । त्यो सम्पदा बदल्न अरु देशले के गरे भनी खोज्ने शिक्षक । हामी के गर्न सक्छौं भनी खोजतलास गर्ने शिक्षक ।

नेपाली शिक्षकले बहुशिक्षण कला (pedagogy) पढेको छ । बहुतापिच्छेको शिक्षणकला (Silut, 2003) । यस्तो शिक्षणकला कसरी खोज्ने ? कसरी कक्षाकोठामा प्रयोग गर्ने ? शिक्षाशास्त्र अध्ययन संस्थान र तालिम केन्द्रहरूले सिकाएका शिक्षणकला र पुख्यौली पाण्डित्य शिक्षणकला (pedantic pedagogy) सँग कसरी तिनको आमनेसामने (interface) गराउने ? के निचोड निकाल्ने ? कक्षाकोठाका लागि । अर्थात् हाम्रो शिक्षकले जातीय समूहको शिक्षणकला खोज्नुपर्दछ । जात समूहको शिक्षणकला खोज्नुपर्दछ । विश्वकर्माको कुटो बनाउँदा सिकाउने कला । परियारको लुगा सिलाउँदा प्रयोग हुने शिक्षणकला । डोमले बेतबाँसको सामान बनाउँदा सिकाउने कला । मुसहरको माटो काट्ने सीप सिकाउने कला । यस्ता कलाहरूलाई मोज्याक बनाउनुपर्दछ । क्षेत्रीय मोज्याक । राष्ट्रिय मोज्याक ।

नेपाली शिक्षकले कक्षाकोठामा नै बहुलता भेट्छ । गुरुङ, यादव र बाहुन/क्षेत्री विद्यार्थी र अवधिभाषी शिक्षक । यो विविधता भाषिक हो । जात विशेष हो । जातीय हो । ज्याक्सन (सन् २००२) को शब्दमा कक्षाकोठाको विविधता (classroom diversity) । यो विविधताले जे पढाउँदा पनि भाषिक योजना (language planning) खोज्छ (Eastman, 1983) । सबैले बुझ्ने भाषा कुन भन्ने योजना । आ-आफ्ना मातृभाषाबाट सबैलाई कक्षाकोठाको भाषामा स्थानान्तरण गर्ने तरिका । सबै बातबित्तिकाले अवधिभाषी शिक्षकले बोलेको भाषाबाट एउटा कुरो बुझ्ने वा बुझ्नेनन् भनी पहिल्याउने उपाय । अर्को अर्थमा सांस्कृतिक बहुलतामा खोजिने गुणस्तर - (Mansoor et.al, 2004) । त्यो गुणस्तर कायम गर्न प्रयत्नरत शिक्षक ।

नेपाली शिक्षकले कक्षाकोठाको विज्ञान र जनताको विज्ञान देखेको छ । “दुवै संसार” को गणित देखेको छ । कुरानी सन्ततिको मक्का मदिनाको सामाजिक र कक्षाकोठाको सामाजिक देखेको छ । हिन्दूको आर्यावर्तको भूगोल र कक्षाकोठाको भूगोल सुनेको छ । तर “दुवै संसार” को ज्ञान जोडेको छैन । जोड्नुपर्छ भन्ने कुरा पनि सिकेको छैन । त्यसैले घरायसी संसारका ज्ञान र स्कूली ज्ञान जोडिएको छैन (Koirala and Acharya, 2005) । यस सन्दर्भले भन्छ - स्तरीय नेपाली शिक्षकले “दुई संसार” जोड्न सक्नुपर्दछ । जोड्नै नसकेर फेल हुने बातबित्तिकाको शैक्षिक समस्या विश्लेषण गर्न सक्नुपर्छ । यसरी नेपाली शिक्षक “योजक” बन्नुपर्दछ । दुई संसारको ज्ञान थाहा पाउने । कडीअनुसार काम गर्ने । यस अर्थमा “योजक” / “खोजक” / “परीक्षक” / “प्रवर्तक” / “प्रयोगकर्ता” ।

नेपाली शिक्षकले अर्को संसार देखेको छ । एकजातले अर्को जातलाई अछुत भन्ने संसार । तल्लो र मल्लो भन्ने संसार । जाति (ethnic group) ले जात (caste) लाई होच्याउने संसार । बाहुनवादी वैचारिक प्रक्रिया (hegemonic phenomena of bahunbad) (आहुति, सन्

२००४) । आफैमा विरोधाभाष पाल्ने जात र जातीय दुनियाँ देखेको छ (Parish,1993) । जीवमा ब्रम्ह छ भन्न नथाक्ने शिक्षक । ब्रम्हमै मैला देख्ने र जात छुट्याउने व्यवहार । तल्लो र मल्लो भन्ने दुर्व्यवहार । पढ्दा मानव जाति एक हौं भन्ने पढाइ । गर्दा मानव जातिलाई भिन्न व्यवहार गर्ने संस्कार । यहीँनेर दुईविन्दु जोड्नुपर्ने हुन्छ । ठूला हौं भन्ने विन्दु । साना हौं भन्ने विन्दु । यी दुवै विन्दुलाई एउटै तहमा ल्याउने सोच बोकेको विन्दु । वर्तमानको शब्दावलीमा समावेशी विन्दु । अर्थात् नेपालीलाई समाहित गर्न जान्ने शिक्षक चाहिन्छ । गुणात्मक समाहिती शिक्षक ।

नेपाली शिक्षक राजनीति दलको अधोषित कार्यकर्ता हो । मौन कार्यकर्ता (silent worker) । त्यसैले उसले “जनवाद” भन्न जानेको छ । “गणतन्त्र” भन्न जानको छ । “प्रजातन्त्र” भन्न जानेको छ । गेलर (सन् २००४) को शब्दावलीमा राजनीतिक विविधता जानेको छ । यो विविधतामा गुणात्मक शिक्षकले प्रत्येक दलको चिन्तन बुझ्नुपर्दछ । शक्ति र कमजोरीका बुँदाहरू पहिल्याउनुपर्दछ । राजनीतिक पानी बराबरीका चिन्तनमा मध्यस्थता गर्नुपर्दछ । अर्थात् गुणात्मक शिक्षकले एउटै राजनीतिक दलको घोडा बन्नुहुँदैन । बहुदलहरूको वस्तुगत एवम् मनोगत विश्लेषण गर्नुपर्दछ । अर्को शब्दमा भन्ने हो भने सबै राजनीतिक दलको कुरो बुझ्ने शिक्षक । सबै दलको राम्रो कुरा चिन्न र लिन सक्ने शिक्षक । आफ्नै दलको पनि खराब कुराको आलोचना गर्ने शिक्षक । अर्थात् विद्यार्थीलाई दलीय राजनीति सिकाउन सक्ने शिक्षक । राजनीतिक विवेचना सिकाउने शिक्षक । वस्तुगत विश्लेषक शिक्षक । विद्यार्थीको राजनीतिक दलप्रतिको भावात्मक एवम् भयात्मक अनुरागताई वस्तुगत अनुरागमा लैजान सक्ने शिक्षक । विद्यार्थीलाई खुला छनोट दिन सक्ने शिक्षक । अर्को शब्दमा विचार नथोपर्ने शिक्षक । विद्यार्थीलाई उछारिदिने शिक्षक ।

अपेक्षित तालिम के हो ?

मैले यस लेखबाट अपारस्परिक बुँदा निकालें । पहिलो बुँदा हो, अहिलेको गुणात्मक शिक्षक सर्वोत्तम शिक्षक हो । व्यवस्थापकीय क्षमता भएको शिक्षक । राजनीतिको शब्दमा “ एक घण्टा अगाडिको शिक्षक ” । “ एकघण्टा पछाडिको विद्यार्थी ” मा भएको क्षमता चिन्ने शिक्षक । त्यसैले प्रत्येक शिक्षकले व्यवस्थापन र प्रविधि प्रयोगको तालिम खोज्छ । दोस्रो हो - गुणस्तरीय नेपाली शिक्षक माटो चिन्ने शिक्षक हो । माटोको ज्ञान चिन्ने तालिम पाएको । त्यो ज्ञान र पश्चिमी ज्ञानबीच मितेरी लगाउने शैली थाहा पाएको शिक्षक । आफ्नै शैली बनाउन सक्ने शिक्षक । मोहीको विज्ञान भन्न सक्ने शिक्षक । मोहीको भूगोल र इतिहास खोजिरहने शिक्षक । खोजाइरहने शिक्षक । त्यसको पोषणमूल्य पहिल्याउने शिक्षक । संस्कारगत मूल्य थाहा पाउने शिक्षक । यस बुँदाले आफू र अरु चिन्ने शिक्षक तालिम खोज्छ । दुवैलाई जोड्न शिक्षक खोज्छ । तेस्रो हो - अहिलेको शिक्षक सञ्चारी शिक्षक हो । पुख्यौली सञ्चार थाहा पाएको शिक्षक ।

आधुनिक सञ्चारका तरिकामा परिचित शिक्षक । अर्थात् हिजो र आजको सञ्चारबारे ज्ञान पाएको शिक्षक । त्यो ज्ञानलाई विद्यार्थीमा लैजान सक्ने शिक्षक । त्यसैले गुणस्तरीय बन्न शिक्षकले सञ्चारी क्षमता खोज्छ । चौथो बुँदा हो - सामान्यीकरणभन्दा सान्दर्भिकरण (contextualization/ contextual generalization) गर्ने शिक्षक गुणात्मक शिक्षक हो । यस शिक्षकले ज्ञान खोज्छ, ज्ञान थप्छ । ज्ञान खोज्नका लागि प्रश्नहरू गर्दछ । लैङ्गिक प्रश्न गर्छ, भाषिक प्रश्न गर्छ । न्याय अन्यायको विवेचना गर्न सक्ने शिक्षक । अर्थोतावादीको शब्दमा आफ्नो “संसार” चिनेको शिक्षक । चिन्न सक्ने शिक्षक । अर्थात् व्यक्तिगत एवम् सामुदायिक संसार चिन्ने र चिनाउने शिक्षक खोज्छ । त्यसैले गुणस्तरीय शिक्षक बन्न उसले प्रश्न गर्ने सीप खोज्छ । आफैमा प्रश्न गर्ने । अरुसँग प्रश्न गर्ने । प्रश्नहरूबाटै नयाँ ज्ञान जोड्ने । त्यही ज्ञान मिलाएर किताबी ज्ञान अद्यावधिक गर्न शिक्षक खोज्छ । पाचौँ बुँदा हो - गुणात्मक शिक्षकले “बोल र चुप” हरूको संस्कार बुझ्छ । दुवैलाई सन्तुलनमा राख्ने उपायहरू खोज्छ । किन चुप भए भन्नेहरूको पक्षधर भएर खोज्छ । तिनीहरूसँगै खोज्छ । तिनीहरूकै निमित्त खोज्छ । कक्षामा त्यसको प्रयोग गर्छ । छैटौँ बुँदा हो - नेपाली शिक्षकले सांस्कृतिक सम्पदा चिन्नुपर्दछ । व्यक्तिको सम्पदा । समुदायको सम्पदा । समूहको सम्पदा । पहिलो पुस्तामा पढ्नेहरूको सम्पदा । पढाउनेहरूको सम्पदा । यी सम्पदाहरूको आधारमा गर्नुपर्ने व्यवहार ।

त्यसैले नेपाली शिक्षकले वोर्ज्यूको शब्दको “सांस्कृतिक सम्पदा” को तालिम पाउनुपर्दछ । “आर्थिक सम्पदाको” । “सामाजिक सम्पदाको” । यी सम्पदाहरूलाई कक्षाकोठामा प्रयोग गर्ने सीप पाउनुपर्दछ । जन्माउनुपर्दछ । सातौँ बुँदा हो - शिक्षकले बहुशिक्षणकतामा तालिम पाउनुपर्दछ । एउटै कुरालाई कसरी भिन्न तरिकाले सिकाउने भन्ने कला । व्यक्तिगत भिन्नतामा कसरी सिकाउने भन्ने कला । सांस्कृतिक सम्पदाको भिन्नतामा कसरी सिकाउने भन्ने कला । जातीय एवम् जात भिन्नतामा कसरी सिकाउने भन्ने कला । भाषिक भिन्नता कसरी सिकाउने भन्ने कला । प्रत्येक भिन्नतामा कसरी व्यक्तिले सिक्दछन् भन्ने प्रायोगिक ज्ञान । दलितको ज्यासलको काम । गरिबको सिक्ने सिकाउने ज्ञान । धनीको सिक्ने सघाउने काम । प्रत्येक ज्ञानको मोजाइक बनाएर कक्षाकोठामा प्रयोग गर्ने ज्ञान । आठौँ बुँदा हो - नेपाली शिक्षकले अहम् व्यवस्थापनको तालिम खोज्छ । आफ्नै उच्चता भाषाको व्यवस्थापन । लघुभाषाको व्यवस्थापन । अरुको उच्चता एवम् लघुभाषाको व्यवस्थापन । अर्थात् कसरी दुईखाले “भाषा” हरूको सफल समायोजन गर्ने भन्ने सीप भएको गुणात्मक शिक्षक तालिम चाहिन्छ । नवौँ बुँदा हो - हाम्रो गुणात्मक शिक्षकमा बहुराजनीतिकवाद बुझ्ने लागत चाहिन्छ । तिनको शैक्षिक प्रयोग गर्ने क्षमता चाहिन्छ । दसौँ बुँदा हो - गुणात्मक शिक्षकमा बजार खोज्ने क्षमता चाहिन्छ । सीप अनुसारको बजार । स्थानअनुसारको बजार । बुद्धि उत्पादन भए मानसिक

बजार । वस्तु उत्पादन भए भौतिक बजार । दुवै खाले बजार अनुकूल विद्यार्थी जन्माउने तागत चाहिन्छ । त्यस्तो परिवेश बनाउने दृष्टिकोण चाहिन्छ ।

निचोड के त ?

शिक्षक तालिमले विषय सिकाउँछ । सीप सिकाउँछ । यो सन्दर्भमा मेरो निचोड - विषयवस्तु पढ्न दिऔँ । सीप के हुन सक्छ भनी शिक्षकसँगै भनी शिक्षकसँग सोधौँ । अरु देशले यसो गरे । अरु शिक्षकले यसो गरे भन्ने जानकारी दिऔँ । निश्चित अन्तरालपछि तपाईंले के गर्नुभयो भनी सोधौँ । के भयो भनी सोधौँ । अर्थात् प्रशिक्षकले परिवेश दिऔँ । शिक्षकलाई चिन्तन निकाल्न सघाऔँ । प्रयोग विधि जन्माउन लगाऔँ । यसरी आर्जेको चिन्तन र विधिहरूको दस्तावेज बनाऔँ । त्यही दस्तावेज हाम्रो तालिम निर्देशिका हुन्छ । त्यही विचार जन्माउने र प्रयोग गर्ने शिक्षक तालिम प्रशिक्षक हुन्छ । हालका तालिम प्रशिक्षकहरू केवल सहजकर्ता बन्छन् । विश्वमा अरुले के गरेछन् भनी सुनाउने व्यक्तित्व बन्छन् ।

सन्दर्भसामग्री

आहुति (सन् २००४), हिन्दू समाजमा दलित जातीय मुक्तिको प्रश्न, एम् देशन र प्रत्युश वन्त (सम्पादक), नेपालको सन्दर्भमा समाजशास्त्रीय चिन्तन, ललितपुर: नेपाल, सोसल साइन्स बहा ।

आहुति (सन् २००४), नेपालमा दलित जातिय समस्या समाधानका सन्दर्भमा आरक्षण, जागराज मेडिया स्पेन्टरले आयोजना गरेको कार्यशालामा प्रस्तुत कार्यपत्र, काठमाडौँ, मंसीर १२, २०६१ ।

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महिला शिक्षक र लैङ्गिक समानताको सवाल

- डा. सुशन आचार्य*

परिबेश

शिक्षामा लैङ्गिक विभेद छ भन्ने कुरो सर्वविदितै छ । असन्तुलन (disparity) र असमानता (inequality) को रूपमा देखिने यी विभेदहरू हाम्रो निम्ति ठूलो चुनौती हुन् । यी नै चुनौतीहरूलाई कम गर्न सरकारी र गैर-सरकारी दुवै क्षेत्र लागिपरिरहेका छन् । सन्तुलन र समानता प्राप्त गर्न धेरै उपायहरू अपनाइएका छन्, जस्तै: बालिकाहरूका लागि आर्थिक सहयोग, सामग्री सहयोग, छात्रावास इत्यादि । यसबाहेक महिला शिक्षकको नियुक्ति पनि शिक्षामा लैङ्गिक समानता ल्याउन प्रयोग गरिएको एउटा उपाय हो । यी उपायहरूले कमसेकम बालबालिकाहरूको भर्नादरमा सन्तुलन ल्याउने सन्दर्भमा धेरै सहयोग पुऱ्याएका छन् । तर अन्य तहको दाजोमा प्राथमिक तहमा बढी सुधार भएको देखिन्छ । किनकि भण्डै दुई दशकदेखि शिक्षा क्षेत्र प्राथमिक तहको सुधारमा मात्र बढी केन्द्रित भइरहेको देखिन्छ ।

शिक्षामा लैङ्गिक समानता ल्याउने उपाय: शिक्षिकाको उपस्थिति

शिक्षामा लैङ्गिक मुद्दासम्बन्धी धेरैजसो दस्तावेजहरूले महिला शिक्षकको उपस्थिति भन्नु नै धेरै छात्राहरू निम्त्याउनु हो भन्ने देखाउँछ र यो भनाइले मान्यता नै पाइसकेको छ । यस अर्थमा शिक्षिकाको उपस्थिति बढाउन सकेमा प्राथमिक तहमा बालबालिकाहरूको विद्यालय आउने क्रम पनि बढ्छ भन्ने भनाइ जनविश्वास नै भइसक्यो । यस जनविश्वासलाई लैङ्गिक दृष्टिकोणबाट विश्लेषण गर्दा चारओटा निश्चित धारहरू देखिन्छन् । पहिलो, आधारभूत प्राथमिक तहको शिक्षाले बालिकाहरूलाई स्वास्थ्य र सञ्चार तथा आयआर्जनको क्षेत्रमा सबल हुन मद्दत पुग्ने खाले तालिम दिन्छ । साथै थप शिक्षाको निम्ति पनि तयार पार्छ । दोस्रो, यदि बालिकाहरूलाई राम्रो तालिम दिइयो भने उनीहरूले घर परिवारको राम्रो रेखदेख गर्न सक्छन् र आफ्नो पढाइलाई पनि निरन्तरता दिँदै जान सक्छन् । घर र बाहिर दुवै ठाउँमा अपेक्षित भूमिका निर्वाह गर्नका निम्ति आउने पिढीका बालिकाहरूलाई पनि तयार पार्नेछन् । तेस्रो, शिक्षा बालिकाहरूको अधिकार हो । चौथो, महिला शिक्षक स्वतः लैङ्गिक हिसाबमा संवेदनशील हुन्छन् । उनीहरू कक्षाकोठा र विद्यालयमा लैङ्गिक समानता स्थापना गर्न सक्षम हुन्छन् र उनीहरू नमुना व्यक्तित्व हुन सक्छन् । महिला शिक्षकको सङ्ख्या वृद्धि गर्ने चिन्तन पनि यिनै धारहरूमा

* उप-प्राध्यापक, शिक्षा सङ्काय, त्रि.वि.वि

आधारित छ । सोही धारहरूलाई मध्यनजर गरी बालिकाहरूको भर्ना, समग्र शिक्षामा उनीहरूको सहभागिता अभिवृद्धि तथा लैङ्गिक समानताको लक्ष प्राप्त गर्ने एउटा उपायस्वरूप प्राथमिक तह/विद्यालयमा कम्तिमा एक शिक्षिका हुनैपर्ने भन्ने नीति बनाइयो । अहिले एक शिक्षिकाको मात्र नहुने रहेछ भन्ने ज्ञान भए पछि कमसेकम दुई जना शिक्षिका हुनुपर्छ भन्ने समझदारी अधि सारिदैछ । तर गहन मुद्दा के हो भने महिला शिक्षक प्रवर्द्धनले शिक्षामा बालिकाहरूको सहभागितामा कति प्रभाव पऱ्यो त ? विगत दसवर्षको शैक्षिक तह तथा छात्रा र शिक्षिकामा भएको वृद्धिदर हेर्दा महिला शिक्षकको वृद्धिले बालिकाको विद्यालय भर्ना तथा सहभागितामा वृद्धि हुन्छ भनेर ठोकुवा गर्न ठोस तर्क वा आधार भने फेला परेको छैन । तैपनि महिला शिक्षकको उपस्थितिले बालिकाको आधारभूत शिक्षा अभियानमा केही न केही योगदान दिएको कुरा पनि नकार्न सकिँदैन, जस्तो- UNESCO को सबैका लागि शिक्षाको Global Monitoring Report (UNESCO सन् २००४ मा उद्धृत) ले शिक्षक सङ्ख्यामा लैङ्गिक सन्तुलन ल्याउने होडले शिक्षामा लैङ्गिक समानता प्रवर्द्धन गर्छ भन्ने उदाहरण प्रस्तुत गरेको छ । तर अर्को अध्ययन (Ramachandran, UNESCO, सन् २००४ मा उद्धृत) ले भने पढाउने व्यक्ति शिक्षक हुन् वा शिक्षिका भन्ने कुरा विशेषगरी प्राथमिक तहमा महत्वपूर्ण छ । तर पढाउने व्यक्तिको लिङ्ग, उनीहरूको नियमितता, दायित्वबोध र उत्प्रेरणाको परिपूरक मात्र हो भन्दछ । तसर्थ लैङ्गिक दृष्टिकोणबाट हेर्दा पढाउने व्यक्तिको लिङ्ग र कक्षाकोठामा कसले के सिक्छ भन्ने कुराको अन्तरसम्बन्ध नै सबैभन्दा महत्वपूर्ण हुन आउँछ ।

बालिकाहरूका निम्ति प्राथमिक तहमा गरिएको अन्य लगानी जस्तै- निःशुल्क पाठ्यपुस्तक, पोशाक, छात्रवृत्ति, तेल, इत्यादिले उनीहरूको भर्नादर तथा सहभागिता वृद्धि गर्नमा ठूलो योगदान दिएको छ भन्ने तथ्यलाई नकार्न सकिँदैन । यो तथ्य पुष्टि गर्न हामीलाई बालिकाहरूको निम्नमाध्यमिक र माध्यमिक तहको भर्ना र उनीहरूको प्रवेशिका परीक्षाको नतिजाले प्रशस्त आधार दिन्छ । किनकि प्राथमिक तहको दाँजोमा निम्नमाध्यमिक र माध्यमिक तहमा अध्ययन गर्ने छात्राहरूलाई प्रायः नगन्य नै सहूलियत उपलब्ध थियो । यी तथ्यहरूले बालिका शिक्षा प्रवर्द्धन गर्न र शिक्षामा लैङ्गिक समानता स्थापित गर्न विभिन्न वस्तु वा अवस्थाले मद्दत गर्छन् भन्ने जनाउँछ । भरखरै नेपालमा गरिएको एक अध्ययन (विष्ट, सन् २००४) ले पनि यही तथ्यलाई इङ्गित गर्छ । यो अध्ययनले सामान्य हिसाबमा बालिकाहरूको भर्ना र महिला शिक्षकको उपस्थितिबीच सकारात्मक सम्बन्ध देखायो । अर्थात् शिक्षिकाको उपस्थितिसँगै छात्रा सङ्ख्यात्मक पनि वृद्धि भएको देखियो । तर सन् १९८० देखि सन् २००३ सम्मको तथ्यांकलाई विश्लेषण गरेको यस अध्ययनले सो सङ्ख्या अनियमित ढङ्गमा वृद्धि भएको देखाएको छ । अर्थात् कुनै वर्ष धेरै र कुनै वर्ष नगन्यरूपमा बालिका भर्नामा वृद्धि भएको छ । क्षेत्रगत विश्लेषणले पनि उक्त अनियमितता देखायो । अधिल्ला तहहरूमा यो अनियमितता अझ बढी हुँदै

गएको पाइयो । तसर्थ यस अध्ययनले पनि महिला शिक्षकको सङ्ख्या वृद्धि भएमा बालिकाहरूको भर्नामा पनि वृद्धि हुनसक्छ भन्ने अनुमानलाई संपुष्टि गर्छ भन्ने निष्कर्ष निकालेको छ । तर यस निष्कर्षले धेरै प्रश्नहरू उब्जाउँछ । तीमध्ये पनि अति गम्भीर प्रश्न हो - महिला शिक्षकको उपस्थितिले बालिकाहरूको भर्ना, विद्यालयमा टिकाउ र सिकाइउपलब्धि अभिवृद्धिमा कति योगदान पुऱ्याएको छ ? यो र यस्ता प्रश्नहरूले महिला शिक्षकको उपस्थिति र बालिका शिक्षाबीचको सहसम्बन्ध खोज्न गहन गुणात्मक एवम् गणनात्मक दुवैखाले अध्ययनको माग गर्दछ ।

माथिको विश्लेषणले केही मुद्दाहरू जन्माएको छ, जस्तै- महिला शिक्षकको उपस्थितिले बालिकाहरूलाई विद्यालय ल्याउन अर्थात् विद्यालयमा लैङ्गिक सन्तुलन कायम गर्न मद्दत गर्छ ? धेरै शिक्षिकाहरू भनेको धेरै छात्राहरू भन्ने जनविश्वास के नेपालका सबै जातजाति, धर्म, आर्थिक अवस्थामा लागू हुन्छ ? महिला शिक्षकको सङ्ख्यात्मक वृद्धि गरेर कक्षाकोठा र विद्यालयमा के कति मात्रामा लैङ्गिक समानता (गुणात्मक पक्ष) प्राप्त गर्न सकियो त ? के पुरुष शिक्षकले कक्षाकोठा र विद्यालयमा लैङ्गिक समानता प्राप्त गर्न सहयोग गर्न सक्दैनन् ?

बालिकाहरूको शिक्षामा सहभागिता वृद्धि गर्ने उद्देश्यले भर्ना गरिएका महिला शिक्षकले कति मूल्य चुकाउनु पर्ने हो भन्ने अर्को सोचनीय विषय हो । यो प्रश्न महत्वपूर्ण छ किनकि अन्य देशहरूमा गरिएको एक अध्ययनले विशेषतः कम उमेरका शिक्षिकाहरूलाई अत्यधिक कार्यभार दिइने र पुरुष सहकर्मीहरूले अभद्र व्यवहार गर्ने गरेको पाइयो (UNESCO, सन् २००४) । तर यस्ता कम उमेरका महिलाहरू विहेवारी गरेर बसाइ सर्न सक्ने सम्भावना हुने हुँदा समुदायले पनि उनीहरूलाई भर्ना गरे वापत मूल्य चुकाउने गरेको देखियो ।

उपाय

माथिका मुद्दाहरूलाई सम्बोधन गर्न दुईतहका उपायहरू अपनाउनुपर्ने हुन्छ । एउटा सम्वाद र अर्को कार्यक्रम ।

(क) सम्वादको तहमा

शिक्षक र शिक्षिकाहरूको सामाजिक लिङ्गसम्बन्धी सम्वादलाई शिक्षक तालिमकै अङ्गको रूपमा अघि बढाउनुपर्छ । किनकि सम्वादले व्यक्तिको सोच स्पष्ट पार्ने र एकअर्काको बुझ्ने/बुझाउने मौका दिन्छ । हालको पारम्परिक तालिमले यो कुरा दिन सकेको छैन । सम्वादको माध्यमबाट शिक्षक र शिक्षिकाहरू सामाजिक लिङ्गसम्बन्धी एकअर्काको सोच र ती सोचहरूका जड बुझ्न सक्छन् । यी सोचहरूले कक्षाकोठामा कसरी प्रभाव पारिरहेका छन् ? र यो प्रभावले छात्र र छात्राको सिकाइ अवसर र सिकाइ उपलब्धिमा के असर पारिरहेछ ? भन्नेजस्ता अहम्

प्रश्नका उत्तर खोज्न र बुझ्न / बुझाउन पनि सम्वादले अवसर दिन्छ । त्यस्तै नेपालका विभिन्न जातजातिमा विद्यमान सामाजिक लिङ्गसम्बन्धी प्रजातान्त्रिक मूल्य, मान्यता तथा व्यवहारहरू तथा उनीहरूका सिकाइ तरीकाहरू के के छन् र तिनलाई कक्षाकोठामा लैङ्गिक न्याय दिलाउनका निम्ति कसरी भित्र्याउन सकिन्छ भनी तालिमदाता, तालिम सामग्री निर्माणकर्ता तथा शिक्षक शिक्षिकाबीच सम्वाद हुनुपर्छ । यसले सहसिकाइ संस्कृतिको पनि शुरुवात गर्छ । यो संस्कृति शिक्षक शिक्षिकाको तहमा अति आवश्यक छ ।

शिक्षक शिक्षिकाते कक्षाकोठामा प्रवेश गरेपछि लैङ्गिक न्याय स्थापना गर्नका लागि आफ्नो दैनिक जीवन, अर्थात् समाज र परिवारमा पुरुष हुँदाको वास्तविकता र महिला हुँदाको वास्तविकताहरूलाई कसरी अलग्याउने वा कसरी जोड्ने भन्नेबारे पनि सम्वाद हुनुपर्छ । शिक्षिकाते घर परिवारमा खेल्ने भूमिका र ती भूमिका वा जिम्मेवारीते बनाएको आफूप्रतिको सोच र पुरुषप्रतिको सोचह त्यस्तै शिक्षकको सामाजिक वा पारिवारिक भूमिका र यसले बनाएको उनको दृष्टिकोणह शिक्षक शिक्षिकाको यिनै सोच वा दृष्टिकोणमार्फत छात्रछात्राताई हेर्ने वा तौलिने बानी कति सही हो र कति गलत हो र यी सबैले शिक्षण सिकाइमा के प्रभाव पार्छ भन्नेजस्ता विषयमा सम्वाद हुनु आवश्यक छ । यस्तो सम्वादले शिक्षक शिक्षिकाको छात्र र छात्राप्रतिको विभेदपूर्ण दृष्टिकोण र उनीहरूबाट गरिने अपेक्षामा हुने विभेद कम गर्न मद्दत पुर्‍याउँछ ।

माथिका अपेक्षित सम्वादहरूमा विभिन्न नारीवादी धारणाहरू जोड्न सकिन्छ, जस्तो- सामाजिक संस्कारसम्बन्धी महिलाको बुझाइ, असमानतासम्बन्धी उनीहरूको भोगाइ एवम् बुझाइ तथा आफ्नो अस्तित्व र आर्थिक अधिकारप्राप्तिका निम्ति उनीहरूले गर्नुपरेको संघर्षलाई शिक्षामा लैङ्गिक समानताप्राप्तिको निम्ति कसरी उपयोग गर्न सकिन्छ भन्नेबारे सम्वाद गर्न सकिन्छ । यस्तो सम्वादले महिलाहरू के सोच्छन् ? किन सोच्छन् ? उनीहरूले कस्ताखाले चुनौतीहरूको सामना गर्नु पर्ने रहेछ भन्ने कुरा बुझ्न मद्दत गर्दछ । यस्तो बुझाइले छात्रा तथा शिक्षिका दुवैलाई न्याय दिलाउन मद्दत गर्छ । साथै पुरुषहरू के सोच्छन् ? किन सोच्छन् ? उनीहरूलाई पनि के अप्ठेराहरू आइतागछन् भन्नबारे बुझ्न सम्वादकै माध्यम अपयुक्त हुन्छ । यसले दुईबीचको सोचाइ र बुझाइमा विद्यमान भिन्नता उजागर गर्छ । यो भिन्नता प्रष्ट भएपछि एक अर्काबीच सहकार्य र सहयोगको पनि बाटो खुल्छ ।

(ख) कार्यक्रमको तहमा

कार्यक्रमको तहमा शिक्षक तालिममा शिक्षक शिक्षिकाको मूल्य मान्यताले कसरी छात्रछात्राहरूको सिकाइमा प्रभाव पार्छ भन्ने कुरो समावेश हुनुपर्छ । उनीहरू महिला वा पुरुष भएका कारण कक्षाकोठामा कसले के र कसरी सिक्छ भन्नेबारे पनि प्रत्याभूति गराउनुपर्छ ।

विद्यार्थीका हितका लागि किन विभिन्न जातजाति तथा धर्मका मूल्य मान्यताहरूप्रति समावेशी दृष्टिकोण राख्नुपर्छ ? त्यसैगरी शिक्षक शिक्षिकाले उक्त मूल्य मान्यताप्रति उदार सोच र सहिष्णुताको भावना राख्नु किन जरुरी हुन्छ ? भन्नेजस्ता विषयबस्तु तालिममा समेटिनुपर्छ । शिक्षक शिक्षिकाले आ-आफ्ना विद्यार्थीको तहमा विद्यमान भिन्नताहरूका बारेमा थाहा पाउनुपर्छ र सोहीअनुसार भिन्नभिन्न व्यवहार गर्नुपर्छ । जस्तै - छात्र र छात्राहरूका सिकाइ तरिका, नबुझेको कुरो सोध्ने तरिका वा बुझाइ फरकफरक हुन सक्छन् । सो भिन्नता वा फरकपनलाई शिक्षक शिक्षिकाले सम्बोधन गर्नुपर्छ । किनकि फरक तरिकाबाट मात्र दुवैका सिकाइ उद्देश्य पूरा गराउन मद्दत पुग्छ । शिक्षणसिकाइका यस्ता व्यावहारिक पक्षहरू शिक्षक तालिममा समावेश हुनु जरुरी हुन्छ ।

निचोड

शिक्षामा लैङ्गिक असमानताबारे गरिने खोज वा विश्लेषणले छात्र र छात्राको भर्नाको स्थितिदेखि कुनै तह पार गरेपछि उनीहरूले प्राप्त गर्ने उपलब्धिसम्म समेट्छ । यसै आधारमा नै नेपालको शिक्षामा लैङ्गिक असमानता छ भन्ने कुरो स्थापित भएको छ तर यो असमानताकाबारे शिक्षक र शिक्षिकापक्षीय चिन्तन आउनुपर्‍यो । दुवैपक्षीय चिन्तनबाट निस्केका सारलाई कार्यक्रममा समावेश गर्नुपर्छ । शिक्षक शिक्षिका तालिम, उनीहरूको प्रत्याभूति र पुनः अभिमुखीकरणले शिक्षामा विद्यमान लैङ्गिक असमानता हटाउन धेरै हदसम्म मद्दत पुऱ्याउँछ ।

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शिक्षकको पेशागत दक्षता अभिवृद्धिमा कार्यगत अनुसन्धानको सहयोग

- भोजबहादुर बलायर*

आलेख

यस लेखमा मेरो विभिन्न भौगोलिक क्षेत्रमा रही कार्य गर्दाको अनुभव र भरखरै अनुसन्धानको क्रममा केही जिल्लाको प्रत्यक्ष भ्रमण र अध्ययन अनुसन्धानका प्रतिवेदनहरूलाई विश्लेषणात्मक रूपमा प्रस्तुत गरेको छु । प्रस्तुत लेखमा उल्लेखित विद्यालयको नाम र अन्य प्रसङ्ग काल्पनिक रूपमा उल्लेख गरिएको छ । यस लेखले शिक्षकको दक्षता अभिवृद्धि गर्न स्वयम् नै सक्रिय हुनुपर्दछ र त्यसका लागि कार्यगत अनुसन्धान एक उपाय हुन सक्दछ भन्ने तर्कलाई विश्लेषण गरिएको छ ।

प्राप्त तथ्याङ्क र विश्लेषणबाट के प्रष्ट हुन्छ कि हस्तान्तरित ज्ञानले परम्परा मात्र कायम गर्न सक्छ र बौद्धिक क्षमतामा क्रमशः खियाउने कार्य गर्दछ । यदि नव सिर्जना र विकासको परिकल्पना गर्दछौं भने अनुसन्धानात्मक विज्ञानमा आधारित ज्ञानलाई प्रस्फुटन गराउनुपर्दछ ।

पृष्ठभूमि

शिक्षक समाजको दिशा निर्देशक एवम् अगुवा व्यक्तित्व हो । सामाजिक परिवर्तनका लागि शिक्षण-प्रशिक्षणलाई प्रमुख जिम्मेवारीको रूपमा ग्रहण गर्ने शिक्षकहरूबाट नै समाजमा ज्ञान, सीपहरू स्थानान्तरण हुने गर्दछन् । शिक्षकबाट प्रयोग भएका पेशागत मर्यादा र दक्षताहरूको कसीबाट नै विद्यालयको समग्र विकास भई परिवर्तनकारी कदमहरूले अग्रसरता लिन र अन्वेषणात्मक र सिर्जनशीलताको शुरुआत हुन्छ ।

अवस्था र समयसापेक्ष उब्जेको समस्यालाई समयानुकूल मिल्ने गरी सहज रूपमा स्वकार्य बनाउने कार्यमा कुनै पनि राष्ट्रले शिक्षकहरूबाट गहन भूमिका निर्वाहको अपेक्षा गर्ने हुँदा शिक्षकमा निहित दक्षता सीपले उक्त कार्यमा सहयोगीको भूमिका निर्वाह गर्न सक्दछ । यस अर्थमा शिक्षक अप्रत्यक्ष रूपमा नीति तर्जुमा र त्यसको प्रयोगकर्ता दुवैको रूपमा उपस्थित भएको देखिन्छ । यसमा शिक्षकहरूबाट आफ्नो पेशागत सीपको खारिँदो प्रस्तुति ज्यादै महत्त्वपूर्ण रहन्छ ।

* शाखा अधिकृत, शै.ज.वि.के.

शिक्षकलाई पेशागत दक्षताको कसीमा सधैं सक्रिय गराउनका लागि उनीहरूको ज्ञान, सीपलाई ताजापन र समयसान्दर्भिक बनाउन जरूरी देखिन्छ । अनुसन्धानात्मक कार्यलाई शिक्षकको पेशागत दक्षता अभिवृद्धिको अनिवार्य साधनको रूपमा हिजो आज ज्यादै प्रचलनमा ल्याइएको पाइन्छ । हुन पनि अनुसन्धानलाई ज्ञानको निर्माण गर्ने प्रथम साधनको रूपमा लिइन्छ । यसैले भनिन्छ, यदि तपाईं ज्ञानको भोगबाट ग्रसित हुनुहुन्छ भने त्यसको खोजी गर्नुहोस् जो तपाईंको दैनिक प्रयोग र त्यसको लाभान्श लिने समुदायसँग नै छ । यदि हामी किताबी हस्तलिखित ज्ञानको मात्र खोजी गर्दै हिँड्छौं भने त्यो नक्कल मात्र हो र यसबाट विकास सम्भव छैन ।

विकासको सन्दर्भमा ज्ञानको अन्वेषण गर्ने र त्यसलाई विस्तार गर्ने थलो नै विद्यालय अथवा समाज हो । यसका दैनिक पात्र भनेकै शिक्षक हुन् । यसर्थ शिक्षकको वृद्धि विकास भनौं वा दक्षता अभिवृद्धि भनौं वा पेशागत मर्यादाको उचाइ निर्माण भनौं, यी पक्षको समाधान र विकास विस्तारको लागि शिक्षकलाई अनुसन्धानात्मक क्रियाकलापमा सक्रिय गराउनु आजको नविनतम् शिक्षक विकासको अवधारणाभित्र पर्न जान्छ ।

यिनै पृष्ठभूमिलाई मध्यनजर गर्दै विभिन्न प्रकारका शिक्षक दक्षता अभिवृद्धिका क्रियाकलापमध्ये कार्यगत अनुसन्धान र शिक्षक दक्षता विकासमा टेवा पुग्ने गरी यो अध्ययनले सहयोग गर्नेछ भन्ने विश्वास राखिएको छ ।

अध्ययन विधि

यो अध्ययन गर्ने क्रममा विभिन्न प्रकारका अध्ययन अनुसन्धानको सारलाई विश्लेषण गरिएको छ । यसै क्रममा मैले शिक्षा क्षेत्रमा विगत १२ वर्षसम्म बिताएका अनुभवलाई पनि जीवन्त बनाउने प्रयास गरेको छु । साथै केही समय अघि काभ्रे जिल्लाका विद्यालयहरू भ्रमण गर्ने क्रममा मैले देखेको र छलफल गर्दा निस्केका कुरालाई समेत यसमा समावेश गरी विश्लेषण गरिएको छ ।

अवस्था विश्लेषण

शिक्षकहरूको अवस्थाताई विश्लेषण गर्दा उनीहरूको कार्यक्षेत्र र शिक्षण पेशाप्रतिको लगावलाई ज्यादै गहन रूपमा सबैले हेर्नुपर्ने देखिन्छ । शिक्षकहरू कुशल कालीगढ एवम् देश विकासको जिम्मेवार व्यक्तिको रूपमा रहेको पक्षलाई कसैले नकार्न मिल्दैन । शिक्षकको कार्यक्षेत्र व्यापक छ र शिक्षण पेशाप्रतिको सजकता स्वतस्फूर्त रूपमा दिनानुदिन बढ्दै जाने, खारिदै तिखो हुनुपर्नेमा अवस्थाले खिडिएको भान हुन्छ । यसताई तलको अध्ययन मुद्दाले देखाउँछ ।

घटना नं. १

श्री राम माध्यमिक विद्यालयमा १५ जना शिक्षक छन् । यो कक्षा १ देखि १० सम्म सञ्चालित विद्यालय हो । विद्यालयमा कक्षाकोठाभरि विद्यार्थी छन् । कक्षा ९ र १० मा विद्यार्थी अटाई नअटाई बसेका छन् ।

मा.वि तहमा अध्यापन गर्न ६ जना शिक्षक कार्यरत छन् जसमा ४ जना स्थायी र २ जना अस्थायी शिक्षक छन् । शिक्षक 'क' अस्थायी छन्, यी भरखरै विश्वविद्यालयबाट उपाधी लिई विद्यालयमा नव शिक्षकको रूपमा कार्य गर्दैछन् । त्यस्तै अर्का अस्थायी शिक्षक ६ महिनादेखि कार्य गर्दैछन् ।

शिक्षकहरूसँगको छलफलको क्रममा यी दुई नवयुवाको शैक्षिक पेशामा ज्ञान सीपको हिसाबले हेर्दा काँचै देखिन्छन् तर विद्यालयको लागि केही गछौं भन्ने प्रतिबद्धता छ र उनीहरूका अनुसार हामीलाई विद्यालयको समय गएको त पत्तो नै हुँदैन, हामी ज्यादै रमाएका छौं । दिनहुँ नयाँ तरिकाले सिकाउन र सिक्न उत्सुक छौं । विद्यार्थीलाई यही प्रसङ्गमा सोध्दा ती शिक्षकहरूलाई ज्यादै मनपराएको प्रतिक्रिया पाइयो र उहाँहरू फुर्तिला, जागरिलो, पट्यार नमानी उत्तर प्रतिक्रिया दिनुहुन्छ भन्ने समेत पाइयो ।

यसबाट के देखिन्छ भने जब सिक्ने र सिकाउने प्रक्रियामा इच्छाशक्तिको सक्रियता हुन्छ त्यहाँ सिकाइले सफलता प्राप्त गर्न सक्छ । नव शिक्षकहरूमा देखिएको जिज्ञासु भाव र सिक्न तत्परता देखाएको सक्रिय संलग्नताबाट कक्षाकोठाको सिकाइ वातावरणप्रति प्रत्यक्ष प्रभाव रहन गएको देखिन्छ । यसबाट अवश्य पनि विद्यार्थी उपलब्धिलाई प्रत्यक्ष असर गर्न सक्दछ । यस प्रसङ्गमा शिक्षकलाई थप ज्ञान र सीपको अवसर र दक्षता विकासका सहायक साधन उपलब्ध गराउनसके थप सिर्जनशीलता विकास गर्न सहयोग पुग्छ ।

घटना नं. २

माथि उल्लेख गरिएको विद्यालयका ४ जना शिक्षकमध्ये २ जना शिक्षक उमेरको हिसाबले ५० वर्ष नाघेका र दुई दशकभन्दा बढीको शिक्षण अनुभव हासिल गरेको पाइयो । छलफलको क्रममा उहाँहरू भन्नुहुन्छ "यो त हाम्रो वैकल्पिक र बुढेसकालको समय काट्ने बाटो हो " । दक्षता विकासलाई अनावश्यक र आफू प्रतिकुल नहुने बताउनुहुन्छ । विद्यालय सञ्चालनको प्रथम समयदेखि नै थकित र त्रसित मुद्रामा देखिन्छन् ।

विद्यार्थीसँग उहाँहरूको बारेमा प्रश्न गर्दा विद्यार्थीले उपनाम र विभिन्न उपमा दिई पुकार्ने प्रचलन देखियो भने उहाँहरूको अध्यापनप्रति विद्यार्थीले नकारात्मक विचार राखेको देखियो ।

त्यस्तै गरी दुईजना अन्य स्थायी शिक्षक जो ४० वर्ष नाघेका र १० वर्ष सेवा अवधि पूरा गरेका थिए उनीहरूको रुचि र विद्यालयका विकासमा सक्रियता देखियो । विभिन्न तालिम लिइसकेका यी शिक्षकहरूलाई ज्ञानको अभाव देखिदैन । तालिम र विश्वविद्यालय शिक्षाबाट निपुण छन् । तर केही समस्या छन् जसले शिक्षणप्रतिको रुचि, लगाव र प्रतिबद्धतामा क्रमशः घट्दो अवस्था देखिन्छ । यिनीहरूप्रति विद्यार्थीको धारणा पनि पूरै सकारात्मक देखिएन भने शिक्षकहरूले आफूलाई सर्वसर्वाको रूपमा प्रस्तुत गरेको देखियो ।

वास्तवमा यी दुवै घटना नेपालका विद्यालयहरूमा अध्यापन कार्यमा संलग्न सबै शिक्षकमा लागू नै हुन्छन् भन्ने पक्कै होइन तर मेरो अनुभवले र प्रस्तुत घटनाले केही वास्तविक मत जाहेर गरेको छ । यो अवश्य पनि सोचनीय, विचारणीय भएको छ । यसले उमेर अनुसार ज्ञान, सीप खारिदै अगाडि बढ्छ र त्यो विकसित हुँदै हजारौँ सिर्जना उत्पादन गर्दै वर्षेनी नयाँ थप हुन्छ भन्ने एउटा मान्यतालाई चुनौती दिएको छ ।

विश्वका विकसित र विकासशील राष्ट्रहरूमा पनि यस्तो मतले शिक्षक क्षमता विकासमा प्रश्न चिन्ह लगाएको छ । त्यो के भने उमेर र सेवा अवधिमा जति बढी ज्ञान सीप थप्दै जाँदा पनि खिया जस्तो कमजोर बनाउँदै जानु यसका विज्ञहरूका लागि एउटा चुनौतीको रूपमा खडा भएको देखिन्छ ।

लगानी केके मा हुँदै आएको छ ?

नेपालको परिप्रेक्ष्यमा शिक्षकको वृत्ति विकास तथा पेशागत दक्षता अभिवृद्धि सम्बन्धमा कलेज अफ एजुकेशनको शुरुआतसँगै भएको पाइन्छ । यसै क्रममा नर्मल स्कुल, सेती परियोजना, विज्ञान शिक्षा परियोजना, रेडियो शिक्षा शिक्षक तालिम, माध्यमिक शिक्षा विकास परियोजना, शैक्षिक जनशक्ति विकास केन्द्र, प्राथमिक शिक्षा परियोजना, आ.प्रा.शि.प.को शुरुआतसँगै हालको अवस्थामा एकीकृत शैक्षिक जनशक्ति विकास केन्द्रको निर्माण भई संरचनागत र संस्थागत विकासको थालनी भयो । उक्त समयमा शिक्षक प्रशिक्षणबारे निम्नानुसार कार्यक्रम थालनी भएको देखिन्छ

- क) आधारभूत शिक्षक तालिम
- ख) नर्मल तालिम
- ग) “ए”, “बि” लेभल तालिम
- घ) आधारभूत तथा प्राथमिक शिक्षक तालिम
- ङ) नि.मा.वि./मा.वि. तहका शिक्षकको विज्ञान, गणित, अङ्ग्रेजी विषयको तालिम
- च) सेवाकालीन शिक्षक तालिम
- छ) मोडुलर र रिफ्रेसर तालिम
- ज) प्रबोधीकरण तालिम
- झ) पूर्वसेवाकालीन तालिम

विभिन्न प्रकारका छोटो तथा लामो अवधिको तालिमबाट प्राथमिक तहका शिक्षकले लगभग आधादरजन जति तालिम र प्रशिक्षण दिइसकेको देखिन्छ भने मा.वि. र नि.मा.वि. तहका

शिक्षकहरूको यस्ता प्रकारका तालिममा केही कमी भएता पनि कुनै पनि तालिम नलिएको शिक्षकहरू सामुदायिक विद्यालयहरूमा भेटाउन गाह्रो नै पर्ला ।

धेरैजसो अनुसन्धानले अभै करिब ६० प्रतिशत शिक्षकहरू १० महिने तालिमबाट वञ्चित भएको देखाएको भएता पनि तालिमप्राप्त र अप्राप्त शिक्षकको प्रशिक्षणबाट त्यति भिन्नता नभएको अवस्थामा भरखरै प्रकाशित प्रवेशिका परीक्षाको परीक्षाफलबाट देखाउँछ ।

लगभग सबै शिक्षक तालिम अप्राप्त रहन गएका निजी विद्यालयको परीक्षाफलमा ८० प्रतिशतको हाराहारीमा पुग्नु र धेरै विद्यार्थीले उत्कृष्ट सहितको प्राप्ताङ्क प्राप्त गर्नु र सामुदायिक विद्यालयबाट २० प्रतिशत मात्र विद्यार्थी उत्तीर्ण हुनुले तालिमको कार्यान्वयनमाथि प्रश्न चिन्ह लगाएको छ । यसबाट तालिमले मात्र केही गर्न नसक्ने र शिक्षकको दक्षता विकासलाई अन्य क्रियाकलापले सहजै फरक पार्न सकिने देखिन्छ । यहाँ यसलाई विश्लेषणात्मक प्रस्तुति नगरी मुद्दाको रूपमा उठाउन मात्र खोजिएको छ । जसले शिक्षकप्रति भविष्यमा कसरी प्राज्ञिक तहमा विशिष्टता दिलाउने भन्ने मन्थनलाई घटनाको रूपमा उभ्याएको छ ।

परिवर्तित विश्व संसारमा शिक्षक

शिक्षकको उपस्थिति कक्षाकोठामा साधारण प्रस्तोता मात्र नभई विभिन्न इच्छा र आवश्यकतानुसार सक्रिय, उत्प्रेरक, सहयोगी मित्रको रूपमा स्थापित गर्नुपर्दछ । नव परिवर्तित समाजलाई अग्रगति दिन समयसापेक्ष विद्यार्थीलाई मार्गदर्शन गर्न सक्ने अवस्थामा शिक्षक दक्षतालाई प्रस्फुटन गराउँदै लैजानुपर्ने अवस्थाको सिर्जना गर्नुपर्दछ । यसले शिक्षकलाई थप अगाडि बढ्न र संरचनावादी संस्कारभन्दा परिवर्तनात्मक विकासवादी अग्रसरतातिर अधि बढ्न आग्रह गर्दछ । जो परम्परागत ज्ञान सीपभन्दा दक्षता विकासलाई निरन्तरता दिनुपर्ने भन्ने मान्यतालाई प्राथमिकता दिन्छ । यसले शिक्षकको निर्णायक शक्तिलाई कदर गर्दछ । समाज र विद्यार्थीको पृष्ठभूमिको उठानलाई महत्त्व दिन्छ । पाठ्यक्रम, पाठ्यसामग्रीको विकासको स्वायत्तताको अवस्थालाई केन्द्रित गर्दछ भने कक्षाभित्रको जीवन्त अवस्थालाई आत्मसात गर्दछ । यसले शिक्षकको उत्तरदायित्व र प्रभावकारी प्रशिक्षणको दायरालाई कुन हदसम्म कायम गर्ने भन्ने मान्यतालाई स्थापित गर्न खोज्दछ ।

यहाँ प्रश्नले अर्को रूप लिन सक्छ । के माथि उल्लेखित अवस्थाबाट सीमित हामीहरूले परिवर्तित विश्व परिवेशमा स्थापित गर्न सक्छौं ? के हामी शिक्षकबीचको विचार, ज्ञान, सीप आदानप्रदानमा आफ्नै मित्रबीच समन्वय, समझदारी कायम गर्न सक्छौं ? के हाम्रो पुरानो संस्कार, वैयक्तिक कार्यमा महत्त्व दिने परम्परालाई सामूहिक दायित्वमा परिवर्तन गर्न सक्छौं ? के विद्यालयभित्रैका ज्ञान, सीप, दक्षता र विभिन्न साथीहरूले तालिमबाट सिकेका ज्ञान, सीप, दक्षताहरू साटासाट गर्न सक्छौं ?

यी प्रश्नहरूले नै हाम्रो मूल्य स्थापित गर्न खोज्दछ । यसमा नकारात्मकता देखिनु नै पेशागत दक्षतामा खिया लाग्दै जानु हो । यसर्थ परिवर्तित संसारमा दक्षतायुक्त भन्नुहुन्छ भने सेवा र दक्षताका हातलाई फैलाउनुहोस्, बढी दक्ष, लामो अनुभवलाई नवआगन्तुक शिक्षकहरूमा बाँडफाँड गर्नुहोस् साथै नयाँनयाँ ज्ञानको खोजी गर्नुहोस् । आफ्नै विद्यालयभित्रका समस्याहरू समाधान गर्न कार्यगत अनुसन्धानलाई अवलम्बन गर्नुहोस् र नयाँ मान्यता सिर्जना गर्नुहोस् । यसको भोग मेटाउन विद्यालयभित्रबाटै समस्या समाधानका सिद्धान्त निकाल्नुपर्ने देखिन्छ जसका लागि कार्यगत अनुसन्धान एक सहायक साधन हुन सक्छ ।

कार्यगत अनुसन्धान कसरी सहयोगी हुन सक्छ ?

आफ्नो कार्यथलोमा सञ्चालित क्रियाकलापहरूको गहिराइ तहसम्म अध्ययन अनुसन्धान गरी प्राप्त सुधारात्मक पृष्ठपोषणको आधारमा नयाँ क्रियाकलाप (New action) विकास गर्ने र तिनको थालनी गर्ने कार्य कार्यगत अनुसन्धानले गर्दछ । अर्को शब्दमा भन्नुपर्दा कार्यगत अनुसन्धानले कुनै नयाँ अवधारणा, ज्ञान, सीपमा आफैले अध्ययन गरी आफूलाई तालिम प्राप्त गराउँदै आफ्नो प्रगतिको अवलोकन, मूल्याङ्कन र अनुगमनबाट परिवर्तनको अनुभूति गराउने कार्य हो । यस्तो प्रकारको अनुसन्धानले सम्बन्धित क्षेत्रको गहिराइमा गई अध्ययन अनुसन्धान गरी आफ्नो कार्यक्षेत्रमा क्षेत्रगत अनुसन्धानका सिद्धान्त प्रतिपादन गर्ने कार्य गर्दछ । यसर्थ यसले पेशागत क्षेत्रमा सुधार, विकास, परिवर्तन गर्न र सोही क्षेत्रको लागि नयाँ सिद्धान्त (जो जससँग सम्बन्धित छ) प्रतिपादन गर्ने साधन हो ।

अन्य अनुसन्धानमा बाह्य व्यक्तिले अनुसन्धानकर्ताको कार्य गर्दछ भने कार्यगत अनुसन्धानमा शिक्षक नै प्रमुख अनुसन्धानकर्ता र ज्ञानको निर्माता हुनजान्छ । यसर्थ कार्यगत अनुसन्धानले सेतु/पुलको रूपमा कार्य गर्दछ जसबाट दैनिक रूपमा अभ्यास गरिने कार्य र अनुसन्धानले देखाएको समस्याबीचको सामाञ्जस्यता स्थापित गर्दछ । यसबाट के देखिन्छ भने ज्ञानको उत्पत्ति गर्ने कार्यको जिम्मा शिक्षकबाट नै हुनुपर्दछ र त्यसको प्रयोगकर्ताको भूमिका पनि शिक्षक नै हुनुपर्दछ भन्ने हो ।

शैक्षिक क्षेत्रमा कार्यगत अनुसन्धानले शैक्षिक अभ्यासहरूको परिमार्जन र विकास गर्न सहयोग गर्दछ । यसबाट शिक्षकको क्षमता विकास, सिर्जनशीलता परीक्षण वा कार्यान्वयन, कार्यनीति निर्माण तथा नयाँ कार्यगत रणनीति विकास गर्ने क्षमतामा अभिवृद्धि भई ज्ञानको भण्डारमा विकास र दक्षता एवम् सीपहरूको अभिवृद्धि गर्ने अवसर प्राप्त हुन्छ ।

शिक्षकहरूका बारेमा माथि उल्लेखित घटनाहरूलाई विचार गर्दा यदि शिक्षकहरू कार्यगत अनुसन्धानमा निरन्तर संलग्न भई आ-आफ्नो विषय क्षेत्रमा नयाँ सोचका साथ उभिएको भए पुराना शिक्षकहरूको अवस्था हाल आएर खिया लाग्ने हुने थिएन । हामी भन्न सक्दथ्यौं कि शिक्षक जति पुरानो हुन्छ त्यति नै अनुभवी, योग्य, दक्ष, ज्ञानको भण्डार भएको विज्ञको उपमाबाट पहिचान गर्न सकिने अवस्था हुन सक्दथ्यो तर त्यो नहुनुमा एउटा कारण ज्ञान विकासमा र त्यसको प्रयोगमा के हामीले अल्छी गरिरहेका छौं ? भन्ने प्रश्न खडा भएको छ । यसै प्रश्नको जवाफका लागि कार्यगत अनुसन्धानलाई शिक्षकले विद्यार्थ्यमा भित्र्याउनु अनिवार्य देखिन्छ ।

कार्यगत अनुसन्धानलाई धेरैजसो संयुक्तीकरण (collaborative) ज्ञान निर्माणको रूपमा पनि लिएको पाइन्छ । यसमा सहकर्मी शिक्षक, विद्यार्थी, विद्यालय व्यवस्थापन सबैको संलग्नता हुनजान्छ । कुन क्षेत्रसँग समस्या छ र कुन क्षेत्रमा त्यसको समाधानको उपाय खोज्नु छ सोहीसँगको गहिरो अध्ययन गर्नुपर्ने हुँदा यसलाई एक वा सोभन्दा बढी पक्षीय संयुक्त प्रयास र अध्ययनको रूपमा लिइन्छ ।

कार्यगत अनुसन्धान एउटा दक्षता अभिवृद्धिको क्षेत्रमा कुनै निश्चित विषयवस्तु वा विषय क्षेत्रलाई समेटेर अघि बढ्न सक्छ । यस्तो प्रकारको अनुसन्धानले शिक्षकको कुनै समस्यायुक्त क्षेत्रमा समाधानको उपयुक्त उपायको छनोट, त्यसको परीक्षण र त्यसबाट प्राप्त उपलब्धिलाई हेरी पुनः कस्तो प्रकारको क्रियाकलाप/प्रविधि अपनाउँदा विद्यार्थीको उपलब्धि र विद्यालयको विकासमा परिवर्तन गर्न सकिन्छ भन्ने ज्ञान दिन्छ ।

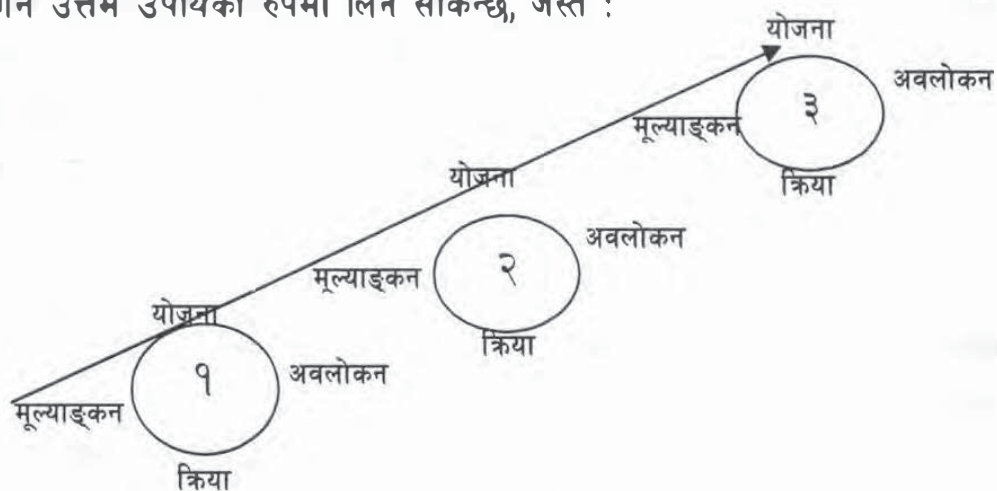
कार्यगत अनुसन्धानले पेशागत दक्षता विकासमा कुनकुन क्षेत्रमा कसरी सहयोगी बन्न सक्दछ भन्ने प्रसङ्गलाई निम्न बुँदाहरूले समेट्दछ :

- यो निरन्तर चलिरहन्छ र यसले परिवर्तनकारी ज्ञान/सीपबाट शैक्षिक विकास गर्दछ ।
- प्राज्ञिक समूह/सहभागी stakeholders को संयुक्त प्रयासको अभ्यासले कार्यप्रणालीमा सुधार गर्दछ ।
- यसले सिधै समस्या समाधानको बाटो अवलम्बन गर्ने हुँदा सोका लागि पर्याप्त खोजी गर्दछ ।
- समयमा नै समस्या समाधानको मार्ग फैलाउँछ ।
- विद्यालय परिवारबीच सहमैत्री सम्बन्ध स्थापित गर्न सक्छ जसले सधै ज्ञानको साटासाट गर्ने अवसरमा निरन्तरता दिन्छ ।

- शिक्षकको क्षमता अभिवृद्धिबाट समग्र शिक्षण/प्रशिक्षण कार्यमा प्रभुत्व कायम हुन्छ जसबाट विशुद्ध बौद्धिक विज्ञको जन्म हुने गर्दछ ।
- यो आफ्नो कार्यको विश्लेषणात्मक अध्ययन गर्ने र निश्चित समस्यालाई केन्द्रविन्दु बनाई अगाडि बढ्ने प्रक्रिया हो ।
- ज्ञानको धरातललाई फराकिलो बनाउँदै समस्या समाधानका नयाँ बाटोहरू पहिल्याउनु र प्रयोग गर्नु नै यस अनुसन्धानको प्रमुख कार्यक्षेत्रभित्र पर्दछ ।

कार्यगत अनुसन्धान व्यक्तिगत शिक्षकले गर्न सक्छ । यसलाई शिक्षक विद्यार्थीले संयुक्त रूपमा सञ्चालन गर्न सक्छन् भने विद्यालयगत र जिल्लागत रूपमा पनि सञ्चालन गर्न सकिन्छ । उक्त अनुसन्धानलाई यस अर्थमा स्वतन्त्रता भएता पनि समस्यालाई प्राथमिकता दिई त्यसको कार्यविधिको बारेमा पूर्ण खाका नदिएको खण्डमा औचित्यहीन रहन्छ । यसर्थ कार्यगत अनुसन्धानले नै ज्ञान, सीप विकास र सुधारात्मक क्रियाकलापसँग सम्बन्ध राख्दछ ।

यसको विभिन्न रूपले प्रस्तुति गर्ने कार्य भएता पनि मूलतः यसले देखाउने बाटोलाई पहिल्याउने हो भने यसको प्रक्रियागत कार्यलाई घुमाउरो साइकल (spiral cycle) को रूपमा क्षमता/दक्षता विकास गर्ने उत्तम उपायको रूपमा लिन सकिन्छ, जस्तै :



कस्ता कार्यगत अनुसन्धानका चरणहरू प्रयोग गर्ने त ?

ज्ञानको भोगलाई तृप्त गर्न कार्यगत अनुसन्धानलाई व्यवस्थित रूपले सञ्चालन गर्नुपर्ने हुन्छ । यसका लागि निम्नानुसारका चरणहरूलाई आत्मसात गर्दै कार्यगत अनुसन्धान सञ्चालन गर्नुपर्ने हुन्छ :

१. समस्या क्षेत्रको पहिचान: अनुसन्धान गर्न खोजिएको समस्यालाई पहिचान गर्न विभिन्न प्रकारका क्षेत्रहरूमा विभाजन गर्नुपर्दछ, जस्तै: विद्यालयसँग सम्बन्धित समस्या निम्न क्षेत्रमा बाँड्न सकिन्छ :

- परीक्षासँग सम्बन्धित
- विद्यार्थी अनुशासनसँग सम्बन्धित
- पाठ्यक्रम/पाठ्यपुस्तकसँग सम्बन्धित
- शिक्षक अभिभावक सहसम्बन्ध
- शिक्षक विद्यार्थी सहसम्बन्ध
- विद्यार्थीको आवश्यकता
- सिकाइ प्रशिक्षण
- कक्षाकोठा व्यवस्थापन
- विद्यालयको भौतिक सुधार आदि ।

यस्ता विभिन्न प्रकारका धेरै समस्याहरू जो विद्यालयमा विद्यमान छन्, त्यसलाई सर्वप्रथम क्षेत्रगत रूपमा छनोट गर्नुपर्दछ ।

२. समस्या पहिचान: कार्यगत अनुसन्धानको दोस्रो चरण समस्याको पहिचान हो । माथि उल्लेख गरिएको क्षेत्रबाट कुन प्रकारको समस्या उत्पत्ति भयो त्यसलाई एकदमै गहिरिएर अध्ययन गर्ने किसिमले समस्यालाई छनोट गर्नुपर्दछ, जस्तै: विद्यार्थी अतिरिक्त क्रियाकलापमा सहभागी हुँदैनन् भन्ने समस्यालाई पत्ता लगाइयो भने त्यसैबमोजिम अनुसन्धानलाई अगाडि बढाउनुपर्दछ ।
३. समस्याको व्याख्या र विशिष्टीकरण: प्रस्तुत समस्याको क्षेत्र, स्वरूप र आवश्यकतालाई व्याख्या गर्नुपर्दछ । यस समस्याको बारेमा आफ्ना सहकर्मी, प्र.अ. आदिसँग छलफल गरी विशिष्टीकृत गर्ने कार्य गर्नुपर्ने हुन्छ ।
४. समस्यासँग सम्बन्धित हुन सक्ने कारणहरू देखाउने र प्रस्तुत गर्ने कार्य: अनुसन्धान गर्न खोजेको समस्यासँग सम्बन्धित सम्भाव्य कारण के हुन सक्दछन्, विभिन्न क्षेत्रबाट अनुभव लिई लेख्ने गर्नुपर्दछ, जस्तै: शिक्षकको अध्यापनमा रुचि नहुनु, वैयक्तिक विभिन्नता, घरको वातावरण, बौद्धिक क्षमतामा कमी, शिक्षकले सहपाठीसँग ज्ञानहरू आदानप्रदान नगर्नु आदि ।
५. कार्यगत परिकल्पना निर्माण: समस्याको विश्लेषण, कारणहरूको खोजीपश्चात् समस्याको स्वरूप हेरी परिकल्पनाको निर्माण हुन जरुरी छ । परिकल्पना ज्यादै गहन र सिर्जनशील हुनुपर्दछ, जस्तै: शिक्षकको अध्यापन कार्यमा रुचि नहुने, समस्याको लागि “के शिक्षकहरू नियमित अध्ययनशील छन् र आफ्नो कमजोरी भएको क्षेत्रमा अन्य शिक्षक/विज्ञबाट नियमित रूपमा पृष्ठपोषण लिने कार्य शुरु गरेका छन् ?”

६. तथ्याङ्क सङ्कलन: प्रस्तुत समस्याका आधारमा विभिन्न स्रोतहरूबाट तथ्याङ्क सङ्कलन गरी तथ्याङ्कको triangulation गर्ने कार्य गर्नुपर्दछ ।
७. तथ्याङ्क सङ्कलनका साधनहरू: यसमा समस्याको प्रकृति हेरी गहिरो/खुला अन्तर्वार्ता, छलफल, अवलोकन, case study, कथाकथन प्रविधि, वैयक्तिक प्रोफाइल अध्ययन, audio/video test, विद्यार्थी रिपोर्ट कार्ड, हाजिरी, रजुसूची, घटनावृत्त अभिलेख, लक्षितसमूह छलफल/प्रश्नावली आदि धेरै तथ्याङ्क सङ्कलन गर्ने साधनहरूको प्रयोग गर्न सकिन्छ ।
८. तथ्याङ्कको विश्लेषण: विभिन्न तथ्याङ्क सङ्कलनका साधन प्रयोग गरिसकेपछि आएको तथ्याङ्कलाई गुणात्मक रूपमा विश्लेषण गर्ने कार्य गर्नुपर्दछ । यसमा सङ्ख्यात्मकभन्दा गुणात्मक र वर्णनात्मकभन्दा विश्लेषणात्मक रूपमा तथ्याङ्कको विश्लेषण हुनु जरुरी छ ।
९. क्रियाकलापहरूलाई कार्यरूप दिन कार्यनीतिको निर्माण: तथ्याङ्कको विश्लेषणबाट प्राप्त विभिन्न ज्ञानलाई प्रयोग गर्न कार्यनीति तर्जुमा गर्ने कार्य गर्नुपर्दछ ।
१०. कार्यगत कार्यक्रम: उक्त कार्यनीतिको कार्यान्वयन गर्न कस्ता कार्यक्रम अवलम्बन गर्ने भन्ने कार्य कार्यगत कार्यक्रमले समेट्नुपर्दछ ।
११. परियोजनाको निर्माण र थालनी: माथि उल्लेखित कार्यनीति र कार्यक्रमको आधारमा उक्त समस्या समाधान गर्ने परियोजनाको निर्माण गर्ने कार्य, त्यसको समय सीमा, लागत खर्च, त्यसमा संलग्नता/सहयोगी आदि विस्तृत रूपमा उल्लेख गरी परियोजनाको निर्माण गर्नुपर्दछ ।
१२. कार्यगत अनुसन्धानको प्राप्तिको अनुगमन तथा मूल्याङ्कन: के कस्ता उपलब्धि हासिल भए, के कस्ता क्षेत्रमा प्रगति देखिए र कहाँ समस्या उत्पन्न भयो भन्ने बारेमा अनुगमन तथा मूल्याङ्कन गरी कार्यगत अनुसन्धानलाई कार्यान्वयन गर्न थप पृष्ठपोषण दिने कार्य र नयाँ कार्यगत अनुसन्धानको मुद्दाहरू पहिल्याई अगाडि बढ्ने कार्यका लागि यो चरण ज्यादै उपयोगी छ ।

उपरोक्त कार्यगत अनुसन्धानको चरण र यसको आवश्यकता हेर्दा यसले ज्ञान विकास कार्यलाई निरन्तरता दिने गर्दछ भन्नेबारे सबैको एकमत हुनुपर्ने देखिन्छ । आफूले थालनी गरेका क्रियाकलापलाई समयसापेक्ष स्तरीय र प्रतिफलयुक्त बनाउन एवम् परिवर्तनकारी भूमिका निर्वाह गर्न शिक्षकहरूलाई कार्यगत अनुसन्धानको परिधिभित्र बाँध्नु अनिवार्य देखिन्छ । यसले दुईओटा पक्षहरूलाई महत्त्वका साथ हेर्दछ । त्यो के भने शिक्षकको ज्ञान, सीपको विकास र दोस्रो पक्ष भनेको कुनै पनि क्रियाकलापलाई गुणस्तरयुक्त रूपमा कार्यान्वयन गर्न सघाउ पुऱ्याउँछ ।

उपलब्धि तथा निष्कर्ष

माथि चर्चा गरिएको विद्यालयको अवस्थाताई कार्यगत अनुसन्धानबाट कसरी विकास गर्न सकिन्छ भन्ने बारेमा विभिन्न दृष्टिकोणबाट विश्लेषण गरी त्यसको लागि कसरी कार्यगत अनुसन्धान गर्न सकिन्छ भन्ने बारेमा छोटो चर्चा गरियो । उक्त सानो अध्ययनले के कसरी दक्षता अभिवृद्धि गर्न सक्छौं भन्ने देखाउन खोजिएको छ र त्यसमा कार्यगत अनुसन्धान सहयोगी हुन सक्छ भन्ने सूचना सम्प्रेषण गर्ने जमर्को गरेको छ । यसका उपलब्धि तथा निष्कर्षलाई निम्न बुँदाहरूमा प्रष्ट्याइएको छ ।

- क) सेवा अवधिअनुसार शिक्षकको दक्षता वृद्धि जुन रूपमा हुनुपर्ने हो त्यो नहुन सकेको अवस्था देखिन्छ । यसमा तोकिएको पाठ्यपुस्तकताई मात्र जिम्मेवारीको रूपमा लिई थप ज्ञानको खोजी गर्न नसक्नु प्रमुख कारक तत्व देखिन्छ ।
- ख) कार्यक्षेत्रताई अध्यापनमा मात्र सीमित गरी अध्ययनशीलतालाई गौण बनाउनु अर्को समस्या देखिएको छ । यसबाट नयाँ सिर्जना नभई पुरानै अवस्थाताई दोहोर्‍याउने र आफूलाई सीमित पारेको देखिन्छ ।
- ग) कार्यगत अनुसन्धान ज्ञानको जन्म गर्ने र सबै क्रियाशील, परिवर्तनकारी जुभारु बनाई राख्ने अनुसन्धानको माध्यम भएता पनि प्रयोगमा ल्याइएको देखिँदैन । यसर्थ यसप्रकारको अनुसन्धानबाट स्वयम्ले आत्मविकास गरी परिवर्तन गर्न सक्ने अवस्था अबै विद्यमान छ भन्ने दृष्टिकोण र मान्यता स्थापित गर्न खोजेको देखिन्छ ।

“ज्ञान बाँड्नेले ज्ञान नजन्माएसम्म परिवर्तन गर्न सकिँदैन” भन्ने मान्यतालाई हामीले बिर्सनुहुँदैन । यदि हामी विकास र परिवर्तनको पक्षमा उभिन्छौं भने ज्ञान जन्माउनु अपरिहार्य छ । यसका लागि कार्यथलोमा बसी सुधार ल्याउनका लागि स-साना अनुसन्धानात्मक कार्यमा संलग्न हुनु अनिवार्य छ त्यसमा कार्यगत अनुसन्धान एक सहयोगी हुन सक्दछ ।

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Quality and Efficiency in Educational Service Delivery: Role of Parents and Teachers for Innovative Teaching

- Dr. Tanka Nath Sharma •

The main aim of educational design and delivery is to enrich and improve performance of the students so as to increase the efficiency and effectiveness of schools. Quality of educational delivery is essential to enhance the academic performance of students. Performance is perhaps best understood as the achievement of results, the outcomes (ends) to which purposeful activities (means) are directed. Properly planned and implemented teaching learning activities (purposeful means) only can lead to the achievement of expected outcomes of education. If educational programmes are successful in the achievement of expected outcomes, then we can claim that educational delivery was up to the quality or the criteria.

Educating is a fusion among the curriculum, teacher and the learner (students) given the favorable learning environment. Curriculum should be relevant to the needs and expectations of the learners and the community. Teacher should be committed to the children's learning having expertise in teaching and having innovative ideas and approaches to maximize learning. Effective teaching requires teachers' understanding of learners' readiness to learning and exploring and applying innovative teaching strategies. To better understand the learners and to identify the best teaching approaches suitable to the learners, frequent interactions of teachers with parents is essential. Learners' willingness to learn is a single most criteria of educating. Without the parental support and involvement, teacher alone cannot enhance children's willingness to learn. Therefore, the parents and teachers' collaboration is vital to the effective teaching and learning. In this paper, effectiveness and efficiency in educational delivery and teachers' and parents' role in innovative teaching will be discussed.

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Efficiency and Effectiveness

Rationally, two aspects of performance (quality) have been considered efficiency and effectiveness of education. Although these terms have no universally accepted definition, efficiency is usually understood to mean the ratio between the resources needed to achieve results (inputs) and the value of results (outputs). A central question in efficiency can be posed simply "Are we doing things right?" In this question the phrase "Doing things right" means doing things properly without unnecessary expenditures of time, money or effort.

Effectiveness, on the other hand, usually means the match between results achieved and those needed or desired. The gap between the desired results and the actual results is the problem or defects, which need to be addressed to achieve the quality of services and products. The central question in effectiveness is that "Are we doing the right things?" In this question, the phrase "right things" typically means, "what others' expectations or needs from the educational institutions are being met".

Effectiveness and Quality

Issues of organizational effectiveness and quality represent fundamental challenges to the practice in school administration. When educators, school patrons, or policy makers gather, the educational quality and effectiveness frequently drive the conversation. Terms such as "accountability", "academic achievement", "performance standards", "test scores", "teaching performance", "student dropout rates", "job satisfaction of teachers" and "productive learning culture" infuse these conversations. These terms are the part of effectiveness and quality indicators based on which school the quality and the productivity is determined.

Although "effectiveness" and "quality" are not synonyms, both are ways to describe and explain organizational performance. Therefore, these concepts are complementary perspective in the educational performance. Since both of these concepts are qualitative in nature, they need to be defined with set of criteria and need to be assessed with quantifiable indicators.

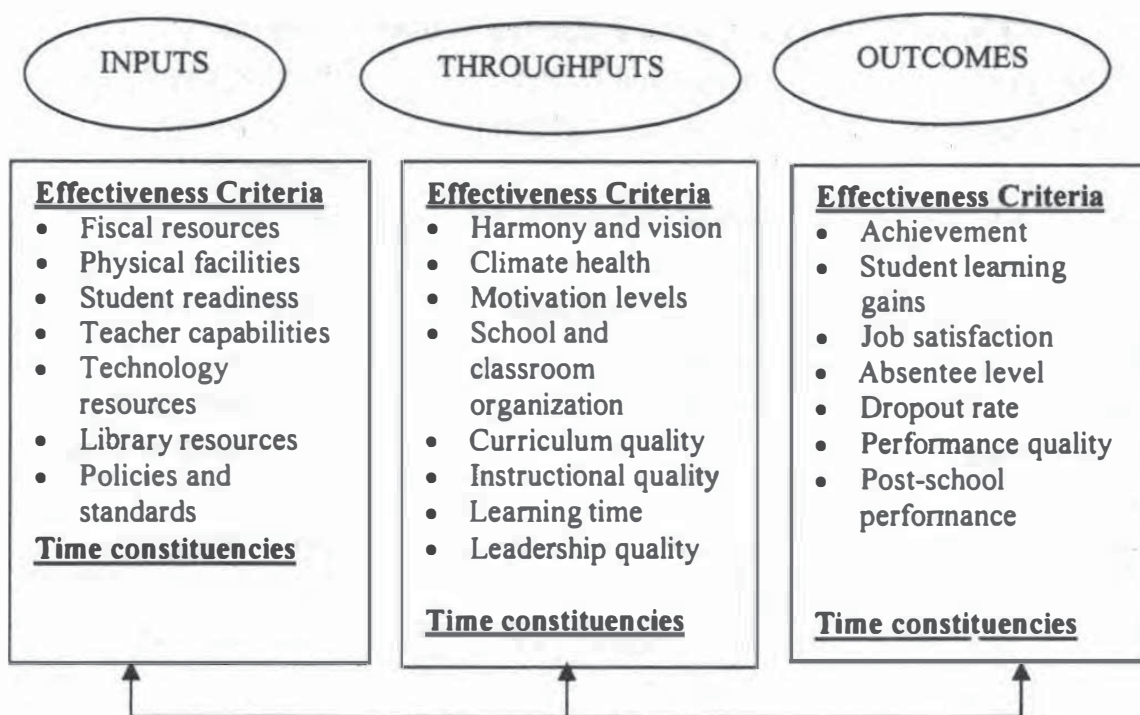
The, effectiveness indicators can be derived from each phase of open-system cycle - inputs (human, financial and physical resources), transformation (internal process and structure, and outputs (performance outcomes).

The performance outcome constitutes the quantity of school services and products for students, educators and the community and the quality of each output. These are the effects of educational institutions. The examples of outcome indicators are the academic achievement, job satisfaction, teachers and student attitudes, student dropout rates, and teacher absenteeism level, employees and management commitment, and parents' and society's perception of the school's effectiveness.

Structure and process criteria of effectiveness are the quantity, quality and harmony of internal processes and structures that transform the inputs to outcomes. The examples of structural criteria include congruence among organizational, individual, cultural and political systems. Process criteria include the health of the interpersonal climate, motivation levels of students and teachers, teachers' and administrators' leadership, and the quality control procedures such as number of tests given, quality of teaching, use of instructional methods and technologies, and the personnel evaluation. These throughput criteria are directly related to performance outcomes.

Input criteria are the educational organizations' beginning capacity and potential for effective performance. These include all environmental constraints such as national policies and standards, organizational features, or participants' characteristics understood to influence the organizational effectiveness. The examples of input criteria are the wealth of the school, abilities of students, capacity of teachers and administration, parental support, number and volumes in the library, educational materials and equipment, condition and adequacy of physical facilities, quality of textbooks and the learning resources.

Virtually, every input, transformation or outcome variable can be used as an indicator of goal or resource effectiveness. As illustrated in Figure 1, the result is a more comprehensive theoretical formulation for defining the quality and effectiveness of educational institutions (schools).



To apply this model of organizational effectiveness to schools, a series of steps must be taken:

- Constituencies who would define the important operative goals must be identified, and a set of operative goals for quality improvement should be formulated,
- Time dimensions (e.g. short-term, medium-term, long-term) must be specified,
- Standards and criterion indicators for each of three systems' phases (inputs, throughputs and outcomes) must be selected,
- Periodic monitoring and evaluation of each of the system's phases should be conducted based on the criteria indicators for continuous improvement.

For example, an assessment of short-term and medium-term school effectiveness from the perspective of student might be the teacher quality, strength of school culture, academic achievement and the students' satisfaction with instruction.

Three Sets of Factors in Effective Schools Criteria

<u>Edmonds</u>	<u>Smith and Purkey</u>	<u>Scheerens and Bosker</u>
<ul style="list-style-type: none"> • Principal leadership • Emphasis on basic skills • High expectations for student achievement • Frequent and systematic student evaluation • Orderly environment 	<ul style="list-style-type: none"> • Instructional leadership • Planned and purposeful curriculum • Clear goals and high expectations • Time on task • Recognition of academic success • Orderly climate, sense of community • Staff stability • Collegial and collaborative planning • School site management • Parental support and involvement • Direct support 	<ul style="list-style-type: none"> • Achievement orientation • Educational leadership • Consensus and cohesion • Curriculum quality /opportunity to learn • School climate /environment • Classroom climate • Parental involvement • Evaluative potential • Effective learning time • Structured instruction, independent learning, adaptive instruction • Feedback and reinforcement

Source: Hoy & Miskel. (2001)

Quality of Educational Delivery

In Nepal, for the past few decades, more emphasis has been given to quantitative expansion than to qualitative improvement of education. The quality of education is gaining ground in Nepal recently and several national debates are going on after the poor result of School Leaving Certificate Examination of the previous year (2003). The quality of education is not only related to the academic achievement of the students but also related to relevancy of education, which is one of the major educational problems today.

The quality of education has different meaning for different societies. It is a relative term and is viewed differently in different context. Wagley and Mumaw (1998) stated three common but different meanings of "Quality Education":

- The term quality education refers to the extent to which education system meets or tends to respond to the economic needs of the society,
- "Quality" refers to the effectiveness to which the education system promotes or reinforces among children and young people the culture and values, more and attitudes particular to a given society,
- Quality refers to pupil performance or standard of attainment in different school subjects.

The first concept of quality calls for inter-linkages of curricula with the world of work, which is missing in Nepal. It demands for the labor **market outcomes of education**, i.e., employment and earning potentials of students who completes certain level of education.

The second quality concept emphasizes the **psychosocial outcomes of education** i.e., individual behavior modification, social and emotional adjustment, national unity, cultural identity, and citizenship behavior. Although the school curriculum has clearly spelled out these outcomes, little attention is given in assessing these outcomes in the Nepalese education system.

The third concept of quality refers to the educational standards focused to students' academic achievement at each level of schooling. This concept emphasizes the **educational outcomes** to ascertain that whether the students gained standards of attainment in various school subjects. This concept is also considered as a predictor of the success in the next educational level. The concerns of quality raised by the educators, policymakers and people in general today relate to all of these concepts but most closely the third one - the academic achievement of the students.

The quality of educational delivery is a defined set of processes that assure the public that educational programmes will be implemented as designed and will yield graduates capable of functioning effectively in their next calling. However, the quality input to support the quality process to achieve the desired level of

outcomes is essential. As presented in Figure 1, there is an interrelation among inputs, process or throughputs and the outcomes in achieving the quality in education.

The demand and pressure on teachers have not been followed by improved processes capable of achieving higher standards. Setting of highest standards without a process capable of achieving them will result in no general improvement in outcomes. Similarly, the excellence cannot be tested; it must be built in with more capable processes. Therefore, the improvement in the educational process or delivery results in improved quality and efficiency.

Purkey and Smith (1983) analyzed two kinds of variables for the effectiveness of schools. In relation to the organizational structure of variables, they found that factors responsible for the quality of education were the autonomous management at the school level, assertive instructional leadership, low turnover of staff, shared goals, emphasis on staff development; concern for academic success; effective use of time; and central office support. In relation to the process variables, they found that the factors associated for increasing quality were collegial relationship and collaborative planning, feeling of community; clearly defined goals and high expectations; and the order and discipline. According to them, the organizational variable creates a context under which the process variables function to realize increased student achievement and school success.

In a similar study Weindling (1989) identified quality improvement variables such as academic emphasis with high expectations by teachers; classroom management allocating more time on subject matter; task on time; frequent feedback to students; interaction with student groups; school management emphasizing classroom instruction and continuous monitoring and supervision; support from the district authorities; and parental involvement and support.

Fuller as cited in Wagley & Mumaw (1998) reviewed 60 studies related with the school effectiveness in third world and found that the school factors have significant relations with student achievement; teachers' education and their training affect the achievement; teachers' social background and their verbal proficiency affect student performance; costly inputs such as classrooms, teacher

salary, and science laboratories are not related with higher level of performance; the influence of textbooks appear to be stronger within rural schools and among lower income groups; and the instructional materials relates positively with the higher academic achievement.

According to the World Bank (1990), the school related inputs for quality are curriculum, learning materials, instruction time and student friendly teaching learning activities. Some other studies (Buch and Buch, 1983; New Era, 1995) suggested that leadership behavior of the principal, teacher qualification and training, availability of teachers in the classroom and a proper coordination between teacher support system and education administration. Poor supervision and feedback support system for the teachers due to incompetent RPs and supervisors had adverse effect in the quality of education in schools (METCON, 1995; EDSC, 1997).

Issues and Challenges

Nepalese education system has constantly putting a lot of efforts and resources to address the quality of education through inputs and processes for last two decades. The visible impact on the quality is hardly seen. For example:

- A national achievement test at grade five shows that the mean national achievement scores in major subjects like Nepali, Mathematics, and Social studies are low (EFA, National Plan of Action, 2003). A similar observation was made in the National Achievement Level of Grade 3 students (EDSC, 1997).
- The SLC passing rates are declining in recent years; only 31% students passed in 2003 and 38% in 2005.
- The current high Gross Enrolment Rate (GER) 124.7% at the primary level indicates that there are a high proportion of children who are either under or over age. The age specific enrolment, or Net Enrolment Ratio (NER) is 81.1%, i.e., about 19% of the primary school age children are still outside the schools.
- Out of the total primary level enrolment, about 35% of the students leave schools without reaching grade 5. Those who are enrolled in and complete the lower-secondary and secondary levels are much less.

- Majority of the school age children drops out from their schools before completing their high school education. A cohort analysis has indicated that out of 11 students enrolled in class one, only one student pass School Leaving (SLC) Examination.
- Almost 50% of the teaching force is untrained in spite of the heavy investment in teacher training.
- The poor quality of primary school education is reflected in its poor efficiency. The repetition rate at grade one is still 41.8% and the survival rate up to grade 5 is 63.1%. The overall coefficient of efficiency is 55%, which is quite low (EFA, National Plan of Action, 2003).

The above information suggests that Nepalese education system needs reform measures to improve the quality and efficiency in educational delivery. The quality education management is the answer to both quality and efficiency improvement. The quality education management strives for the continuous improvement by efficiently utilizing the available resources with a minimum wastage.

Barriers to Quality and Efficiency

- Insufficient resource inputs for instructional improvement,
- Inadequate physical facilities, teaching materials and equipment,
- Irrelevant curricula, unsuitable textbooks and other instructional materials to address the diversified needs of learners,
- Faulty teaching methods, teaching strategies, inadequate evaluation techniques,
- Ineffective management, lack of commitment of teachers and head teachers and weak leadership,
- Poor planning, delivery and evaluation of instruction,
- Ineffective supervision and monitoring of instruction,
- Lack of ongoing teacher support mechanism to enhance instructional quality,
- Lack of reward for the best performance and poor motivation,
- Inadequate delegation of authority to head teachers,
- Inadequate community support and local ownership in education,

- Lack of learning resources and library facilities in most of the public schools,
- Politicized teaching forces,
- Weak political commitment to improve the quality and efficiency in education,
- Lack of alternate delivery of educational services,
- Teachers are not adequately trained and motivated to deliver the quality instruction,

Strategies for Improving Quality and Efficiency in Educational Delivery

- First, set realistic expectations with clearly stated educational outcomes with the standard of performance and measurable indicators.
- Second, develop a realistic plan with involvement of main stakeholders and make sure that there are people capable of carrying it out. Most educational institutions may require assistance of outside experts and coaches just to begin. The quality programmes are in need to built from scratch, since so few schools have any elements already in place.
- Third, Follow a quality model by establishing the national and district-level quality standards and monitor the performance based on the established standards. Arrange local monitoring and supervision provisions for the purpose of improving the quality of instruction and management.
- Fourth, avoid the "quick fix" mentality. Develop an auditable quality system with careful and deliberate work. Adopt incremental change strategy for the continuous improvement of quality and efficiency.
- Fifth, assign a meaningful portion of all staff members' work to the development of quality. Activate quality improvement teams for continuous improvement along with self-monitoring, review and improvement.
- Finally, learn to benchmark, learn to identify the organizations that have developed the most effective processes for themselves. Benchmarking can be learned, but don't assume that you already know, how learn from the success of others, in and out of educational contexts.

Conclusions

For improving the quality and efficiency in the delivery of Nepalese education, educational the administrators need to redesign the educational processes that lead to the adoption of consensus mission. Customer's satisfaction plays another significant role, and assessment of critical process variables is widespread and continuous. Without these capabilities, it is unlikely that effective corrective action programmes can be implemented. Without the corrective action, the continuous improvement is virtually impossible. The inbuilt monitoring, supervision and follow-up actions help to identify defects and helps to initiate corrective actions.

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Teacher Education: Relevance of Corporate Culture

- Shreeram Pd. Lamichhane, Ph. D.*

The educational statistics of Nepal shows that out of the total number of school teachers the percentage of full trained teachers (Primary to Secondary) is 32.85%. In the case of the community-aided schools the percentage is 40.10%. The distribution of trained teachers by different levels of schooling is given in the following tables

Table 1 : Distribution of Trained Teachers

Levels	Trained Teachers (%)		Total
	Male	Female	
Primary	17.14	32.01	30.51
Lower-secondary	27.77	30.57	30.11
Secondary	42.21	48.63	48.08

Table 2 : Community-Aided Schools

Levels	Trained Teachers (%)		Total
	Male	Female	
Primary	37.88	37.51	37.60
Lower-secondary	42.24	36.58	37.15
Secondary	64.36	57.50	57.90

The above tables reveal a critical reality in the Nepalese schools in terms of the availability of trained teachers. To face this challenge, the government has given priority to train teachers with increased impetus. Enormous investment of loan money mainly with the intent of producing trained teachers having competency to grapple with numerous emerging challenges induced by fast growing technology and innovation appears to have fetched lackluster results. One of the major determinants having to do with this disappointing reality is that the teacher education institutions in Nepal continue to display themselves as Twentieth

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Century's "bricks and mortar" institutions (Leach & Moon, 2000) having lower efficiency and competency to meet the demands of the Twenty-first Century. The working pattern of these institutions is basically characterized by the homogeneity, linearity and uniformity and their functioning is guided by technical-rational and bureaucratic forms of discourse that exclude social, political and moral domains (Beyer, 2000). Consequently, the schools' need of the service of high quality teachers has persisted as a big challenge.

Teacher education in Nepal normally carries a tradition, which identifies itself as an academic and research exercise only. Thus, we seem to oversight the fact that it is both educational and social concern. Moreover, in the context of global economic trends the teachers are required to be more pro-active to gain knowledge and skills concerning the on going socio-economic dynamics, market forces and technological innovations so that they could develop their competencies and conduct enabled teaching-learning activities for better student achievements in commensurate with the needs of the competitive context. For addressing this concern, a substantive paradigm shift in teacher professional development is of greater pertinence. The framework for the paradigm shift in teacher professional development needs to be developed on the concept of 'new professionalism'. Basically, this concept recasts the teacher as a corporate professional (Mc William, 2000). Actually, roles and responsibilities of a corporate professional extend from its traditional boundary to a far wider horizon consisting of various cultural components of the corporate sector. Some of the major components in this respect include professional growth, rate of turn over (productivity), leadership style, life/work balance, internal communication, values of organization, value for employees, physical facilities and reputation of leader (Knox & Butzel, 2000). In the backdrop of these corporate cultural factors, designing a teacher-training framework would be a relevant initiative. Some reflections on the framework are presented in the following paragraphs:

Teachers in the modern context need to be knowledgeable and skilled in two major strategies - achievement standards and performance-based assessment of the corporate sector. As these are a major component of teacher professional development, corresponding inputs as required should be ensured by involving corporate experts and managers. For this purpose, it would require to revisit

public education policies with the aim to provide an adequate space for the private sector.

In order to actualizing the theoretical potential of private-sector strategies, the learning environment in schools should not be prohibiting. Basically, if rigidity, resistance and conservatism are to stay as the order of the school management, no matter whatever are the strategies, they will not prove effective. Therefore, the teacher preparation process should project initially to broaden the teachers' perspectives on the functioning of organizations in the modern globalization context. Eventually, developing teachers' broader perspectives will be a value addition to creating an open and receptive environment in schools, which, on the other hand, will function as 'energizer' for improving teacher effectiveness.

Removal of continual inflexibility in the *modus operandi* of teacher education institutions with the aim to creating space for structural adjustment in order to provide the teacher with informal learning opportunities for their professional development as in the corporate sector should not be ruled out. The provision of flexible structures makes informal learning more inspiring. Relevant ways and strategies as to how best they can acquire meaningful skills and knowledge through such opportunities should be created for which both professional and administrative support are essential and above all institutional autonomy must not be overlooked.

Since the informal setting is important for teacher professional development, the need therefore, lies in enabling teachers to animate the informal setting with such role performance as resource collectors and disseminators, team builders and actors in knowledge sharing, problems identifiers and ideas generators for resolving them through mutually energized creative efforts. Once the teachers get familiarized with the value of informal settings for learning they will tend to popularize such settings for the students' learning as well. Within the informal settings the students will have motivation to conduct peer and group interactions, share knowledge and ideas comfortably, identify one another's learning problems and to generate ideas to resolve them and above all to foster intimacy among students thereby creating a strong social platform for learning effectiveness. On the other hand, an informal learning setting will require the teacher to make a

shift in his/her role perception. Essentially, they have to designate themselves as facilitators, mentors and resource providers.

In order to make teacher professional development effective in terms of coping with the challenges faced by the schools specifically in the modern socio-technical system and the various types of expectations placed on teachers, it appears pertinent to align individual and organizational goals. For this purpose, an in-depth understanding of the goals by the teachers through critical scanning of the reality is imperative. Again, this task calls for the teachers' capacity building regarding the research methods and approaches. Subsequently, they have to be skilled as to what strategies could serve best for the alignment of individual and organizational goals.

As we turn to the reality we seem to be deviating from this premise. Instead of streamlining the teacher education activities along the organizational goals, *e.g.* the school goals, the trend follows the traditional default. It is taken for granted that professional development of individual teacher essentially tends to contribute to meeting goals of the school to which the individual teacher is attached. Therefore, in light of the emphasis placed now on achievement standards of the students and the scope of the responsibility that a school has to bear with respect to ensuring the students' performance against the set standards it would be crucial to align school goals with the goals of teacher professional development.

Training activities in the private sector emphasize practice in a number of ways. Normally, the focus of private-sector training lies in using apprenticeships. Regarding trainers' role in the corporate sector a dynamic approach is followed in the sense that the trainers move in and out of the work force in order to update their skills in consonance with the changes in the knowledge world which essentially spread through the realities of work. These practices are equally relevant in the training of teachers. Essentially, the practice component in the training should be given equal credit and the practice needs to be made effective with the application of new skills and knowledge. The emphasis of this argument is that teacher preparation and professional development need to be intimately tied to practice.

Another important dimension for teacher professional development has to do with the incentive structure. In order to be able to survive and succeed in the continuously changing environment, all organizations need to catch up with the pace of change for which they have to reflect and reform their goals and needs. Accordingly, professional development needs or training needs have to be identified and on the basis of that training objectives need to be developed and the relevant programmes need to be implemented. This approach necessarily would require a corresponding change in the incentive structure.

Speaking of individual teachers with regards to motivating them to take their own initiative for participating in professional development aside from what they acquire from the institutionally organized professional development programmes, it seems pertinent to appreciate them with extra incentives. Meanwhile, they should be made aware of the fact that what they have been rewarded has to do with the expectations that they would heighten their professional commitment and exhibit excellent performance. For the purpose of ensuring the worth of extra incentives, it will be prudent to introduce a merit-based compensation system. Moreover, to stimulate teachers to demonstrate continuing excellence in the classroom with the application of professional inputs acquired either through self-initiative or through institutional arrangement fair and impartial decisions must be in place regarding advancement in their career path.

Another important concern in teacher professional development is the performance evaluation of teachers after they have been trained. There is no debate in the recommendation that teacher evaluation need to be strongly based on performance standards. Moreover, it should be conducted on an on going basis. The focus of such evaluation should be directed to ensure continuous improvement of teachers' performance in the light of their content knowledge and pedagogic skills. Such performance-based evaluation reveals their demonstrated level of skill and subsequently helps to recommend relevant professional development strategies that would address the documented weaknesses. In any organizations whether they are private corporations or other professional institutions, the personnel's competencies are evaluated on the basis of their performance. It is a common practice that the market sweeps out those whose performance is inferior.

The importance of knowledge management is crucial in any organizations. But, disappointingly the education sector in this respect seems to be inferior as compared with the private sector. It is pretty common in the education sector that teachers' access to data is meager on the one hand and, on the other, if there are some data available, they have little training to use the data appropriately in order to assess and improve their own performance and that of their students. Therefore, it is most critical to enable teachers to avail themselves of not only the data on student-achievement score but also the data that would provide teachers with "just-in-time" feedback on students' progress (Education Commission of the States, 1999).

Leadership traits, quality and style play critical role to promote the quality, standard, efficiency and effectiveness of the workforce. A leader's success is highly dependent on the extent to which the workforce has been capacitated through the delivery of professional inputs. A successful leader in the private sector adopts enabling strategies for the development of effective workforce. For instance, the leader draws a vision of the organization which he/she leads, sets values to translate the vision, builds team spirit among the members of the workforce, uses extra hours to keep himself/herself current with the emerging realities both within and outside of the organization, acquires new knowledge and skills, establishes collegial relationships with his/her organizational members, shares what he/she has learned from various sources, and works hard to increase the productivity level and above all demonstrate herself/ himself as a role model. Such meaningful leadership behaviors, which are normally evident in the private sector, would also have significant relevance for the education sector.

In today's knowledge world, we have seen interactions of concepts between and among various disciplines. The concepts of hard science seem to have been used in the business sector and the concepts of sociology and anthropology in educational research. Such interactive dynamics of concepts of diverse disciplines has certainly advanced the frontier of knowledge. Consequently, the professionals' perception has widened, insight broadened, the horizon of knowledge expanded and skills fostered. With these enabling results, we can see the strength of various disciplines enhanced. A distinct example in this context appears as mentioned above.

Definitely, there are significant merits in the private sector, which have larger potentiality for the effective teacher professional development. The crucial point, however, is that unless perception and paradigm of the concerned role players take a progressive course, it will simply remain as wishful thinking.

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Teacher Preparation for Multi-Grade Teaching (MGT) in Nepal: An Analysis of Existing Situation and Needs

- Kishor Shrestha, Ph.D. *

Existing Situation of Teacher Preparation for MGT

Basically, there are three different training programmes, which offer multi-grade teaching (MGT) as a component of the total training programme for primary school teachers. They are: Pre-service primary teachers training programme; In-service primary teacher training programme; and recurrent training programme for on-the-job primary teachers. The first two, pre-service and in-service training programmes, are developed by National Centre for Educational Development (NCED) and implemented by Educational Training Centres (ETCs), former Primary Teacher Training Centres (PTTCs). The recurrent training programme is developed by the Department of Education and implemented by the Resource Centres in the districts. There is also a provision of training of trainers in all the above three types of training programmes. An analysis of MGT coverage and the contents of these training programmes are given below.

MGT in Pre- service Primary Teacher Training Programme

NCED has launched the pre-service primary teacher-training programme, which is being implemented by the private PTTCs. The total pre-service primary teacher-training curriculum is divided into two semesters. The duration of each semester is 5 months. Each semester has 660 hours of sessions. The multi-grade teaching method is included in the first semester with a total of only 5 hours. It is included in unit 9 as part of fundamentals of the teaching course. The competencies and contents included are as follows:

Competencies:

- Describe the situational context, characteristics and the uses of multi-grade teaching.

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This paper is based mainly on the research work undertaken by Dr. Kishor Shrestha and Ms. Janet Holdsworth under the Teacher Education Capacity Building Project, NCED, Sanathimi, Bhaktapur, 2003.

- Explain the ways of making multi-grade teaching effective.
- Prepare a plan for implementing multi-grade teaching in a school.

Contents:

- Situational Context
- Characteristics and uses
- Plan of daily schedule
- Ways of improving multi-grade teaching
- Preparation of a plan for multi-grade teaching.

It seems to be a challenge to meet the expected competencies within the five hours of training time. It is possible to deal only with the concept of multi-grade within the stipulated time. Preparation of materials for multi-grade teaching, planning and organizing of multi-grade classrooms, methods of facilitating children's learning and evaluation techniques are not adequately included in the curriculum. In order to help the trainees become really a competent and successful multi-grade teacher both the contents and the time need to be increased.

MGT in In-service Primary Teacher Training Programme

The in-service primary teacher-training programme is being implemented by NCED. The programme is run by the ETCs which function directly under NCED. The programme consists of three packages with two packages having 2.5 months duration. Packages I and III are delivered at the ETCs in face-to-face mode. Package II having 5 months duration delivered through the distance mode by the Distance Education/Open Learning division of NCED. Multi-grade teaching is included in the third package. A total of 30 hours is allocated for instructional management that includes classroom organization, grade teaching and multi-grade teaching. A total of 9 hours is allocated for multi-grade teaching itself.

The competencies and contents of MGT included in the in-service training programme curriculum are as follows:

Competencies:

- Develop a plan of multi-grade teaching applicable to any school and use it.

- Prepare a report after conducting multi-grade teaching.

Contents:

- Preparation of multi-grade teaching.
- Preparation of a report on the implementation of the plan of multi-grade teaching (including brief background and results of the multi-grade teaching).

As in the case of the pre-service teacher-training programme both the competencies and contents on multi-grade teaching are not adequate. The competencies mentioned in the in-service teacher-training programme should not be less than the competencies mentioned in pre-service programme because the graduates from both the programme are required to have similar competencies in their job. The time allocated for multi-grade teaching in the pre-service programme is less than the time allocated to the in-service programme whereas the number of competencies and contents are fewer in in-service programme and more in the pre-service programme. There is a need to increase the contents on multi-grade teaching in the in-service teacher-training programme for preparing capable multi-grade teaching teachers.

MGT in Recurrent Teacher Training Programme

The recurrent teacher-training programme of the Department of Education includes 7 different training programmes. The multi-grade teaching programme is one of them. The duration of the training on multi-grade teaching is 10 days. This short-term training on multi-grade teaching is being organized by the Resource Centres in the districts.

The training manual for the recurrent training programme on multi-grade teaching has indicated three important situations for organizing the MGT class: (a) when teachers are fewer than the number of grades, (b) when the teachers are absent or have gone on long-term leave, and (c) when the classrooms are fewer than the number of grades.

The contents of the training included for each working day are as follows:

Day 1: Types of classroom organization (grade, subject, multi-grade), situations of multi-grade class, and the importance of multi-grade teaching.

- Day 2: Time schedule (routine), management of classroom, student management/seating arrangement, evaluation and record keeping.
- Day 3: Instructional planning (annual and daily), multi-grade teaching techniques and continuing teaching learning activities by including creative activities
- Day 4: Teaching resources/aids that include the use of a chalkboard, textbooks, environment, reference materials, and Student Learning Activities (SLAs).
- Days 5&6: Workshops on the preparation of SLA for multi-grade classes. Demonstration lesson and practice teaching on multi-grade teaching.
- Days 8&9: Practicum-trainees are taken to the school assigned to them, where they are required to conduct multi-grade classes on the basis of the plans developed on day 7.
- Day 10: Review the Day 8 and day 9's activities and a planning of multi-grade activities for the actual implementation in the trainees' respective schools.

A review of the training manual reveals that the contents are presented in an effective manner with illustrations and activities for the teachers to use. However, the importance of multi-grade teaching as a pedagogical choice is not included appropriately. Moreover, a single teacher looking after two separate grades is taken as the only way of dealing with multi-grades.

Emphasis is given to the provision of selecting a "monitor" and teaching jobs is divided between the monitor and the teacher. This shows a kind of "mono" grade teaching rather than multi-grade teaching. The teacher is supposed to be moving from one classroom to the other. The programme mainly describes how to cover the class during the shortage and absence of teachers in the schools.

One of the advantages of MGT is the opportunity of interaction among the elder and younger children of different grade levels. The manual does not cover this important aspect.

Limitations of the Training Programmes

A review of the contents and coverage of the MGT-related contents in the pre-service, in-service and the recurrent training programmes shows a number of anomalies and limitations.

In the in-service training programme MGT is allocated a total of 9 hours but in the pre-service teacher training only five hours is allocated. There is no reason why only five hours is allocated for MGT in pre-service training programme. In the recurrent training programme the time for MGT is 10 working days. If we look at the real need for the teacher preparation and the time allocated for the training programmes including the recurrent training and the time is far below the need.

None of the training programmes have included the real need of multi-grade teaching in small schools, located in isolated communities where there are fewer numbers of children.

The pre-service and the in-service teacher training programmes mostly focused on the descriptive part of the MGT, which is also generally inadequate. The recurrent teacher-training programme laid stress on how to keep children busy during the absence of teachers or during the temporary shortage of teachers. It mainly dwelt on teaching children in separate classrooms rather than on having the real multi-grade teaching.

These training programmes are therefore, inadequate in terms of content coverage. The programmes lack training on skill development needed for becoming a multi-grade teacher. The programmes are also misleading in terms of real multi-grade teaching.

MGT in Training of Trainers (TOT)

Training programmes for the trainers known as 'TOT' are developed for all the three different types of training programmes on multi-grade teaching.

TOT for the pre-service primary teachers training programme is of 10 days. However, multi-grade teaching is allocated one hour and fifteen minutes only in one session on the fifth day. The content of the programme includes:

introduction of multi-grade, concepts of grade and multi-grade teaching, and methods of using grade and multi-grade teaching.

TOT for the in-service teacher training programme's package III is of 5 days. Multi-grade teaching is included on the third day of the training as part of classroom organization. The total time allocated is of one and a half hours for this session. Together with multi-grade teaching the session also includes grade teaching, subject teaching, non-graded and mixed group teaching. The trainees are divided into five different groups for group-work. One of them is involved in finding the meaning, importance, use, problems and solutions for multi-grade teaching and also prepares a daily routine. The group then presents its work in a plenary session so that the trainees in the other groups could learn about multi-grade teaching.

TOT for the recurrent teacher-training programme is conducted for 10 days. In the TOT for the recurrent training programme, multi-grade teaching is a one-day activity.

The time and content of TOT on MGT in all three training programmes are clearly inadequate. It is unlikely to produce competent multi-grade teaching teachers if the trainers themselves have limited knowledge and skills on multi-grade teaching.

Current Situation of MGT in Nepal

The major input from the government side for adopting the multi-grade teaching approach in the primary schools of Nepal is limited solely to providing teacher training on multi-grade teaching. The application of multi-grade teaching depends largely on the particular school and the teachers. There is no compulsion for the school or the teachers to adopt the multi-grade teaching system. Moreover, as the multi-grade teaching is taken only as a method of teaching its use depends largely on the particular teacher. As a result of the training provided to the trainers and teachers the situation of multi-grade teaching in the primary schools of Nepal can be found generally as follows:

- In most schools the term 'Multi-grade' is taken to mean a temporary adjustment for covering the shortage or absence of teachers.

- Multi-grade teaching has neither been taken as a pedagogical choice for improving the quality of instruction and the classroom interaction nor has it been taken as a means for expanding access to children living in remote and isolated communities.
- Most of the teachers do not like to have a multi-grade teaching class.
- There are a large number of teachers who received short-term training on multi-grade teaching but are not using it because there is no need to apply it as the school has many classrooms and teachers.
- There are also a large number of teachers (generally in small schools) who need multi-grade training but have not received it.
- Even in the schools where there are inadequate number of teachers, the recruitment of volunteer teachers or appointment of one or two low paid teachers by the School Management Committee (SMC) or Village Development Committee (VDC) have resolved the need for adopting multi-grade teaching.
- In most cases, one teacher takes the responsibility of teaching more than one grade at the same time. Each of the grades is seated in a separate classroom and the teacher teaches each grade in these classrooms by turn.
- A monitor is appointed from among the children to help and look after the children while the teacher is busy in another class. In most cases older children are selected as monitors. There is also a system of selecting monitors on a rotational basis. The major functions of the monitor are to maintain discipline in the class, check other children's homework and help the weaker peers.
- There are no appropriate and adequate physical facilities for teaching in multi-grade teaching situations. Small classroom size, crowded classroom and lack of instructional and children's learning materials are evident.
- Thus, the term 'multi-grade' is commonly assumed to be the practice of 'two or more class' teaching with the teacher dividing his/her time between two or more classes.

The Actual Needs

Need for the Conceptual Clarity

Before developing any new training programme or packages on MGT, it is important to redefine the meaning of MGT and to have a clear understanding of the concept of MGT. In this regard, MGT should not be taken as pedagogy for engaging children during the absence of the teachers or due to the reason of shortage of teachers. It should be taken as a system of education for the schools where the numbers of children are too less for having mono-grade teaching. MGT is a situation where a single teacher teaches children from more than one grade in a single classroom.

The multi-grade teaching system motivates pupils to be active (not passive) learners. It breaks the traditional teacher-centred culture and moves towards the child-centred culture.

It is essential in a multi-grade teaching situation that teachers have the authority to modify both the curriculum content and the sequence in order to best meet the varied needs of the pupils.

Identification of Small School

Prior to the organization of training programme on MGT, it is important to identify the potential schools. A study conducted by CERID (2004) revealed that in more than 50 percent of primary schools in the Hills and Mountains the number of children had been too small for conducting mono-grade teaching. Such schools need to be taken as designated MGT schools.

Need for a Specialized and Comprehensive Training Programme

Training on MGT should not be limited to a sub-topic of the total training programme whether it is the pre-service or in-service. Training on MGT should be taken as a specialized training programme. Such training should be provided to only those teachers who are designated as multi-grade teachers whose school needs multi-grade teaching. A multi-grade teacher should have a good command of all the subjects of primary grades. Again, the training should be provided only to those teachers who have adequate command of all the subjects that the teachers are expected to teach in a multi-grade school. The training programme should

include all the aspects of MGT and focus should fall on the pedagogy that helps the teachers to teach children from more than one grade in a single classroom. The training should also aim to improve the required skills and attitude of the teachers towards working as a multi-grade teacher.

Increase the Duration of the Training Programmes

The duration of the training programme whether it is the pre-service, in-service or the recurrent should be increased to at least three months. Similarly, the duration of the training for trainers needs to be increased to a considerable time so that the trainers would be capable to train the teachers efficiently.

Training should also be provided to the Trainers, Supervisors, Resource Persons, Local Community and SMC Members

As it is more likely that the multi-grade designated schools will be established in rural and remote areas, it will be increasingly necessary to develop the capacity of the trainers, supervisors and resource persons on multi-grade working in the rural, remote and isolated areas. The success of a designated multi-grade teaching school depends largely on the regular support and acceptance of the community to adapt the multi-grade system. It is, therefore, important that the School Management Committee members and local community leaders be adequately oriented about the MGT system and the strategies be developed to secure their regular support.

Need for Reform in Educational Policy

In order to apply MGT in the real sense it is important to revise some of the educational policies and regulations. For instance the existing policy of the teacher-student ratio of 1:40, 1:45, and 1:50 in the Mountain, Hills and the Terai regions respectively, should not be applicable for the MGT schools. A multi-grade classroom, which has children from two or more grades, should not have more than 30 children altogether. The qualification of the multi-grade teacher should not be limited to SLC. The teachers having higher degree should be encouraged to become multi-grade teachers and should be remunerated according to their qualifications. Similarly, provision should be made in the policy, which will allow the teachers to use the curriculum in a flexible manner and use an appropriate examination system for the assessment. Likewise, special provision

should be made to provide funds and support for making a basic infrastructure and for procuring adequate teaching and learning materials required for multi-grade schools.

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Enhancing Quality Education through School Supervision: A Model for Discussion

- A.B. Bhandari*

Introduction

A principal factor that affects the student achievement is the quality of teaching. Teaching quality depends upon the kind of teachers having adequate academic preparation, pedagogical skills, professional commitment and motivation.

In most developing countries, perspective teachers are reported to be holder of lower academic background and poor academic accomplishment. Anecdotal records collected in various studies revealed that perspective teachers had academic qualification as low as nine years of schooling and they were perceived as low performers with their peers having obtained average score between 41 and 60 (as cited in Lockheed et.al, 1991). Pedagogical skills, is also felt to be dominated by general academic education. A study on analysis of teacher training curriculum of three countries, Haiti, Nepal and Yemen, reported that percentage allocated for pedagogical training were 23, 8, and 4 respectively (Lockheed et. al, 1991).

Teacher absenteeism is another major factor, which contributes to cause low quality of education. Baker (1988) has concluded that there is high absenteeism among teachers in Mexico, New Guinea, and Sri Lanka, and it is especially acute in rural areas. The valid argument about the teacher absenteeism is that it has negative effect on student regularity, which inspires to occur similar behaviors among students.

Motivated teachers can yield high productivity. In contrary, poor motivation has positively correlated with teacher absenteeism, indifferent classroom practices and early departure from the profession leading to the negative impact on teacher's ability to teach.

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Note: (Revised version borrowed from DEC Journal, 2059)

Discussions made above are the factors, which have strong causal relationship with poor quality of teaching. Those aforementioned factors can be improved with implementation of appropriate supervisory system, is a central point of this discussion paper.

Historical Perspectives

School supervision system in Nepal can be traced back to 1951. In 1951 the autocratic hereditary Rana Government was abolished with the popular movement of the people. Before 1951, Rana regime was not in favor, of providing access to education for people; consequently, school inspectors were not interested in supporting and encouraging for establishment of schools.

The political and social events of 1951 directed to the expansion of education, which resulted into establishment of Directorate of General Education with the division of school inspector in 1955. Seventy-five posts of sub-inspectors were created to assist block development officer of village development project in the area of primary education as an employee of education ministry. However, lower-secondary and secondary schools were under jurisdiction of Zonal Education Office in 1960.

By the Government decision in 17 October, 1970, Zonal Education Offices were abolished and the position of 29 district education inspectors were upgraded with authority of administrating both primary and secondary schools. Right before implementation of New Education System Plan (NESP) there were 29 district education offices to supervise schools at their respective districts. Supervision system envisioned within framework of NESP has been considered a pioneer work, which tried to create an educational mechanism to help in continuous improvement of instructional programme.

Following NESP, supervision section in the Ministry and the post of primary and secondary school supervisors in district education offices were created. Objectives of school supervision enlisted were (i) inspection of physical facilities and classroom teaching of teachers (ii) organize in-service training (iii) work towards the gradual improvement of instructional standard.(NESP, p.50).

Creation of specialist section in Regional Educational Directorate (RED) and shifting supervision unit from Ministry to Curriculum Development Centre were two major works done on the recommendations of mid-term and full-term evaluation of NESP, respectively.

With implementation of Seti Education for Rural Development Project (SERDP) in 1980 to Basic and Primary Education Programme (BPEPH) in 1999, Resource Centre (RC) came into existence with the aim of supporting in teacher development and monitoring system at primary sub-sector. RC under SERDP was focused much on non-formal education as it attempted to deliver the kind of education and skills that the people in the rural areas need to survive (Khaniya, 1997). In contradiction of SERDP Model, Primary Education Project (PEP) initiated in 1985, RC activities were entrusted to individual RP rather than institution as whole in professional support, monitoring the system and delivery of the materials leading to losing ownership of central school in project related activities.

Basic and Primary Education Project (BPEP I) launched in early 1990, made no significant departure in the concept and implementation of supervisory activity except the expansion of project, from 6 to 40 districts. However, both school supervisors and RPs of a district were involved in RC activities, eventually; lower-secondary and secondary schools remained unattended by school supervisors.

Basic and Primary Education Programme (BPEP II) executed in 1999 with basket funding modality was operated in all 75 districts which also included RC as a venue for professional support, monitoring the system and delivery of materials within the framework of Department of Education (DOE). RPs and school supervisors of a district had role-conflict to some extent because of unclear guidance of DOE. At first, school supervisors were instructed to take responsibility of supervising lower-secondary and secondary schools whereas RPs were asked to supervise the primary schools within cluster of Resource Centre but no instruction was provided for supervising attached primary sections of lower-secondary and secondary schools. Later, a circular was issued by DOE stated both RPs and SSs be assigned for RC activities but still remained

unaddressed for supervising lower-secondary and secondary schools. Thus, school supervision in Nepal has been remained to be confused with clarity of the concept and understanding purpose from its existence.

Theoretical Assumptions

School supervision is a notion evolved from the idea of controlling to supporting school education system. Basically, whatever the idea it is, supervision goes around enhancing teacher's performance and school performance, which may include both administrative inspection and instructional support and is to be carried out by an individual or a team.

Supervision, as a form of instructing (teaching to teach), is to be followed teaching or pedagogic process (Stone, 1984). According to him preparation period, observation period, after observation period, re-plan and re-instruction period are the steps to be followed in the process of supervision. Mentoring as a form of supervision is a school-based activity undertaken by a senior teacher to provide some support and guidance for junior teachers (Mc Intyre and Hager, 1994), is also popularly known as in-school supervision.

"Clinical supervision" was originally devised in the context of the USA in order to move away from hierarchical (inspection to supervision) and to be systematic and developmental rather than judgmental. The process followed in clinical supervision as discussed by Smith is pre-observation meeting (expectations, procedure and focus), observation and post observation (debriefing and discussion). The general conclusions derived from literature studies on the relationship between teacher learning and school setting by educational researchers are listed below:

- In-school supervision-heads of schools play a pivotal role in teacher development (Liethwood et. al, 1994, Farah 1996).
- External-supervision-teachers need support as well as pressure from colleagues and managers (Fullan, 1993, Hargeaver, 1992).
- In-school/ external supervision-internal as well as external criteria and mechanisms for monitoring progress are necessary for teacher (Hopkins et. al, 1997).

- Individual / team supervision-if teaching is viewed as individual enterprise then source of authority for supervision comes from bureaucratic, psychological and technical-rational process and if it is viewed collective practice then sources of authority to supervise would be professional and moral applications (Sergiovanni, 1992).
- Inter-school supervision - the creation of special cadre of supervisory teachers who would combine 'situational contexted' supervision in neighboring schools with regular teachings in their schools, albeit with reduced load (Waite, 1995).

Asian Experience

International Institute for Education Planning (IIEP 2000, Paris) has published two volumes on supervision and support services in Asia. Volume I consists of comparative analysis of five countries- Bangladesh, The State of Uttar Pradesh (India), Republic of Korea, Nepal and Sri Lanka whereas volume II has presented national diagnosis of aforementioned countries. This section deals with major thrust of those two volumes regarding school supervision practices in order to develop a vision to be made on school supervision for enhancing quality education in our emerging context.

Structure of Supervision: The structure of supervision is viewed relatively complex in all countries. Individual supervision has taken place in all countries and basic education sub-sector has been considered major area to be supervised. However, the countries like Korea and Sri Lanka have made a provision of team supervision along with individual supervision. In Korea, a team of two supervisors has responsibility of supervising basic level education which all are based on one level i.e., city level for urban areas and county level for rural areas. In Sri Lanka a team of 10-12 persons, is formed by all level of educational administrative organizations with differences in intension of supervision, to provide professional support to the teachers in addition to administrative inspection.

All education officers in Bangladesh assigned in the field offices to central level institutions require supervising schools every month ranging 5-20 schools to be visited. The State of Uttar Pradesh does not seem very different from what

Bangladesh is supposed to perform supervisory activities, at least in the paper. School supervision works are located at district level in Nepal, which needs to be performed, by resource persons and school supervisors. However, District Education Officers and Regional Education Directors are also expected to supervise schools at their respective areas but no such tasks performed, is experienced.

Supervisory Functions: Visiting schools under their jurisdiction for pedagogic or administrative purposes have been considered as a core task of supervisors in almost all countries. Zonal Education Office of Sri Lanka has adopted the system of organizing at least two team supervision visits per week to cover 100-150 schools per year in addition to 3 days per week visits by master teachers. In Bangladesh, 15-20 schools in every month are expected to be inspected by ATEOs whereas Deputy Education Officers in Uttar Pradesh need to spend 150 days per year on school visits. However, they can delegate this duty to their subordinates.

Second core task of supervision considered producing report. Sri Lanka supervising system demands to produce three copies of the report for school, higher authority and own office. In Bangladesh, each category supervision need to submit reports to their immediate supervisors and these reports are collected by Directorate of Primary Education.

Other tasks of supervisor are support-related works like in-service training, lesson demonstration, collection of statistical data and information and school-community relationship and financial management. Equally important task is the control over or participation in the financial management of the schools, which is an explicit responsibility of supervisors in Bangladesh, Korea, Nepal and Uttar Pradesh (IIEP Volume 1, p. 28).

School / Supervisor Ratio: Low school / supervisor ratio definitely can play effective role for influencing of functions school system. But, it is too difficult to say that what ratio would be reasonable and worthy because it depends upon the types of responsibilities, transportation network mechanism and logistic support made available for supervisors.

Table 1: School Supervisor Ratio Across Surveyed Countries

Countries	Supervision by	School ratio	Teacher ratio
Bangladesh	ATEOs	18.6	80
Korea	Junior supervisor and supervisor	3.2	63
Nepal	Supervisor	32.9	173
	Supervisor + resource persons	16.3	85
Sri Lanka	SLEA officers	10.6	193
	Master teachers	44.0	796
Uttar Pradesh	ABSA (all posts)	67.9	188
	ABBA (occupied posts)	83.2	231

Source: IIEP, 2000.

Recruitment: Recruitment of a school supervisor has been a critical issue in several countries. There is always debate about the criteria to be adopted for selection of supervisors regarding the consideration of academic preparation and experiences required for.

Bangladesh was a single country, which has made provision of 2nd class master as basic academic background for entering supervisory force while college graduate was considered to be basic qualification in all the rest of surveyed countries. In Korea and Sri Lanka experience in education/ teaching was added to basic qualification to become a supervisor. However, in Sri Lanka, candidates having university degree and 22-26 age level had no restriction to sit in competitive examination of supervisors with condition of acquiring experience after recruitment. Except Korea, all countries had adopted the system of internal promotion for fulfilling supervisor posts varying in the percentage to be promoted. Sri Lanka and Uttar Pradesh have practice of recruiting teacher cadre for supervisors of education cadre. For instance, in Sri Lanka 30% seats are promoted for those who have 3 years of experience as a principal and in Uttar Pradesh 10% seats are fulfilled by promoting head teacher cadre with 10 years of experience.

Career Development: Career development indicates the scope to make up the career ladder. Career development system within supervision framework surveyed in above countries were viewed that every country has adopted some kind of promotion system for those who enter into education cadre varying

probability of being promoted. But those who enter into supervising system from teaching force had to rely on teaching cadre, especially master teachers of Sri Lanka and resource teachers of Nepal.

In Bangladesh for ATEOs there is 20 percent probability being promoted to upper stage in contrary to TEOs having provision of 80 percent to be filled from internal competition. In Sri Lanka officers at III require 10 years of experience before being promoted to next level and promotion for class I was even harder as they had to wait for a very long time. Career development in Uttar Pradesh was disappointing where they had to wait 18-20 years or more for promotion and large number of supervisors get retired from the post of first appointment.

In Korea, junior school supervisor and vice-principal are considered to be horizontal status. Junior supervisors need to have 17 years of teaching experience and 2 years of supervision for being promoted to school supervisor and they need to have 22 years of experience to become the principal.

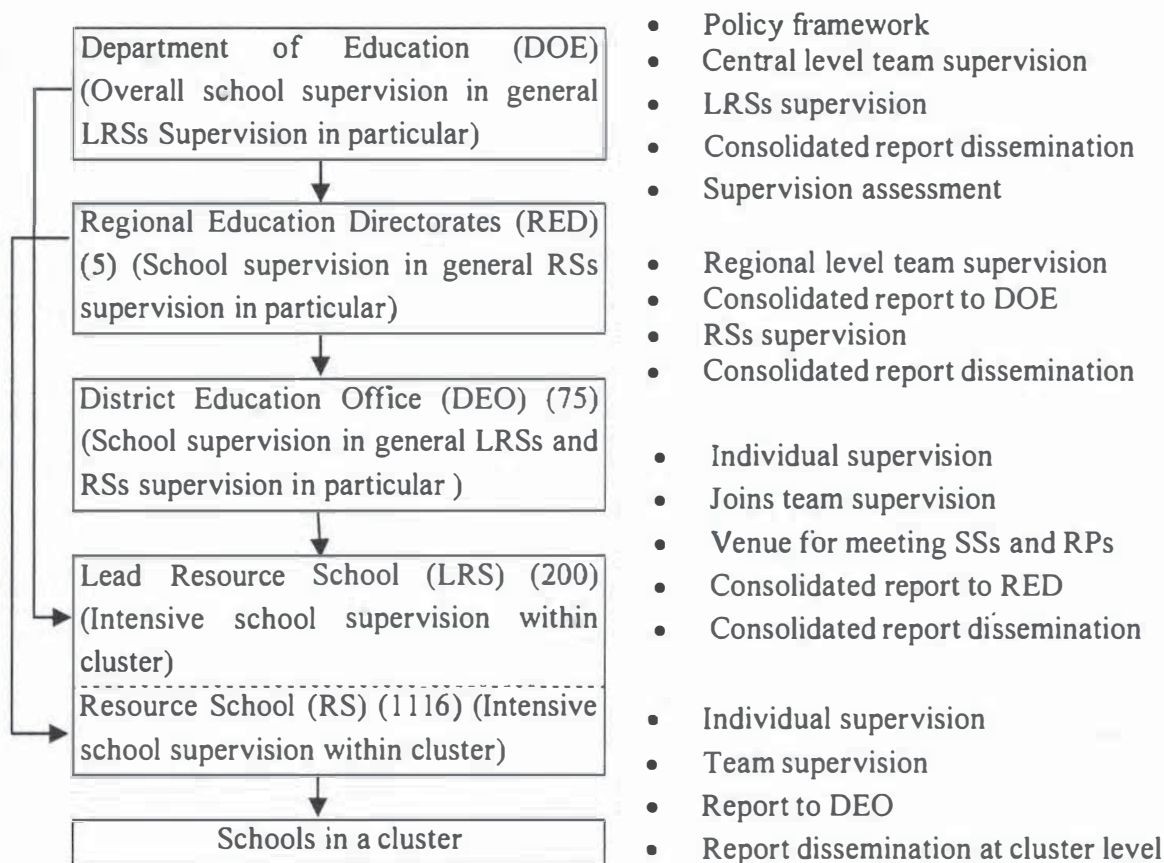
Workload: Most of the supervisors reported that their main task was classroom supervision, but that was not happening. Perceptions collected from the personnel involved in supervisory activity regarding high weightage given for the type of activities were interesting. According to them, 56.2% time, was spent on school inspection (not specified the areas covered) in Bangladesh, 54.5% was reported to be administrative / office work for Korea, 44.3% for SLEAs officer and 39.7% for master teachers in Sri Lanka were recorded as class supervision and supervising physical infrastructure activity was considered to be 30.3% in Uttar Pradesh.

A Proposed Model

The model illustrated below describes briefly the level of supervision to be made for the type of schools to be supervised in the responsibility of institutions under Department of Education system. DOE at the centre is expected to undertake overall responsibility of school supervision. This proposed model argues to adopt both individual supervision and team supervision in the responsibility of institutions, which includes major components of both administrative inspection

and instructional supervision depending upon the level of supervision is to be made.

Conceptual Framework



The Conceptual Framework has suggested to have four-tiers of supervision system- Central level, Regional level, District level and Resource School level. Central level supervision has stressed to perform supervisory activity at Lead Resource School level through team supervision and regional level supervision also includes team supervision as a focal point. District level and RS level supervision are expected to be performed by individual supervisor and RP in their respective supervisory area.

However, central school of a cluster needs to organize a team of supervision in a respective RS level in addition to individual supervision. The structural and cultural adjustment to be made and dilemma to be likely encountered in each level of supervision are pointed out. Before this, assumptions made in imagining this type of supervisory system are listed below:

- NCED is in the process of establishing 200 lead resource centres from among 1331 RCs of BPEP system for professional support to other RCs. These 200 lead centres who have professional and institutional base for the teachers' development need to be identified from the best RCs. Supervising LRSs will fall within the responsibility of DOE. LRSs also will have to be encouraged to introduce the system of mentoring in order to provide support and guidance for their junior teachers by senior teachers.
- Five to seven resource schools depending upon demography of a district can be appropriate for deciding one supervisory area. A proportional representation in total number between levels of schools in a supervisory area needs to be reflected. The schools included in a supervisory area do not need to be supervised by the RPs.
- Notion of RCs will have to be restructured with the new name Resource School (RS) in such a way that supervising schools within their cluster is the responsibility of RS rather than individual RP. For this, Resource School (host school) management need to be empowered in recruiting RPs within the framework of recruitment policy provided by the Government and financial provisions made for conduction of RC activities should be channeled directly to concerned RS management.

Central Level Supervision

DOE has to be given overall responsibility of supervising schools. For this, it needs to have a steering committee representing various national technical institutions and teacher's union for approval of standard criteria, measures and mechanism in assessing the performance of various schools. Once the common criteria and performance indicators have been selected and information system have been set up, DOE needs to develop a roster of potential supervisors from persons having 10 years or more teaching experience plus belonging teacher education service with class I or II. Following functions have been suggested to be performed by central level supervision:

- Finalization of guidelines, performance indicators, and format for supervising and reporting subject to be circulated to all institutions who hold supervisory activities of school level.

- Constitue a supervisory team consisting 3-5 specialists and 1-2 other experts of department system based on number of schools to be supervised, as planned. This type of supervision will include explicitly, the components of instructional supervision like instructional strategies, curriculum implementation, lesson demonstration, facilitation of action research, and need- assessment for intervention. However, ratio of administrative inspection and instructional supervision is suggested to be 25:75.
- Collection of reports from central level supervisory team and RED office in order to develop consolidated supervisory report leading to dissemination into national seminar.
- Conduction of supervision assessment based on supervision reports and field visits.

Regional Level Supervision

This level of supervision is similar in nature having difference in the level of schools to be supervised. RED being responsible for implementation of educational programme in the region should be made responsible in organizing team supervision based on the supervision policy framework made available by DOE. The supervisory team is expected to demonstrate good teaching, establish mentoring relationship and share information and experiences with the teachers of supervised schools. The duration of such visit is suggested to be 15 working days and number of teams should be based on the number of schools to be supervised, as planned. RED needs to prepare consolidated report based on reports collected from supervisory teams. A ratio of administration inspection and instructional supervision is suggested to be 50:50.

Resource School Level Supervision

Centre school of the cluster needs to be empowered with the mandate of supervising school within cluster. RP recruited from RS management should be assigned in monitoring the system information as desired by EMIS system of DOE and resource school as a whole should be made responsible for sharing information and delivery of materials within own cluster. RS should also be instructed to organize team supervision within cluster with their human resources

and other experts within a cluster. RS level supervision needs to include both inspection and supervision with the ratio of 75:25 having provision of both individual and team basis supervision. RS needs to prepare a report based on collected reports from individual RP and team leading to submission to DEO. RS level supervision also needs to focus on joint planning, class observation and inspection of physical facilities and recording/ reporting system.

Possible Issues and Solutions

Numerous issues may immerge in the debate forum in adopting aforementioned supervisory system. First, additional resources would require implementing envisioned measures. The principal fact is that quality costs much. However, budget allocated for monitoring activities in central level institutions are reported to be under-utilized and budget estimation under traveling cost are also not consumed as estimated. Reallocation of budget head carefully and centralization of monitoring budget in DOE might be possible solution for resources needed in this concern.

Second, utilization of teaching force for supervisory activity may hamper school teaching can also be raised as an issue. But, a good plan, trying to identify potential teachers from retired and dropped teaching group might be fruitful. Creation of teacher posts in a pool to be financed by project related components could also promote this concept. According to education regulations, schools can enjoy two months long holidays either in summer or in winter depending upon demography of a country. So utilization of teaching force, who are enjoying long vacation into those areas where schools need to open, for supervisory activity, could be reasonable idea for less hampering in teaching.

Finally, part-time supervisors loyal to one school may not keen to support in other schools if they see them as competitors (Ali, 2000). But supervision activity conducted in the responsibility of institution rather than individual basis promotes the idea of belongingness and sense of guardianship perceiving it 'support' rather than 'control'. Balancing between teaching and supervision with overall goal targeting all round development of a child, if internalized, within actors of education, is an urgent need of a country that needs to be materialized in every area of education.

Conclusions

Academic preparation, pedagogical skills, professional commitment and psycho - socio related factors have positive correlation with quality of teaching. Supervision system of Nepal has revealed either role conflict between school supervisors and resource persons, or undefined role between the institutions under MOES system. However, DOE initiated team supervision for 20 districts was regarded as encouraging step towards the growth of instructional supervision but discontinued without logical reasons, which created further dilemmas.

Overall development of a child through high student achievement is a ultimate goal of education which requires professional development of a teacher and high performance of a school. Institutional supervision with involvement of an individual and a team in the form of extenal -supervision, inter-school supervision and in-school supervision can enhance quality education.

Since this is a discussion paper in nature, which demands inputs, comments and suggestions from concerned personalities and institutions in order to develop and implement appropriate blend of school supervision system in a country. The model suggested above can be an area of research study to identify the need of a country and to explore possibilities of adoption. However, actors of education field are invited to make comments on how this model can contribute to promote student achievement in a real sense. Moreover, developmental partners (donor community) can show their interest in piloting this much talked modality to provide feedback to the Government leading to further implementation.

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Role of Supervision in Professional Support to Teacher Curriculum and School Evaluation

- Rajaram Shrestha*

Background

School as an organization consists of a physical establishment, peoples, learners and teachers, involves curriculum transaction process and is accountable to the public for meeting social expectation. Transaction process involves in broader aspects, attention to age specific development inputs, development oriented vs. outcome-centered evaluation of learners, extent of involvement of the children and nature of teacher-pupil interactions. This process specially focuses on classroom-based as well as out-of-classroom process, that includes classroom organization, use of learning material by the teacher and the students, use of blackboard by the teacher, interaction in the classroom, preparatory activities of the teacher and guidance to children outside the classroom. The school being accountable to the public has to be focused on outcomes, that includes, evaluation of learner outcomes, observing changes in teacher performance, assessing changes in quality of school functioning and correlating observed changes with present expectation.

As the teachers with mastery in curriculum content intended for transaction and functioning school set up are the basic pre-requisites of a school (Govinda), professional development of teachers as well as supervising the functionality of school should be a continuous process. Professional development would probably more often refer to activities serving individual needs as opposed to those of the system. 'Knowledge about' which comes from reading is only an adjust and not an alternative to 'learning from experiences', which is essential for professional growth and improved performance (Oldroyd, and Hall)

Professional education refers to the widening and deepening of a teacher's theoretical perspectives by advanced studies, e.g. diploma and master degrees. While, professional training refers to the development of teacher's knowledge and

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skills relating to daily work, i.e. workshops and short courses usually non-accredited but sometimes for a certificate. Similarly professional support is the activity within school that aims to develop on-the-job experience and performance, e.g. job rotation, peer coaching or collaborative action research

Training alone is not enough. If teacher performance in the school and classroom is to be improved, professional support activities and the trend towards school-based training makes the integration of professional training with professional support activities. The term school based applies to 'close-to-the job' and 'on-the-job' but 'off-the-job' activities can be school focused where two or more teachers from the same school address problems or needs specific to their own school.

- Off-the-job-off-site activities attended by teachers outside their own schools as in higher education or teacher's forum centres, e.g. award bearing courses, secondments to industry, visits to another school, distance learning, residential weekends.
- Close-to-the-job activities usually based in school that are closely related but not specifically focused on the teacher's own job are often undertaken with colleagues from the same school, e.g. school-based staff training day, team-building group, self-development, consultation with advisory teacher.
- On-the-job activities that focus directly on improving performance through reflection, feedback and experimentation, e.g. individual appraisal, departmental review, job rotation, lesson observation.

Every school, indeed every class is unique. Teacher effectiveness depends not only on competence and performance, but also on the pupil's response they make. Teacher competency refers to any single knowledge, skill, or professional value position, the possession of which is believed to be relevant to the successful practice of teaching while, teacher competence refer to the repertoire of competencies, a teacher possesses and teacher performance refers to what the teacher does on the job rather than what she or he can do in the job situation and importantly teacher effectiveness refers to the effect that teacher performance reflects on pupils.

Context of Nepal

Shakya, et.al.(1997) had rightly pointed that, although the mode of supervision has changed significantly over the time and is likely to undergo a change in the future also, the basis of the importance of supervision of school education seem to remain the same-the need to develop and implement a holistic school curriculum; to provide support for effective delivery of the school activities and; to develop/improve the quality of education through reforms in curriculum and instructional practices.

The implementation of this conception in many parts of the world including Nepal has come up with mix responses, because of the lagging behind of the ideas getting translated into practice in keeping with the current situation. Besides, shortage of resources, lack of training and the overwhelming volume of work that has to be done to come to the stage where a realistic implementation of such ideas could take place have always weakened the implementation of such ideas. In Nepal the situation is such that modern education is far from the realistic perception of the people too disconnected from the lived reality of the society.

The conclusion, they (Shakya et. al., 1997) derived from the study, is the improving the quality of education is not simply a question of developing schemes or building physical infrastructures nor it is just to inject more resources such as materials, teachers and teacher training into the system. The management of such schemes and the resources at the school level is fundamental. One important determinant of the deterioration of the functioning of primary schools precisely relates to the weakening of professional supervision and support structures for the teachers.

The study further pointed out that supervisors are overloaded, tasks of supervision and instructional support called for conflicting roles, the tasks should be categorized into two parts: monitoring tasks and instructional support tasks, a need to reform the recruitment system so as to make it more effective in selecting better RPs/supervisors, the ongoing degree programme intended for producing prospective supervisors need reconsolidation, training to all concerned –DEO, RPs, supervisors, Head teachers, teachers and SMC members, there is a need for establishing locally contextual supervision system, which should have the in-built

aspect of flexibility, and at the same time become a force in effecting quality changes in the educational system and to reassess the role of RPs, as they are now considered more as formal trainers than coordinators of the support system

Policy of not providing in-service certification training to temporary teachers, and low percentage of trained teacher as well as higher proportion of temporary teacher in school system indicate the need of professional support to teacher in a higher degree for educational improvement.

Ongoing programme documents have clearly identified the need of professional support to teacher in bringing the improvement of classroom instruction for the quality achievement of the students. Secondary Education Support Programme (SESP), in its core document, 2002 has identified that there is hardly any linkage between the teaching approaches required by the curriculum and textbooks, and teachers' learning in pre-service course has been questioned.

The policy components has emphasized on developing subject teacher associations to promote effective shared learning in peer group context, providing in service training in short modules on a demand-driven basis and developing 200 LRCs that would clusters secondary schools. The policy has further identified that one teacher from the host school will act as the RC managers in the LRC but training will be carried out by a number of Master Trainers selected from the teachers from the best teachers from all schools within each cluster.

Ongoing Education for All Programme (EFA) document, 2003 has pointed out that the achievement level of primary schools in subjects like Mathematics, Social studies and Nepali is generally low that calls for an urgent need of improving learning environment in classroom. School-based monitoring mechanism would be developed to monitor classroom and school-based activities closely and to provide support for improvement.

Recent initiatives in school management/ teacher support activities also demand the higher level of professionalism to teachers like:

- School management transfer to community, elected local bodies and school management committee
- Teacher deployment by school management committee from among the licensed teacher
- Block grant to school, according to their level of performance
- School Improvement Plan (SIP) based per child allocation fund to primary school
- Partnership of schools with NGO in school improvement
- Demand driven recurrent teacher training
- Allocation of 20%, 30% and 50% weighting respectively to out of school based, school based and Distance mode activities in 10 month in-service certification teacher training for primary and secondary level
- School based training
- Action research activities assigned to RP/supervisors

Different personnel working at different agencies at different levels are responsible to support the teachers working in the schools. At the MOES/DOE/NCED; RED/SEDU/ETCs, DEO, Resource Person (RP), school supervisor, head teacher, SMC are made responsible for teacher support services at national level, regional level, district level and school level respectively. At present there are 1297 functioning Resource Centres (RCs) against the targeted 1331 to support the primary teachers and supervisors to support the secondary and lower-secondary ones.

Experiences with other countries

Carron, (et. al., 1997) in their report that five Asian countries namely, Bangladesh, India, Sri Lanka, The Republic of Korea and Nepal stated that the establishment of a formal education system was accompanied in all five countries by the appointment of officers with a responsibility for supervising schools. In Bangladesh, India and Sri Lanka the first inspectors were put in place as early as the 1850s and 1860s by the then British authorities and in Korea, in 1945. In the case of Nepal, it is only after 1951 that a well structured system of inspection was developed, though a school inspectorate existed before that to keep an eye on the school activities so that they would not cause any problem to the then ruling regime.

In general there has been a trend to move away from using the term "inspector". In Sri Lanka, India and Bangladesh they are called education officers, while in Nepal, and Korea they were called Supervisors. In most cases this cosmetic changes in terminology have aimed at a more fundamental reform, namely one in attitude. In all countries, there have been demands by education authorities, for supervision staff to become more development oriented and less control focused. In Sri Lanka, there was a guideline, already in 1956, for inspectors to be first a guide and councilor, second an examiner and third assessor and reporter. In Nepal and Korea, the transformation of supervisors to change agents was put forward as an objective in a context of increased democratization of the society.

The most crucial changes is in structural ones because of different trends including the expansion in the numbers of schools and teachers, a general policy of decentralization, and more specifically, the felt need to decrease the distance between schools and supervisors. As a commitment to decentralization, in Nepal the 1974 Mid-term review of the National Education Plan recommended that the districts be divided into various inspectorate units, and in Sri Lanka divided to the divisional education office, in Korea, no department exists anymore at central level to undertake supervision. There is also a tendency to give responsibility to the schools and in particular the head teachers for internal supervision. This is an explicit policy in Nepal, Korea and Sri Lanka.

The study report analyzed the overall structure of supervision and support which states that in Sri Lanka, schools are supervised by officers at central, provincial, zonal and divisional levels and also by master teachers, five distinct types of schools are supervised by actors at different levels while master teachers have more of a supportive role. In Bangladesh separate directorates for the management and supervision of primary, and of secondary and higher education and region, districts- as well as field, Thana based staffs have at least some supervision task. In Uttar Pradesh, India where in addition to the distinction between primary and post-primary school supervision exists specific cadres for supervision of urban and rural schools and special staff for visits to girls' school. In Korea the only supervisors undertaking actual supervision of basic education establishment are all based at one level, city in the case of urban areas and

country in the case of rural areas, where as, the metropolitan and provincial office of education are in charge of the supervision of high schools, In Nepal, the district education officer and the supervisors working within the districts are all based in the district office and, partly as a result, their division is not crystal clear

Notwithstanding, it is possible in several countries to identify the one or two actor/s, who is /are mainly, if not exclusively, in charge of supervision through regular visit to schools. In Korea, this is the 'junior school supervisor' while the 'school supervisor' reviews reports and manages the supervision tasks. In Nepal the 'school supervisors' is the real external supervision agent, while the 'resource person' is the core person in -charge of giving external support. In Utter Pradesh, India, and Bangladesh the 'real' supervisors are 'Assistant Basic Education Officer' and in Bangladesh 'Assistant Thana Education Officer' respectively.

While analyzing the official functions of the main actors of supervision the report states that the core task is, to visit the school under their jurisdiction, for pedagogic and/or administrative purposes. The extent of this task is made more clear by specifying the number of schools to be inspected, the number of times each school should be inspected or the number of days to be used for supervision visit. Report writing is the second core task of supervisors. The job of most supervisors contains also a number of support-related tasks, in particular through in-service training and demonstration lessons. In Bangladesh, ATEOS are demanded to improve the professional ability of the teacher through demonstration lessons and sub- cluster training, while in Korea, supervisors will be assessed in part on their ability to give operative guidelines to schools and school curriculum. On the whole, and in all countries, supervision staff has many duties, a large number of which are administrative rather than pedagogical.

In Korea, School Based Autonomous Supervision (SBAS) was introduced to allow schools to develop and run supervision policies that are appropriate for their circumstances and demands. Peer supervision is equally becoming more prominent, with grade senior teachers in elementary schools and subject senior teachers in middle schools being central in process. There has been the suggestion that a Master Teacher System should be established in primary and secondary schools. In Sri Lanka and Nepal head teachers have also received a growing

number of supervisory tasks. In Sri Lanka, the overall responsibility for internal supervision is entrusted to the schools head thus; a teacher is supervised both by an external actor and school head. In Nepal head teachers evaluate the job performance of teachers and make recommendations for promotion and transfer. In Bangladesh there is no official devolution of supervision and inspection responsibilities to the head teacher, but the head is verbally instructed by the supervisors to inspect and supervise all aspects of the schools.

In the case of supervision by community, in Korea School Management Committees (SMC) resolve management problems by themselves, in Bangladesh some of SMCs are very active looking after all aspects of a schools supervising different activities including the teachers' classroom performance and in Nepal community participation in school supervision and in instructional improvement was promoted during Seti-ERD project. While, in Utter Pradesh Village Education Committees exist, who are authorized to make efforts for the development of basic education and the members of Zila Parishad/ Municipal Board have the power to visit any Basic school located in the area concerned and submit their report.

What Next

The suggested supervision and teacher support model presented by Shakya, et.al, could be discussed as an alternative model of supervision in present context of Nepal for solving teacher support issue.

Present resource center (RC) based supervision mechanism of primary schools and supervision area based supervision mechanism of lower-secondary and secondary schools should be developed as a single mechanism i.e., the resource center based supervision. The resource person (RP) should co-ordinate the activities of RC. In lower-secondary and secondary level teachers are subject specific where as, in primary level teachers are not subject specific. So separate clustering of primary schools and lower-secondary and secondary school is inevitable. Number of schools in a cluster should be based on number of schools and as well as on the number of teachers working on those schools. Resource person working at RC should have i) monitoring role, that includes system

monitoring, data system, and policy library and ii) supportive role that includes, training, provision of materials, critical friend and curricular.

SMC in general and head teacher in particular should be made responsible and accountable to managerial, instructional, inter personnel relation and community relation of the school. Regular and intensive management training for both SMC members and Head teachers should be implemented enabling them to have a functioning school set up.

Collective responsibilities of teachers should be developed for teacher support activities for which RP should act as a coordinator. For this teacher forum, subject teacher forum should be formed and potential and good practitioner teacher should be developed as the master teachers and with the collaboration of these master teachers RP should support teachers for better classroom management and classroom instruction.

Role of supervision in curriculum evaluation

Teachers are the real curriculum implementers and supervisors are close to the implementation site. A supervisor working as professional support coordinator is always with the teachers, students and school community, so have close eye on curriculum transaction, hence having responsibility of curriculum evaluation. This responsibility of curriculum evaluation can be discharged through the process of, class observation, interaction with teachers and school community, action research, and studies.

Areas of curriculum evaluation, as the role of supervision could be, relevance of the subjects, compatibility of curricula content in achieving expected outcomes, competency of teachers to deliver the curriculum, compatibility of assessment scheme to measure the outcomes, difficulty level of the students in achieving expected learning outcomes, sufficiency of school resources for effective timetabling, and availability of academic support materials (text books, TG)

Linkage of Supervision with School Evaluation

In the context of supportive supervision the linkage of its with school evaluation relates to,

- to support the school management focussing in effective learning and teaching that includes,
 - Effectiveness: the extent to which the set goals or an objective of a school programme is accomplished (quality, quantity, equity or equality)
 - Efficiency: the extent to which the inputs produce the expected output in a school setting. Increased efficiency means achieving the same or better outputs with fewer or same inputs.
 - Accountability: is the process of justifying to others our job performance in relation to agreed goals and target.
- to make formative in nature to review the progress of education and to devise new measures for its improvement and development considering following functions of evaluation:
 - Diagnosis: to locate weakness and to decide the remedial needs
 - Prediction: to identify the potentialities and abilities
 - Selection: to identify where additional and better resources- human, materials and financial- are required (to identify suitable persons for particular courses, jobs, entitlements)
 - Grading: to rank or grade against the norms, standards or benchmarks
 - School evaluation involves reviewing the whole school process to find out:
 - Why certain things have happened?
 - What should be done to improve poor performance?

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Headteacher's Instructional Leadership in the Primary Schools of Nepal

- Bishwanath Karmacharya*

"We will fail, as we have failed so many times before, to improve schooling for children until we acknowledge the importance of schools not only as places for teachers to work but also as places for teachers to learn." – Sarasan S. (1990)

Being a primary school head teacher is complex, demanding and difficult to pin down in terms of the exact requirements of the job. The fact is that the very nature of headship largely depends upon the specific circumstances in which the role is being played out. The problems facing a head teacher in a rural primary school will be very different from those in a large urban school. Most of the primary school head teachers are promoted from the teachers or recruited as teachers. It indicates that the system does not consider school leadership different from the school teachers and that they are also teachers with some extra responsibilities, for example, preparing daily routines and working as a liaison with DEO and school board. Schools as organizations need both good structure and efficient leadership for all round development. As schools are educational organizations the staff need to be trained for their better performance and thus instructional leadership is of vital importance for quality education in the primary schools of Nepal.

Institutions are made up of people, and it is the behaviour of head teacher, teachers and students in classrooms and in schools as a whole that will finally determine whether or not our schools succeed or fail to meet the challenge of our times. Primary teacher training follow-up study of NCED (1998) reveals that the trained teachers have theoretical knowledge of lesson planning but neither they prepare lesson plans nor do they apply the pedagogical theories they have learned. The study suggested that we should enable and empower the head teachers to encourage the trained teachers to apply their skills in their classroom

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practice and to provide support to the untrained teachers for their professional development.

Factors associated with Head Teacher's Instructional Leadership and Arguments for Further Improvement

Leadership is one of the key factors for the development of any organization. I found that head teacher's instructional leadership played a vital role in promoting better classroom practice in the schools when I worked for five years as a head teacher and ten years as a teacher in a remote district of Nepal. It may not be appropriate to generalize on the basis of my experience only in some schools but it may not be an exaggeration to reflect the experience along with the experiences of other different schools during my nineteen years of regular services under the Ministry of Education and Sports. Both the experiences supported the consequences. Bista and Camey (2001) quote (Stoll, 1994; Sammons, et. al. 1994) that for many school effectiveness researchers, the role of leadership is a key to 'transforming' school structure and teacher culture.

This is an attempt to identify the factors associated with the instructional leadership of the primary school head teacher and to put some arguments for improvement on the basis of the scenario and the theoretical concepts and models.

Criteria for Head Teacher Selection

There is no separate post for head teachers in the primary schools of Nepal. Head teacher is selected on the recommendation of School Management Committee and approved by DEO. One of the teaching staff will be given the responsibility of the head teacher with some extra allowance. Leadership has not been institutionalized. The school administration has been weaker due to the lack of solid step on head teacher selection, appointment and encouragement although BPEP and NCED have arranged some in-service orientation training for the head teachers (HNEC 1998). The post of head teacher is not attractive and therefore nobody wants to take the responsibility. The academic qualification and experience of head teachers are similar or in some cases lower than those of the teaching staff (ref. interview with teachers). Can we expect effective instructional leadership from the head teacher in such a situation? The head teacher even felt

humiliation. The criteria for selection of head teacher need to be considered on the basis of the school culture and the theories of leadership including instructional leadership depending upon the situation of the school rather than picking up just from teacher population.

Power Conflict

Power relation among head teacher, teachers, SMC chairperson and members, local community and the government officials was not supportive to the leadership role of the head teacher in the school. Teachers seemed to be more powerful than the head teacher due to political and other organizational factors. Most of the people who possessed power of decision making about the school in the local community did not send their children to the school and they were indifferent about the quality of education in the school. But most of the people who sent their children to the school were uneducated working class and could not raise any voice about it. So the head teacher simply neglected the instructional aspect of the school. He did not seem even to try to develop the skill. This indicates the role of **the dialectic of control** in schools as organizations. It seemed that there was lack of regularity, honesty, accountability and trust among all concerned people in the school. The head teacher complained that it had been difficult for him to maintain discipline among the teachers in the school as their organizations and associations provided them with unnecessary supports and thus the head teacher was weaker. The programmes for improving the situation need to balance them all. The programmes for strengthening the leadership quality in Nepal mainly focus on the agency and neglect the influence of the structure and thus they specially consider the trait, behavioural and contingency theories of leadership under the rational perspectives of the theory of organization. According to Giddens's theory of structuration both the structure and agency need to be given equal importance.

Peter Senge (1990) in his 5 disciplines of learning organization argues that system thinking (think as a part of a big organization, i.e., as a member not separate from that) is very important for leadership as well as organizational development. There is dialectic of control between agency and structure and between teachers and the head teacher. The head teacher training manual (NCED, 1998) is found very good in incorporating knowledge and skills for head

teacher's instructional leadership role but the NCED trained head teacher whom I visited did not seem to be using the knowledge and skills in the school. He had not conducted any staff meeting and he had never observed and given feedback to the teachers. He did not have any programs for staff development. So the disciplinary power and dialectic of control need to be taken into consideration for improving the instructional leadership of the head teachers in the primary schools of Nepal. Local community and parents need to be empowered and aware of head teacher's instructional leadership. The head teachers need autonomy with expert and personal powers (given from underneath) and resource and position powers (given from above or outside). The first two types of powers are the most acceptable in the schools because they need no enforcing and they are welcomed by the followers (Handy, C. 1986).

Lack of Emphasis on Head Teacher's Instructional Leadership Role

The head teachers are considered as the administrators and managers who just have to follow the directions and guidelines from the DEO and the authorities above him. Actually the head teachers are not leading the schools. They are simply running the school through daily administration and management. The head teacher has been found almost unfamiliar with the instructional leadership role and the interpretation of the meaning of instructional leadership is limited to assigning tasks to the teachers and teaching his own classes. Even the Education Regulation 1992 does not mention anything about instructional leadership role while mentioning the duties and responsibilities of a head teacher. The Ministry of Education and Sports needs to be aware of the instructional leadership role of a head teacher, while revising education regulations. It is extremely unfortunate that the research study "Training of Teachers: Factors Contributing to the Effectiveness of Training in Classroom Practice (NCED, 2000)" has not identified instructional leadership as a factor.

The lack of specific criteria for appointing head teachers also supports the weakness of the head teachers' instructional leadership. The head teacher's obligation of taking 6 periods a day and giving no space for instructional role cannot improve classroom practice. Even the school supervisors do not give priority to instructional leadership role of the head teachers during their visit to the school though they rarely visit any schools. The supervisors and the head

teachers simply work as fault-finders and contribute to negative consequences rather than promoting reflection and professional growth of the staffs (ref. interview with school supervisor). According to the chairperson of the SMC the main roles of the head teacher are financial management, teacher management, maintaining relationship with DEO and the community and arranging physical facilities. Agency and structure both seem to be weak from school to central level in maintaining relationship as they are considered as separate parts. The quality of classroom practice has totally depended on the individual teachers.

Head Teacher's Dependency on External Supports for Staff Development

Head teachers are appointed from the population of teachers and they generally have the similar academic qualification and experience to the teachers. Furthermore, head teachers are also appointed from the seniors who may have lower academic qualification and instructional leadership cannot be expected from such head teachers who possess only resource and position powers but not the expert and person powers, which are vital in instructional leadership role. In such situation the training of the head teacher may have little or no influence. So the training programs should not only consider the job but it should also consider the individual and the environment in which s/he works. Similarly the head teachers also need to carefully realize the reality of the school for enhancing instructional leadership. *Practical and discursive consciousness both are equally important for effective instructional leadership because the former guides our everyday activities and the latter help describe and discuss the reasons of our behaviour.*

Autonomy should replace dependency for better leadership. "Autonomy is the attitude that my actions are my own choices and the organization I am a part of is in many ways my own creation. Better to proceed than to wait for direction. Better to ask forgiveness than permission. Better to be seen as stubborn than incompetent" (Block, 1987 quoted by Fullan, 1998). In this way we see that agency and structure need to be balanced; they can't be separated. We can expect better quality of teaching only from better teachers which demands effective instructional leadership of head teachers because teachers need to keep on developing themselves as teachers throughout their time in the profession.

Teachers as well as head teacher learn in order to teach. Individuals contribute to the development of the structure of the school and afterwards the structure also guides the individuals.

The prevailing bureaucratic control needs replacing by non-regulatory tightly coupling for strengthening autonomy and better instructional leadership through active participation of people. Louis (1987) quoted by Fullan (1998) argues: “By coupling I mean a relationship which has some shared goals and objectives, reasonably clear and frequent communication, and mutual coordination and influence. By bureaucracy I mean control through rules and regulations.”

Lack of Professional Support

The head teacher complained that he was always looking for the support of the school supervisors but the supervisors seldom visited the school. Even if they visited the school, they would never discuss about the instructional activities of the school. They were very much interested in administrative problems like physical facilities and the statistics of the school. This indicates that there is lack of professional support to the head teacher. The education system also seems not to be working effectively in promoting the instructional leadership of the head teachers of the primary schools of Nepal.

National Assessment of Grade 5 Students (EDSC, 1999) revealed that in classroom practice, their classroom performances were not supervised by the supervisors and the resource persons in a significant way and no suggestions were given to them for further improvement. They were visited only once or twice a year by resource persons and supervisors and had some communication with SMC members but none of these contacts had any significant impact on classroom teaching. In education the whole system and its parts (i.e., structure and agency) need to go together. They are interrelated. “Giving feedback and suggestion for improving teaching learning activities through class observation of the teachers has not been maintained because many head teachers are still untrained” (The Head Teacher Training Manual, NCED, 1998). So the professional support to the head teacher from DEO and to the teachers from the head teacher hardly exist in the primary schools of Nepal.

Lack of Motivation to the Post of Head Teacher

The female teachers commented that the headship was not attractive and teaching was suitable to them as they considered teaching as an easy job and headship only as administrative burden. One female teacher in the school said, "I started as a volunteer and became a permanent teacher later. I am from the community where the school is and therefore the job is suitable for me as a housewife." Here we can see the relationship between social structure and individuals. They generally want to take as little responsibility as possible so that they can engage themselves on household activities as well.

The SMC chairperson also said that the head teacher was not initiating any programs for teachers' professional development except sending the teachers to programs organized by the Ministry of Education and Sports. This also indicates that the head teacher is simply playing the administrative roles. Teachers are found not expecting instructional leadership from the head teacher. Stoll and Fink (1999) quote Teddlie and Stringfield (1993) that in ineffective schools principal's academic expectations were lower than those of teachers. This certainly demands the integration of the head teacher and the organizational culture and structure for promoting instructional leadership of the head teacher in the primary schools of Nepal. Levels of awareness and the power, agency and dialectic of control in this particular field need to be taken into consideration for making the head ship attractive and significant. Leadership is considered as an adaptive process rather than a unitary and fixed feature (Lakomski, 1999).

The Culture of Isolated Teaching / Ontological Security

The teaching culture in the school was individualism. Teachers were not involved in class observation, feedback, sharing ideas and team teaching. They were traditional and therefore their emphasis was on reproduction and repetition. They were very much concerned on what to teach rather than how to teach. They did not seem to be reflective, creative and productive for ontological security. They did not want their colleagues to see their weakness. They lacked confidence on new methods of teaching. This indicates that the head teacher need to be competent enough to deal with the teachers according to the situation and the programmes for head teacher training should balance both the structure and agency.

The head teacher was also found individualistic. No staff meeting was held yet. Even in their informal occasional discussion they concentrated themselves on problem oriented discussion not on improvement oriented one. Improvement oriented discussion is very important because staff development is a continuous process. The head teacher said that most of the students in the school were from working class and they had to work at somebody else's house. So they didn't have enough time to do their home works. They couldn't expect any help from the guardians. He further said that he gave extra classes to the students by himself but he did not involve other teachers in such activities. There was lack of interaction among the teachers and the head teacher. "It is impossible to examine school culture in isolation because it inextricably linked to culture. In many ways they are independent. Structure can be changed without seriously affecting culture. Two schools with similar structures could have different cultures (Hargreaves, 1994a quoted by Stoll and Fink, 1999)." This suggests that the head teachers in the primary schools of Nepal need to be enabled for instructional leadership in accordance with the school culture and the structure. Mirroring Hargreaves' notion of contrived collegiality, Leithwood et.al. (1989) recommended that school leaders should facilitate opportunities for teacher sharing and reflection on their practice, as well as that of their colleagues, in ways that might act as catalysts for more lasting forms of collaboration (Carney, 2000).

Conclusions

Teachers also learn while teaching. Teaching is a profession in which learning, sharing experiences, training and feedback for improvement are integral parts. As such the primary school head teachers of Nepal need to play the role of immediate instructional supervisors. They are also to seek opportunities for teachers' professional growth. They are responsible for resource management and creating suitable environment for sharing knowledge, skills and experiences for better classroom practices.

The scenario of the instructional leadership of head teachers in the primary schools of Nepal is quite discouraging. Can we expect good instructional leadership if the head teachers themselves are not familiar with it? They work simply as an administrative agent of the educational organizations. They may not

possess additional knowledge and skills necessary for the job as they are selected from among the teachers and therefore teachers do not expect any thing more from the head teacher. Even the trained head teachers are not found successful in instructional leadership. Why should they bother to play the role if that does not make any difference to them in the system? So the whole education system is also responsible for the consequences. They are not well-trained and supervised for regular feedback. They are seeking support for effective supervision and instructional leadership in the school. The supervision system needs to be regular to provide support to the head teachers to facilitate them for instructional leadership activities.

Head teacher training curriculum need to be revised to address the real need of the head teachers rather than trying to fulfil the centrally felt need. The training curriculum focuses only on building individual capacity which is not enough. The effective implementation of training skills needs consideration of the individual as well as the institution, its environment and people's participation.

Most of the educational research studies are based either on agency or on structure. That's why the policies formulated after them and the programs launched accordingly generally have problems in implementation. Because neither individuals nor structure can be separated rather they need to be integrated for successful research and implementation of policies and programs.

The head teacher's instructional leadership was found crucial for effective classroom practice. Due to the lack of head teacher's instructional leadership even the trained teachers are not using their skills effectively in classroom practice. The structure (situation / environment) of most of the primary schools of Nepal is not well established as in Denmark where I found the head teachers and also the teachers guided by the well-established system of the schools. Therefore, the head teacher's role makes a lot of difference in Nepal for effective classroom practice and to replace the pre-established system by establishing the desired one.

More than 50% of the teachers are untrained (full training i.e., 10 months) and it's not possible to train them all in a short period of time moreover, Nepalese head teachers lack the knowledge and skill and the school culture has not been

established in a way that can facilitate instructional leadership activities. In such case, if at least the head teachers are trained as efficient instructional leaders, they can provide significant support to the teachers. RG model of instructional leadership can help in enabling head teachers for successful instructional leadership. But the head teachers must be honest and accountable towards the quality of teaching and their job as a whole. This points out the need for structural improvement that encourages head teachers for instructional leadership. Empowering and making local community aware of the quality of education can help encourage the head teachers for effective instructional leadership. The education system should not consider the local community as external.

It is necessary to undertake a study to identify specific criteria for head teacher selection and revising the head teacher training curriculum considering both head teacher as individual and the local and government policy, culture and the structure. Because people are active participation can certainly help promote head teacher's instructional leadership and consequently the classroom practice. Schools alone may not be responsible for the present situation of the instructional leadership in the primary schools of Nepal. The Ministry of Education and Sports and other related organizations are also equally responsible.

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Pedagogical Concern: A Central Focus of Teacher Education

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Abstract

This article basically deals with the pedagogical concern, which is the central focus of the teacher education everywhere in the world. The teacher education essentially consists of knowledge, skills, attitudes, behaviors, norms and values, beliefs, etc. It includes different types of growth. The nature, types and delivery modes of teacher education determine in developing a professional community, making teaching-learning more realistic and child-centred, managing instructional planning and providing quality teaching. The major areas that the teacher education deals with are preparing good instructional plan, delivering curricular contents as per the children's needs, recognizing children, using variety of teaching tools and techniques, solving students' overall problems and further recognizing students as an equal footing in teaching-learning process. The pedagogy not only encompasses the act of delivering education but also the total process of teaching-learning. Moreover, intellectual quality, quality learning environment and the significance are necessary ingredients that help in making pedagogy more productive and qualitative. The dynamism, collaboration, active participation, good communication and interpersonal relations and the integration of teaching are entirely dependent on behavioral, cognitive, intellectual and managerial capacities of the teachers. Thus, the teacher education is the most crucial issue in education. The importance of pedagogy is highly considered as it makes our teachers more reflective, responsive, challenging, accountable and professional. The nation needs to address these issues and challenges for holistic and all round professional development of the teachers.

Background

Teachers need education. Teacher Education (TE) provides teachers knowledge and skills related to teaching and learning. Knowledge attained from TE assists teachers to deliver the curricular contents to the students. Similarly, skills help them in selecting better pedagogy, understanding students and in developing a

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good learning environment in the classroom as well as in school. Therefore, TE must focus on the contents, various disciplines and the skills i.e. pedagogy.

Nature and characteristics of teachers play crucial role in TE. It is universally accepted that teachers differ in numerous respects, for example, age, sex, experience, expertise, educational background, etc. (Anderson, 1995). Importantly, similar to the actors and actress, teachers have to perform various roles while teaching. Teachers, thus, have to play their different roles while teaching. For example, as Artists (Delamont, 1995), as clinicians (Calderhead, 1995), as professionals (Hoyle, 1995), as researchers (Hopllingsworth, 1995). Teachers have, thus, several characteristics both from the teaching part and individual part. To understand teachers and teaching, students and learning, and to teachers themselves, teachers have to have knowledge about teacher education and teacher education has to give its central focus on them.

Teacher education is the major responsible element for better teaching-learning. Obviously, both the contents and the process i.e. pedagogy are the fundamental components of teacher education. Besides, moral characters, child concern, ability to deal with student's values, are other elements that teacher education must address on time. Moreover, teacher education assists to promote four types of growth i.e. knowledge, skills, judgment, and contribution to professional community (Little, 1992). Due to the responsible persons of teaching-learning in real classroom situation, teachers must be professional and pedagogic. For this, knowledge and understanding about pedagogy, different teaching methods, their strengths, weaknesses and the useful tips of using them help teachers in performing their duty in a more professional way. The whole teacher training packages, pre and in-service teacher training courses, thus, address them with a great emphasis.

Understanding Pedagogy

Pedagogy refers to the delivery of knowledge and skills. It is also the art of teaching and preparing good instruction. The principle and method of instruction; the activities of educating, instructing or teaching; the activities that impart knowledge, skills, etc. are the dictionary meanings of pedagogy. Therefore, classroom activity, teachers' role, students' role, instructional emphasis, use of

technology in classroom teaching, assessment and the conceptual knowledge, etc. are some of the dimensions of pedagogy. Moreover, intellectual qualities, quality of learning environment, reflecting critically on the work, are some other elements of pedagogy.

With reference to the quality of pedagogy, the Department of Education and Training, Australia, keeping the quality of pedagogy in mind, has initiated a model of pedagogy in order to improve the quality of teaching, which has developed the following three major dimensions according to Ladwing and King (2003):

1. Pedagogy that promotes high levels of **intellectual quality**: Producing deep understanding of important substantive concepts, skills and ideas. Active construction of ideas, students' engagements for higher-order thinking and developing a good communication capacity about what they are learning are some of the activities that promote intellectual quality of the students.
2. Pedagogy that establishes a high **quality-learning environment**: It refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.
3. Pedagogy that generates **significance** by connecting students with the intellectual demands of their work. Significance refers to pedagogy that helps make learning more meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

The term pedagogy contains both the pedagogical content knowledge and the knowledge of the pedagogy. For example, the pedagogical content knowledge includes content knowledge, knowledge of students' thinking, and knowledge of pedagogical strategies (Rowan et. al., 2001). Personal development (professional, intellectual, and personal), recognition of self-respect, meaningful works etc. have positive roles in improving the quality of teaching work. It is, thus, important to understand and use the pedagogical strategies by the teachers.

There are some pedagogical strategies. Teachers can use some pedagogical strategies while delivering the curriculum. They are to initiate interactive and dynamic teaching-learning practices, collaborative and teamwork in the classroom and to recognize the roles of the students as equal partners in teaching-learning process. These strategies might be very useful. According to Stone (1999) the best classroom practices are: sharing teaching philosophies; succeeding with reading and writing instruction; subjectwise instructional knowledge; threading technology through the curriculum; opening school's door to parental involvement; integrating inclusion in the classroom; celebrating art and music; creative scheduling; experiencing education abroad; sharing more key elementary issues and perspectives of education and pedagogy.

Pedagogy also has to help teachers in performing teaching-learning practices more efficiently and effectively. For this, there are five main tasks to be initiated. Firstly, help students make the transition. Secondly, direct students' attention to the immediate situation for learning in the classroom. Thirdly, spark intellectual curiosity to challenge students. Fourthly, encourage the students' active involvement in learning. Lastly, build a sense of community in the classroom. These indicate that directing students' attention, challenging students, providing support, encouraging for active learning, building a learning community are some of the strategies essential for making pedagogy better and effective.

Active learning also demands some sort of initiatives. Dialogue with self, dialogue with others, experiences such as: observing and doing, thinking about ones' own thinking, thinking about students i.e., what they are learning, how they are learning, how they are feeling, how they are developing, how they are initiating a dynamic and active form of dialogue, etc could help to make learning more active. Then only we could say that pedagogy used by such teachers is product.

The above in-depth discussion helps in generating some knowledge. Firstly, pedagogy includes classroom activity, teachers' role, students' role, instructional emphasis, and concept of knowledge, classroom management techniques, teaching techniques, classroom research, instructional planning and students'

assessment, which are directly responsible in making classroom teaching more active, dynamic and live. Secondly, pedagogy is construction rather than instruction. Thus, teachers have to play various roles. Thirdly, pedagogy is learning rather than teaching. Fourthly, classroom learning is for quality and quality of understanding not only for quantity. Fifthly, teachers have to have professional intelligence, personal intelligence, and managerial intelligence. Finally, the traditional knowledge of teaching and learning has to shift to the postmodern, which includes learned centred classroom activity, collaborating role of teachers and students, focus on inquiry and inventions, use of various teaching methods, etc.

Teaching Methods/Techniques

Pedagogy contains various teaching methods/techniques that teachers can use during their due course of time of teaching. The following matrix presents a glimpse on the common teaching methods/techniques used for teaching learning process:

Methods / Techniques	Characteristics	Precaution	Useful in
Lecture	Presents factual material in direct, logical manner, describes contents, students become passive and teachers become active. One-way communication takes place. Basically this method is useful for large group situation.	Clear introduction and summary are good, needs time, strong content knowledge, and should include more examples.	Social sciences, economics, etc.
Lecture with discussion	Involves audience for discussion after the lecture and they can question, clarify and challenge over the content	Deliver clear information, encourage participation for discussion	Various subjects
Panel of experts	Use of experts to present different opinions with discussion and clarification.	Be logical, sequential, and collaborative with sound knowledge on given topic	Technical subjects
Brainstorming	Exercise for creative thinking for new ideas, it encourages full participation, draws group's knowledge increase competitiveness.	Selection of better issue encouragement for full participation and creativity	All subjects
Class discussion	Active participation, heavy discussion and debate, experience sharing	Selection of good topic, encouragement for good participation, creation of friendly environment.	More relevant on social sciences
Small group	Every individuals' participation,	Formation of groups,	All subjects

discussion	group work and discussion, common consensus development	active participation, facilitation, collaboration	
Case studies	Analytic and problem solving skills, exploration of solutions and application of new knowledge and skills	Objective should be clear, selection of relevant topic, good guidance and support	Social sciences
Role playing	Dramatic presentation, appreciation of others point of view, exploration of solutions through the opportunity to practice skills	Interesting topic, possible and relevant topic, contextual	Social sciences, Nepali, Health
Project work	Group work, observation and analysis, exploration of new ideas	Formation of group, tasks distribution, clear instruction, facilitation, presentation of the report	All subjects

The matrix given above indicates that teachers can use variety of methods/techniques in teaching. Basically, a single method/technique of teaching may not be sufficient to deliver the curricular intent to the learners. The nature of contents and the context usually determine the choice of teaching methods, which are integral parts of the teaching-learning process. Therefore, choice of more than one methods and techniques might give better response. For this, the teachers and educationists have to bear in mind that classroom must be interactive, dynamic, creative and constructive.

Many educationists have argued that teachers have to use different three approaches to teaching. For example, executive approach (teachers as an executor, responsible person to bring about change, manager of the classroom, makes decision within the classroom); the therapist approach (teachers as an empathetic person, helping students to grow personally, students have some choices, students feeling, and experiences are recognized) and liberationist approach (teachers as liberator, emphasis on students, help them to be authentic, seek the students' effective acquisition of specific knowledge and skills) (Fenstermacher and Soltis, 1998).

From the discussion on teaching techniques, some concluding ideas can be developed such as: a) there are various methods and techniques of teaching b) no a single teaching technique is recommended to deliver the curricular content c)

teachers have to understand variety of teaching methods and techniques d) knowledge, thinking and action are necessary for classroom teaching e) teachers have to understand general pedagogical knowledge, learning environment and instructional strategies, knowledge of learners and learning, classroom management, knowledge and knowledge of subject matter f) managing a class, time on task, moral and intellectual virtues etc. are important while delivering the curriculum g) teachers have to use teaching technique and methods based on the content and the context h) students are the major element that any teaching techniques has to address properly and i) some precautions have to adopt by the teachers while using teaching methods and techniques.

Teaching Competencies

While teaching, feelings, attitudes, values and perceptions, problem-solving attitudes and skills, knowledge on subject matter, problem situations, model of teaching, personal empathy, support system, etc. play significant roles. Both teachers and students have to understand themselves properly. Different theories have also suggested on developing professional knowledge and competence. For example, Eraut (1994) has described Dreyfus model of skills acquisition. This model has suggested that 5 levels are essential for skills acquisition. They are: novice; advanced beginner; competent; proficient; and expert. From this model, it can be argued that to be an expert is a more complex task and needs high levels of commitment and efforts and also has to pass through various stages. To use better pedagogy, to understand children better, to cope the teaching-learning problems in a better way, teachers must be professional experts. For this, teacher education (pre-service and in-service) has to focus its attention towards the development of teaching experts.

Teachers, one of the major elements of pedagogy, have to manage variety of things. They have to manage operations (teaching-learning activities), finance (resource necessary for teaching and learning), people (children, their problems, behaviours, needs and interests. etc.), information (about content, process, technology, students, society, achievements, research and innovation, etc.). These works become almost impossible if teachers lack thinking like imitateness, creativity, critical thinking, skills like planning, leadership, influencing, interpersonal diagnosis, and the development of self-like self-confidence, self-

development, self-reflection, self-correction, self-direction etc. and responsiveness towards the teaching-learning process. These capacities, skills, and thinking are mostly satisfying the generic competence found by the Boyatzis and highlighted by Eraut (1994). Boyatzis has mentioned 12 competencies of the managers those differentiated them as superior than general manager. They are: concern with impact; diagnostic use of concepts; efficiency orientation; proactivity; conceptualisation; self-confidence; use of oral presentation; managing group processes; use of socialized power; perceptual objectivity; self-control; and adaptability.

From the perspective of teaching competence as described above the concluding remarks can be drawn as teachers must have competency of: a) cultural understanding b) knowledge c) pedagogy d) behavior e) leadership f) social g) self and self -development h) managerial i) financial j) technological k) problem solving l) research m) presentation n) critical thinking o) imagination and creativity p) planning q) diagnosing r) adaptability s) knowledge management t) knowledge of synthesizing and practicing the theories. Teaching-learning process is, thus, regarded as a learning process and all stakeholders have to have an attitude of making the school / classroom as a learning organization and prepare themselves for learning to learn.

Reflection

Pedagogy is crucial to unpack the curriculum and develop qualified and good citizens for the nation. For better pedagogical practices, teachers have to have some key potentialities, which are cited below:

- a) **The knowledge** of pedagogy, content, students, classroom management, instructional planning, socio-cultural context, management, etc.
- b) **The abilities** such as working productively, learning effectively, communicating clearly, working cooperatively, acting responsibly, valuing self-positively, thinking critically and creatively.
- c) **The personalities** such as trustworthiness, respect, responsibility, fairness, caring, citizenry etc.
- d) **Good practices** such as encouraging, cooperating, emphasizing, communicating, supporting, facilitating, collaborating, respecting, recognizing, valuing, accepting the students towards teaching.

- e) **Managing the knowledge** such as: integrating, enhancing, complementing, acknowledging, accommodating, researching, applying, synthesizing, constructing, reconstructing the knowledge of the students.

If a teacher has the above potentialities, he/she could be treated as a professional expert. Such teacher can replicate, applicate, interpretate, and associate the knowledge. Similarly, he/she can create new knowledge, can establish linkage between theory and practice, can use better pedagogy, can provide continued follow-up support to the students, and can integrate work and learning. Moreover, he/she can use highly interactive, dynamic, child-centred teaching techniques. These all promote and assure the quality of teaching. This is the ultimate goal of any education system.

Unanswered Issues

This article ultimately helps in exploring several fundamental issues with regard to teacher development. They are:

Are our teacher education programmes context sensitive, purposeful and articulated; participative and collaborative; knowledge-based; ongoing and developmental, analytic and reflective?

These are some of the issues that have still remained unanswered. These issues are described as the effective elements of teacher education in the western world (Griffin, 1986 as cited in sprinthal at el (1995). They are:

1. How to encourage reflective teaching?
2. How to make school/classroom as a learning unit?
3. How to develop professional accountability of the teaching profession?
4. How to develop teachers to challenge the work they have carried?

Challenge to the Ministry of Education

How to develop and deliver teacher education to enable the teachers to perform their professional duties in such a way that no one would raise the above issue is an ultimate challenge of the Ministry of Education.

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Staff Capacity Building in Institutions under Education Sector: A Recommended Model

- Shiva K. Sapkota*

Background

Modern era of educational development in Nepal puts more emphasis on the effectiveness, efficiency, economy and equity that all combining into “quality” in the service delivery system. Societal demand and clientele pressure for quality has been constantly giving rise to the matter of prime concerns in education sector. This situation might arise for the various reasons, among others, increased competitiveness in the job market, technological advancement, and expanded access to opportunity for education can be the critical ones. Education development is led by education sector, which, by institutional set up, embodies management organizations under direct alignment with Ministry system and educational institutions under university and school system.

In the past, the quality dimension was bit dominated by the movement of expansion of educational provisions to make wider coverage of consumption. However, investment of both time and finance was put in the efforts to develop functionaries capable of responding to the demand and aspiration for better service. Institutions were created and continuously developed for the purpose.

Government dispensed considerable amount of resources for institutional development. This trend has been found to be increasing gradually ever since early stage of education development. From the very beginning of the journey, major component of the institutional development would include Staff Development or Staff Capacity Building (SCB). Ministry of Education and Sports alone spent millions of dollar in this connection. So is the case with universities and school sector. Thousands of staff-both management and technical teachers were provided various forms of capacity building interventions mainly training from overseas and national institutions. Study visits and observation tour to several international institutions benefited large number of staff (HRDP, 2002).

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But, seen the result at present, impact of such programs remained negligible, if not nil in terms of improvement in the job performance. This situation continuously leads to wrong notion of staff development.

Thus, time has come to review concept and practices of by exploring possible avenues, which will be able to concretize the impact of staff capacity building initiatives resulting in better organizational performance to respond to the emerging zeal for quality service.

Notion of Staff Capacity Building

Personnel management system consists of four fundamental functions: Manpower Planning, Acquisition, Development and Sanction (2001, Schiavo Campo and Sundaram). Planning refers to the definition of personnel requirements, jobs, and pay and benefits. Acquisition is the recruitment and selection of personnel. Development is the task of orienting, training, motivating and evaluating employees, staff in this case. Sanction is the establishment and maintenance of expectations and obligation. As the present article intends to deal with matters related to the staff capacity building, it directly refers to the explanation about “development” function.

The concept of staff capacity building is often equated with Human Resource Development (HRD), which rather conveys vague sense in the context of individual institution. Simply speaking, HRD signifies every learning effort made in the form of any formal, non formal and informal course of knowledge generation resulted in developed human potentials of an individual throughout the life time whereas SCB specifically refers to the entire process of development of staff capacity in the context of organizational life. However, both cases comprise human resource as a common intent.

SCB process involves set of organized learning activities as well as institutional systems for enhancing individual potentials and competence and making utilization of those abilities for enhancing performance and growth both at individual job and organization level. The accurate conceptualization of the capacity building would be to view it as an integrated process of developing competencies of individuals as well as organizational systems and environment

that create sustainable opportunities for them to unitize the competencies for effectively achieve the organizational goals coincided with individual desire and expectations (HRDP, 2002).

The concept, therefore, put stress on capacity to perform entailing the necessary enabling systems and environments rather than just on individual abilities to perform a given tasks. As an organization is a combination of staff members, individual development is seen as part of the broader agenda for organization change and reform. Capacity building focuses on increased ability to use and maximize utilization of existing resources in an effective, efficient and sustainable way (Lavergne and Saxby, 2001).

Mukhopadhyaya (2001) emphasizes that the staff in any formal organizations need to be developed, skilled and re-skilled on continuous basis. This is not only because knowledge is expanding at tremendous pace, but also because learning media and styles are continuously changing warranting new skills and competence.

Theoretical discussion leads to the conclusion that staff capacity building is not just matter of education and training that develop individual ability to perform. It is rather a holistic concept of developing capacity through the composite process making entire institutional context sensitive and favorable for everybody to enjoy the work by putting high level of effort with full commitment that eventually develop helps to create knowledge and to develop skills in the staff.

Situation Analysis

The analysis of the capacity building situation is mainly discussed in the context of management organizations under the Ministry of Education and Sports (MOES) and educational institutions-schools in particular and university in general. The analysis is backed up by informal but prolonged study in area of staff capacity building process, group dynamism, human behavior and power relations; and their implications on the organizational effectiveness in the education sector.

It is found that capacity building of staff is often taken as an isolated concept. The staff capacity is usually judged on the basis of formal academic qualification and number of training courses attended. The capacity and its reflection on the level of individual performance do not tally with one another and the performance rarely contributes to the overall development of an organization. Institution environment, rules and regulations, leadership process, working conditions are treated to be independent of capacity building process.

Job description, task content and individual aspiration are found poorly linked. Management organizations especially lack systematic and appropriate job design for the staff. Matters related to distribution of assignment and deployment of the staff is generally decided by somebody who is fairly unaware of their strength and ambition. In the case of educational organization, major job of the educators remain clear that is teaching but little care is given to job enrichment, job rotation and to bring about varieties in job content.

It is widely observed that relation among fellow beings and between senior and junior staff is poorly maintained in the both type of organizations. Seniors always tends to show supremacy and juniors always show inferiority; there is minimal possibility of compromise in between. Such difference in the relation has led to obstruction in the process learning and updating knowledge since seniors never realize the need for further learning and the juniors never get chances to expose to the new experience of advance study and training. Practice of mutual support guidance in work does not take place. Rather, it was noticed in many cases that the seniors were found living with fear and threat from better performance of other colleagues.

In the public organizations, everybody is provided with some kind of legal authority to perform the jobs in a certain way. But general tendency reveals that seniors especially head of the institution enjoys full power to influence the job content and working styles of the other staff. Concept empowering staff fellows with legal authority, sharing of power, and new knowledge, skills and expertise could not be seen materialized.

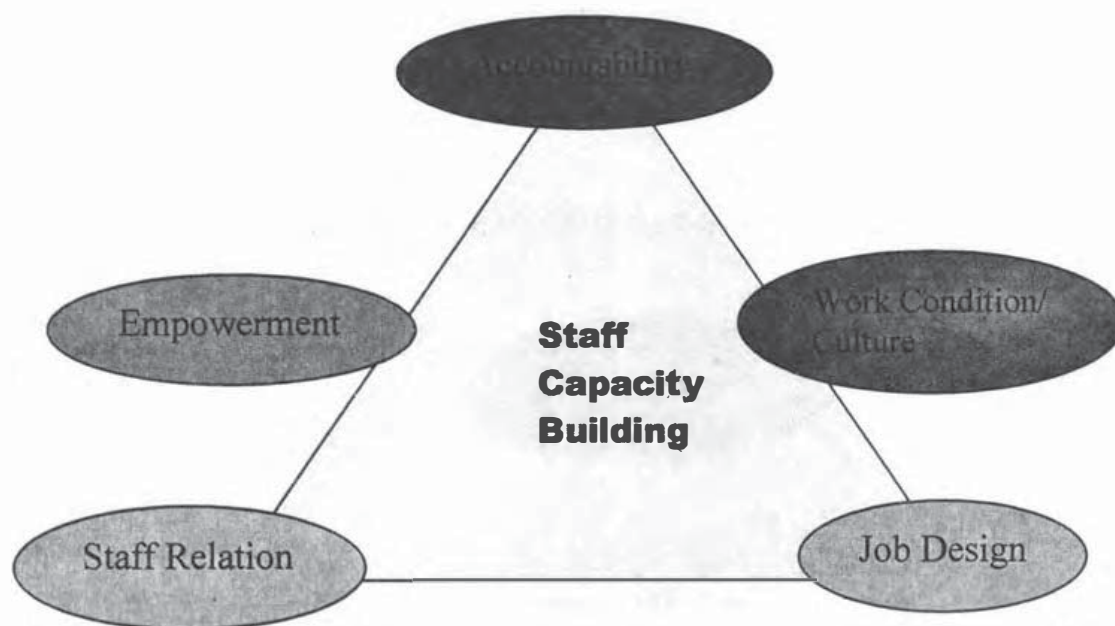
It was traced that the institution heads were generally found themselves almighty of the total institution; they would consider themselves as final authority by holding accountability for every success and failure of the institution. The other staff was seldom recognized as of equal responsibility and accountability for what would be done for.

Working condition is important part of the institutional performance to be performed by individuals. Many organizations could not put emphasis on improving the office facilities equipped by modern technology since they are habitual with the tradition set up. It was also evident that very few managers and executives were to understand the fact that working condition would be instrumental to motivate people; thereby, they could undergo to continuous learning for professional development through easy access to knowledge and information resource. Work culture guided by organization values and established custom is another pivotal element in this context. Culture of silence, less regard on honesty, high importance of monetary possession create completely mischievous behavior that eventually leads to suffocated atmosphere in the organization. No body finds energy in self to put genuine effort into the performance.

Staff Capacity Building Model

Capacity building, as discussed above, is a composite process of different dimensions of entire organization. There is nothing invented that can be something that is panacea to capacity building. Thus, a Model for staff capacity building recommended in the context of organizations under education sector is presented in the figure-1. The model can be adopted by any individual institution without investing additional resources to materialize it. This is the departure point from traditional expensive model to the most economic but sustainable one; so it can deserve to be entitled as model for discussion.

Figure-1: Staff Capacity Building Model



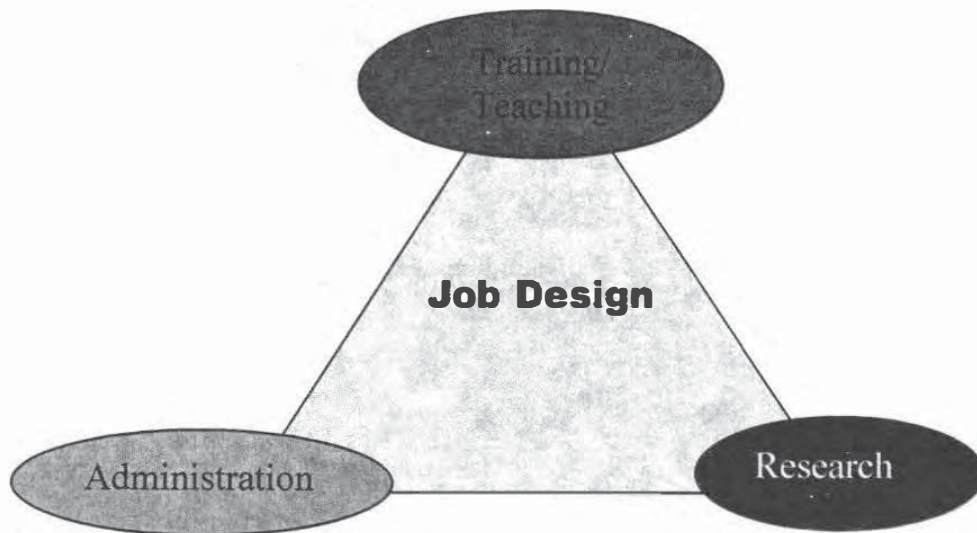
Job Design

Systematically designed job content itself can be first and foremost step to the capacity building process. Seen the organizational responsibility and key roles of the majority staff in the education management organizations under MOES, roles related to training, management/administration and research works are found the most prominent ones. For instance, 75 District Education Offices, five Regional Education Directorates, Department of Education, National Centre for Educational Development, Curriculum Development Centre are observed to be engaging majority of the programme staff in such roles. Educational institutions, either schools or university colleges naturally encompass the roles of teaching, administration and research.

In the given context of organizational roles, there should be carefully designed triangulation in the job content assigned to every individual staff belonging to the programme level. Traditionally, there would be a particular role like teaching to a group of staff, administration to another group and research to the other area in an isolated manner. There exists a noticeable lapse in such approach of role distribution because everybody would find his or herself monotonous to the same job for a long period of time; as a result it would substantially hinder the staff to gain perfection in professional personality.

Therefore, for the purpose of ensuring perfection in staff capacity and making the job interesting and joyful it is imperative to design the job with triangular combination that apparently creates motivation and mode continuous learning for professional advancement in the total carrier development process.

Figure-2: Triangulation in Job Design



Work Condition and Culture

Any organization should have rigorous planning to upgrade facilities in terms of library, equipments, computer technology, and comfortable furniture and other physical infrastructure. Such provision creates congenial atmosphere for the staff to work where everybody enjoy working that fosters learning by doing. The everyday pleasant experience will compound to increased capacity to perform better that result in organizational effectiveness.

Work culture generally refers to organizational values, tradition and custom, which guide the total working styles and process to be adopted by every staff. The organizational value for excellence, custom of openness, and tradition of dynamism encourages and uplifts the staff morale. This situation can be created within and by the organization itself, which will end up with conducive environment for continuous capacity building initiation.

Staff Relationship

Better relationship among staff members itself has been found a potent strategy of staff capacity building in several successful organizations around the globe. In many cases, the senior staff are observed playing supremacy by considering themselves as almighty of the institutions. In the meantime, they tend to forget about others' emotion and ownership toward the institution. They do not hesitate to disregard potential capacity of the fellow beings. They are in many cases found to be guided by so-called legal power that prevents them to understand humane feeling and sense of brotherhood. Such practice is tangibly prevalent in the public organizations of Nepal with high contribution to the deterioration of possibilities of learning and professional development process.

Therefore, it is urgently felt that everybody has to learn respect others, understand others as Mukhopadhyaya (2002) emphasizes it as the first stage of capacity building. Mutual cooperation, guidance and preparing to learn from others, encouraging high level of committed performance rather than feeling threat from the better performers and culture of collaboration are the key elements to be given due consideration by all organization members since this part of relation dimension encourage the staff for painstaking capacity building effort.

Empowerment

Empowering the staff with expertise, opportunities for advancement and legal rights have been widely accepted component of capacity building (Walia, 2003). Challenging job, enriched responsibilities, access to information resources, training opportunity, exposure to research and knowledge generation exercises empower the staff in any organizations. It is already evident in many excellent organizations that empowerment leads to development of full potentials of the individuals, which at the end of the day will be able to leave meaningful impact on the organizational success.

The process of empowering is mainly a in-house exercise where managers and heads should be wisely active and planned for this.

Accountability

It is assumed that every individual is reservoir of potentials (Malow). Every staff in any organization seeks responsibility of and accountability for the

performance. But, the situation in education organizations is quite different where accountability for the total institutional performance is centralized to the head of the institution. This angle of thinking has got serious implication staff capacity building. Once an office is made accountable for his/her contribution to the organization, he/she remains always updated and renewed in terms of professional knowledge.

Conclusions

Staff capacity building has obtained top priority in the development agenda of any institutions under education sector. The capacity building process has been seen as a potent vehicle to organizational effectiveness by several contemporary literatures on management science. This is integrated part of the institutional dynamism.

There are set of problems noticed in the organizations that prevented from fostering capacity building. Prevailing practice in majority of the organizations are observed to be minimizing the staff development initiations. In this context, it has become urgent to notice the deficiency and come forward with systematic thinking towards potentials of capacity building of staff in the institutions especially under education sector as the sector as a whole is responsible for developing human resource for the requirement of the country.

Demand for quality service and pressure for competitive education has tremendous implication on the institutional capacity development that importantly incorporate staff capacity building as a key dimension.

Learnt the lessons from the expensive initiatives of the government for capacity building programme, time has knocked the back of policy makers and executives to design a feasible, pragmatic and sustainable model for capacity building adoptable by all institutions by keeping with available resource and legal framework. Provided the education institutions materialized the notion of recommended model, there will be undoubtedly enhanced capacity of the staff ready to put high level of committed effort into the job performance that will conclude with organizational excellence.

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Inspection and Supervision System in Developing Countries: Some Issues, Challenges and Expectations to Support the Teacher

- Deepak Sharma*

In March 2005, National Institute of Educational Planning and Administration (NIEPA), New Delhi had organized seminar on the inspection and supervision system in education, during the 21st IDEPA training course. In that seminar, 47 participants from 28 different developing countries, including Nepal, were participated. The main objective of the seminar was to share the ideas among the participant' of different countries on the inspection and supervision and to explore the alternative ways for the improvement. On the basis of paper presentation and discussion, some common issues, challenges and suggestions for the further improvement are summarized here. The main aim of this paper is to share the idea discussed and agreed in the seminar with the readers basically who are involved to provide the professional support to the teachers through inspection and supervision. The issues and challenges of the inspection and supervision system of Nepal is not discussed here by assuming that readers have some perception about there own field and they can compare their experiences with others.

Context

Improving the quality of schools and the student achievement remains a priority throughout the world, equally valid in the developing countries also. For a long time, Inspection and supervision is considered as a key to the improvement of quality. Therefore, School inspection and supervision system is established, but it is criticized that the system of school inspection and supervision has not always been able to play that role, plagued as it is by a lack of resources, an inefficient structure and an ambiguity about its main functions. But still, it is considered as the inseparable part of the education system in general and teacher support system in particular.

The practice shows that supervision focuses on the areas of operation of Administration, Curriculum, Instruction, Human Relation, Management and Leadership. It is not easy to determine where instructional supervision ends and general administration begins. However, supervision includes support, control,

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follow-up, on going training, administrative inspection, evaluation and educational advisory. In school supervision, clinical supervision focuses its attention on classroom teachers and their teaching with a view to providing feedback for improvement. Accountability is central purpose of supervision and inspection that is providing assurance to the public that professional incompetence and malpractices will be detected and corrected.

In many practices around the countries the terms 'school supervision' and 'inspection' are used interchangeably. In some countries, supervision refers to more pedagogical support and inspection refers to administrative supervision, but in some practices its refer opposite context. In some practices, inspection refers in-depth evaluation of the school. However, in this sharing paper, both terminologies are used interchangeably and professional or pedagogical support is considered while discussing the issues and challenges of the inspection or supervision.

Challenges and Issues Related to Inspection and Supervision

There are many common issues and challenges in the developing countries which have been experienced or faced by the school supervisors or inspectors and which have been widely realized by the educational personnel. Some major issues are discussed here.

The first issue deserving attention is the workload of the supervisors. One of the major issues of the current supervision system is that the supervisors are overloaded with specified as well as unspecified administrative tasks. The number of supervisors has not kept pace with the number of schools and teachers. The school-supervisor and teacher-supervisor ratios are high in many developing countries. As a result there is a work pressure on the educational inspectorate or supervisors. For example, in Bangladesh, supervisors have in excess of 25 schools to visit every month, which seems very difficult. Seminar paper indicates that Burkina Faso, Nigeria, Sri Lanka, Vietnam, Zimbabwe and other countries are facing the same problem.

Secondly, there is a lack of resources in many developing countries. The lack of resources has multiple implications. In some country like Zimbabwe vacant post

also could not be fulfilled due to the lack of financial resources. It also creates workload for sitting/working supervisors. Many countries have experiences that the workload of school supervisors becomes more difficult to manage when it is combined with lack of financial and material resources. Frequent and meaningful support in school based practice demands more logistic support. There are inadequate logistics put in place to facilitate the inspection and supervision in many developing countries like Burkina Faso, Cameroon, Nigeria, Syria, Uganda and so on. Lack of resource is one problem but under use of available resources is another crucial problem, which exists in some countries. On the one side, ministry of education is inadequately funded for the inspection and supervision, and on the other hand waste of human and financial resources is another problem facing the educational authorities in the domain of inspection and supervision.

Thirdly, supervision and inspection requires frequent movement between districts offices and the cluster or various schools wherever they may be located but there is a lack of transport facilities. Lack of adequate transport facilities creates irregular inspection or supervision of school, and on the other side such type of problems has increased the workload of the supervisors. It is realized that, many schools in remote locations are hardly visited. This problem is common in Bangladesh, Cambodia, Gambia, Ghana, Myanmar, Syria and Zimbabwe also.

Fourthly, professional development of the supervisor or inspector is not addressed properly. There is a lack of sufficient training opportunities to improve the work performance. In fact, there is shortage of trained manpower. In Burkina Faso, two years training is necessary to be a supervisor. But in many countries, the inspectors/supervisors can join their job without training. Some countries the provision of training is available but that is inadequate to address the requirement of supervisor. Cambodia, Gambia, Uganda and Zimbabwe and other countries are facing such type of challenges.

Fifthly, poor communication is considered as the problems in supervisory functions. Communication is the most essential tool in the supervisory relationship. Without effective communication, effective feedback is impossible. Moreover, the complex nature of human behavior demands a tactful approach to effect understanding instead of punishment and condemnation.

Bureaucratic bottlenecks are also considered as a challenge for professional support to the teachers. Supervisor's reports are hardly utilized in decision-making. In effect, their efforts are jeopardized or frustrated. The whole exercise remains a formality rather than a criterion for evaluation and creative support

Insufficient management of supervision system, In appropriate criteria for selection and recruitment of school supervisor, less opportunities for career development, low motivation and poor incentives are other some problems addressed in the seminar paper. In appropriate planning of supervisors and dissatisfaction of supervisors with their jobs are helping to reduce the quality of supervision system. Similarly, teacher's attitude is also barrier for their professional development. Unfriendly attitudes from teachers and unwillingness of old and experienced teachers to change themselves when younger supervisor initiates it are also notable.

Suggestion to Improve the Situation of Existing Supervision System

The seminar paper provides country specific strategies and suggestions for the further improvement. There are some common but significant suggestions for the administrator of the supervisor as well as expectation from the supervisors to improve the situation of existing supervision system. The main idea of given strategies and suggestions are that the tasks of support and administration should be clearly separated, so that supervisors can have a more pedagogically focused approach.

Teaching is a complex activities designed to promote the learning. Supervision support is directly related to the classroom teaching-learning activities. Therefore, supervisor should have practical knowledge about the complexity of classroom. But in many practices, supervisors have no teaching experience. As a result, they are unable to provide pedagogical as well as subject specific support as per the requirement of teachers in the classroom activities and feed back session. Due to the lack of proper knowledge of the complex classroom situation they show their unwillingness to go to class for model teaching or lesson demonstration. This situation indicates that all supervisors should have at least some years teaching

experiences. In this context, the seminar paper indicates that Burkina Faso has good example and experiences where at least seven-year teaching experience and, after that, two years training is mandatory to be a supervisor.

Generally, archaic, bureaucratic and rigid system is not able to provide expected result for teacher support system because it is process-oriented rather than output-oriented. In such a system most of the supervisors are not able to manage by objectives. For example, they invest several times only observing the official attendance records, financial statement and they can not provide to much support in classroom where exact teaching learning activities take place. Therefore, it has been argued that supervision should be less bureaucratic to allow teachers more autonomy. Supervisors should focus more on the daily problems facing teachers in the classroom. More emphasis should be placed on pedagogy.

Capacity development of the supervisor is also crucial part for the pedagogical support to teachers. Regular in service and refresher training is necessary for the capacity development of the school supervisor. Supervisors must be trained to be competent enough to support the development of a school as well as teacher. Internal supervision is more important for the development of the school. Therefore, school heads and senior teachers also should be trained on supervision or inspection in order to effectively carry out day to day internal supervision in their respective schools.

In many cases, teachers and head teachers had negative attitudes towards the supervisors. Supervisor is to support teachers in their daily working situation but teachers do not realize it. They think that supervisor or inspector is fault-finding person for punishing them. In this context, it is the duty of supervisors or inspector to establish friendly relation with the teachers, which creates terror-free environment while supervising or inspecting. The supervisor has to be a helper with free from inferiority complex. Attitudes of teachers must be changed in the positive direction for meaningful goal to achieve quality education. Supervision should help improve the attitudes and relationships of all members of the school staff. Attitudinal change to instructional supervision is necessary to develop technical proficiency

The role of research cannot be denied in the work of school supervisor. In fact, supervision should help in interpret in the latest findings of educational research to materialize them into classroom practice. Some paper indicate that the function of school supervisors have not been linked with research. As a result, professionally, supervisors are not well equipped. In this context, it is suggested that supervision system itself should give proper attention for research and development.

It is realized that district or cluster-based supervisors could not provide adequate support to teachers as well as schools in regular practices. The desired practices emphasizes the shift from external to internal supervision in school-based practices by considering the experiences of district-based or cluster-based supervision support. Therefore, senior teachers and head teacher need to be involved in the school-based supervision. It also creates the opportunity of regular self-assessment of supervisors, which is also vital.

Team supervision is also demanded for the meaningful supervision. The supervisory team should consist of mature and qualified staff. The supervisory team should consist of specialists as well as generalists. School supervisor should be more accountable to local authorities, local community and parents rather than district or central organization for their functions. The need for school administrators and supervisory team is to participate in shared decision- making according to expertise and achieved prestige.

Conclusions

Teachers' role is vital in teaching learning activities. Inspection or supervision is to provide necessary and adequate professional support to the teachers for their betterment in daily practices where they translate curriculum into practice. Quality improvement is the main aim of such type of inspection and supervision. It is a tool used to analyze, synthesize instructional techniques in the classroom involving teachers and head teachers (principals) with the aim of improving the total teaching and learning process of the children. Once a good rapport between

teachers and the school inspectors (supervisors) has been established, a good working climate or work culture will lead to constructive change where teachers will be encouraged to freely use their initiative and take independent collective decisions.

In almost all developing countries many issues and problems are common. For example, there is high workload for supervisors; there is the high ratio of school supervisors/ inspector and schools as well as teacher. There is the lack of transport and there are resource constraints for school supervisors or inspectors. It is believed that, to some extent, there is complex relationship between supervisor and teachers, Instead of that, ideally all developing countries believe on more pedagogical aspects of inspection or supervision basically for quality improvement rather than administration. But experiences shows that still administrative supervision has dominant roles in many developing countries. Real shift in practice from administrative to academic or pedagogic domain is essential in many practices. Therefore role and responsibilities can be redefined as per the country context but all supervisors must believe that supervision is designed not to find faults with the performance of teachers but to improve their effectiveness for the benefit of students.

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Free Schooling in Nepal: A Transient Appraisal

- Yashodhara Pant*

Introduction

Nepalese civilization is often carped to have passed through a lackluster crawl of not just years but millenniums without any significant literacy-expansion or educational-rise. The duration encompasses the regimes from Gopals-Abhirs to Kirats to Lichchavis to Mallas, and to Shahs to a certain extent, as the dynasty continues to reign the kingdom for more than two centuries now. All through, education has never been a 'true' state priority. It has more been a 'step' baby than 'own' blood. The consequence is a disappointing 50% plus literacy in this modern highly educated world. And then, there is lesser enrolment, but greater dropout in formal schooling. The bottom-line single explanation for this overall situation is the country engulfed with all sorts of tribulations, viz. diversity, remoteness, backwardness, unemployment and poverty, in concert.

For population in general, mere survival comes before anything and everything else. Whereas the Nepalese citizenry by-and-large has never been strong enough to afford self-financing of education of young children, the state even has been struggling in vain to salvage the sector. Nevertheless, the academia lately saw 'public finance' as a panacea to boost literacy and to raise the educational level of masses. Consequently has emerged the policy of 'free education' at least at the school-level.

Free Education Policy in Retrospect

In the ancient and medieval Nepal, schools were founded and sponsored by the religious sects, like in some other neighboring countries of the region. These schools normally charged nothing, but students were often entrusted to perform some sort of manual labor and participate in the specific communal activities in order to support the institutions of education.

Although very insignificant in number, schools were state-supported and were also allowed to charge some tuition-fee during Rana era. During the declining

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phase of the regime, some people in the borderline plains brought-in teachers from India to run schools for their children. These teachers were generally paid in kind including food-grains, clothing etc., which they collected every Saturday, hence the name 'Saturday Schools'.

Ranas were opposed to universalizing education, but they had to declare education as a fundamental right of people owing to growing expectations and pressure of the population in one of the last ditches to keep-on clinging to power. In 1952, government constituted an Education Board to expand and supervise the education opportunities to reach the farthest settlements.

In 1954, the Nepal National Education Planning Commission (NNEPC) categorized the schools as: Government schools (supported and administered entirely by the state), Government-aided schools (started independently but receiving varying amount of financial aid from the state), and Independent schools (having autonomous administrative and financial functioning). With the introduction of the National Education System Plan (NESP) in 1971, however, schools suddenly appeared as nationalized institutions. Provision of scholarships was made for students of undeveloped areas and backward classes. During the coronation of King Birendra in 1976, primary education was declared free throughout the kingdom with the state paying for salary of teachers besides providing free textbooks to students. Free education facility was extended to Grade 6 from 1992, Grade 7 from 1994, Grades 8 & 9 from 1995, and Grade 10 from the academic year 1996.

It was in 1981 that crucial amendments were made to the educational statute paving the way for re-opening of private schools. In the meantime, government launched the Seti Education for Rural Development Project the same year and the Primary Education Project later in 1984 with the foreign aid. Several other initiations and interventions followed subsequently, such as Basic and Primary Education Project (BPEP-I started in 1992 with its second phase resuming from 1999, in order to accelerate the educational development.

The re-installation of multi-party democracy in 1990 begot even the educational policy-review down-to-the-earth. For instance, the Constitution of the Kingdom

of Nepal, 1990 itself envisages education as a means of attaining equality and justice, and the Directive Principles contained therein mentions that the state should make necessary provision to provide free education. As a result, the country continues with 'free education policy' today. And, for an all-covering dispensation of the campaign, these programmes too are undertaken selectively in partnership with the community:

- Scholarship/incentive to girls and Dalit (the lowest caste) children.
- School meal scheme.
- Flexible schooling to facilitate children in difficult circumstances, etc.

Objectives of Free Education Policy

Nepal has been pursuing the policy of free education with the following objectives:

1. To increase the access of education, especially to those residing in the rural and remote areas;
2. To control dropouts and to retain children in schools;
3. To enhance the enrolment and completion of schooling in good quality;
4. To increase the rate of literacy and achieve gender equality in education; and,
5. To realize the ambitious goals of Education for All (EFA) by 2015.

Challenges to Free Education Policy

In spite of all the perceptible fruits, the free education policy pursued by Nepal has been faced with the following censures and irritations from the cross-section:

1. Free education policy is not administered meticulously and exhaustively.
2. Free education is enjoyed by those who can afford to pay, but the majority of needy population is unaware or less aware of it.
3. As parents do not have to pay for education, they are indifferent about dropout and its repercussion or implication.
4. There are scores of procedural formalities and constraints for availing of the free education facility.
5. Lack of guidance and confidence among the disadvantaged natives has made them hesitant to approach the authorities for claiming the facilities.

6. Colonial effect, such as caste-bias, etc. still has roots among the teachers and peer-group of students, which has been discouraging new enrolment on one hand and has been letting the dropouts go unchecked on the other.
7. As the textbooks are distributed free, they are not handled tenderly for re-use.
8. Political instability has been responsible for policy inconsistency.

Conclusions

In the light of the scenario sketched above, the following suggestions may prove to be of catalytic worth to the policy makers and other kinetic stakeholders on the issue of achieving greater efficiency with regard to the governance of free education policy at school level in Nepal:

1. Policy formulation has to be honest, coherent, broad-based, and achievable.
2. Policy implementation too has to be earnest and well monitored.
3. Bureaucratic or administrative rationale for policy-dissemination and target-accomplishment has to be robust but persuasive.
4. School management and pedagogic community have to be pragmatic and conciliatory, free from any social bias.
5. Parents need to be enlightened about education and its importance besides being informed about the schooling arrangement(s) made and incentive(s) offered by the state.
6. The issue of mainstreaming of the marginalized populace, of the religious and ethnic minorities, of the conflict-displaced subjects, of the erstwhile bonded-groups and landless-squatters, and of the inhabitants living under 'abject poverty' needs to be addressed judiciously and on priority.
7. Policy option(s) must give due consideration to the volatile state of insurgency under which the country has been reeling while chalking-out the workable strategies for the 'affected belt'.
8. Levelheaded cost-reduction and downsizing measures must be resorted to.
9. Private sector should be impressed upon to find ways and means to be instrumental in subsidizing the educational funding by the state.
10. Target children need to be kept motivated to continue and complete their schooling for good.

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Schooling Language and English: A Reflection Apropos International Undercurrents

- Devkanta Peetamber Joshi •

The Issue

Constitution provides for mother-tongue education at the primary stage. This provision is honoured more in the breach than in observance. Constitution is not a neutral document; it has a social purpose, one that is neglected in regard to mother-tongue primary education, ignorance, dropout, and stagnation in education," are the views of Indian educationist, D.P. Pattanayak, expressed in the context of his country. But, anyone so easily and quickly gets to the conclusion while going through the above words that they perhaps are commented about the Nepalese context.

In Nepal, as we know, Nepali is the medium of education in public (community) schools and English in private (institutional) schools. Whereas Nepali as 'lingua franca' of people (whose mother-tongue is other than Nepali) has adapted to the pedagogy or schooling discourse in the country to a large extent, the foreign language English used as medium of instruction by the amazingly swelling private sector here has given rise to different legal, cultural, and scholastic questions.

There indeed is a point to wait-and-watch at this stage as His Majesty's Government of Nepal (HMG/N) has already identified 12 regional (but called national) languages of the country for teaching in the primary grades. The million-dollar question now is whether the implementation will envelope private sector or not. The private school system, expanding dramatically to the nooks and corners of the country, has been harping on 'English-medium' label glued to it, with virtually no serious test of internal-efficiency or even a valid auditing of general-performance.

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Language of Schooling

Empirically, language attitude and language choice are studied from two perspectives: psycholinguist and sociolinguist. A multilingual individual may have various subconscious reasons for selecting one linguistic code over another. The interplay between personal and social elements of language choice ensures that each community develops its own unique linguistic situation. This 'grass-root' attitude can be very powerful and can play a great role in determining the success of schooling language policy.

Secondly, the language of discourse in the classroom informs how learning takes place through oral and written interaction and how this interaction may be a significant factor in the learning accomplishment or academic success. In this connection, English as a medium and as a subject in schools has been one of the prominent issues intensively researched by scholars. Consequently, there has been a growing acceptance of the unanimous finding that the use of home language even in school pedagogy gives advantage to such students over their English-medium school counterparts, who speak altogether a different language at home.

Multiculturalism and Medium of Education

The Indian context

India is a country of diversities like its northern neighbor, Nepal. It is not the recognition of different languages that has led to fissiparous tendencies in the country, but the non-recognition of indigenous languages that has kept on stirring identity-assertion and fuelling discontentment time and again. Although there is three-language (mother-tongue or regional language, Hindi as the official language of the state, and English as the world language) formula nationwide, there is no fixed practice with the medium of instruction. There are schools with mother tongue instruction, then are in the national (official) language medium, and also are English medium convents. Nonetheless, majority of students study in vernacular medium schools run by the central or provincial governments.

There have been in-depth studies in India on the question whether learning of more languages is stressful or not from the standpoints of parents, students, and teachers. The findings reveal that whereas language learning is not traumatic, the

issue of media of instruction has a great impact on educational achievement. As a result, a transfer model of bilingual education has been developed in order to meet the diverse demands of language use and to cope with the management of mother-tongue use under the language switching code. The model has successfully /been experimented in the provincial states of Rajasthan, Karnataka, etc. In the state of Maharashtra, cognitively better students are selected for English-medium and the left-outs for the mother-tongue medium, by private schools.

The African context

Africa as a whole of the continent has tremendous diversities in terms of religion, culture, ethnicity, and languages, similar to Nepal. In the early 19 century, English was introduced into many black communities here by the Christian missionaries, who codified Xhosa and some other widely used African languages. English later started to be used as a medium of instruction in the missionary schools. Resultantly, there appeared influential corps of black educators, writers, politicians, and the like who were fluent in English. The elegant writings of John Tengo Jabavu, Gwayi Tyamzashe, Sol Plaatje, John Knox Bokwe, et.al. are evidence to this.

English has begun to serve as 'lingua franca' in most of the countries of the African continent. It has also come to be perceived as the language of social elites. It is seen as the language of aspiration and empowerment for black Africans. However, a sizeable segment of native population, has constantly perceived English as an oppressor, with hostility.

With the change of political guard and power equations in 1948, the commonly spoken aboriginal language, Afrikaans, too has become the openly favoured language. Despite English being official language, the government work is carried out in Afrikaans. State resources have also been allocated for the development of Afrikaans. Some of the African languages are even declared the official language of the troubled ethnic homelands.

Although English has made inroads into the lives of people in Africa, an earnest revival of the schooling language policy is 'on'. English no longer continues to be

the only or single medium of schooling; option of mother-tongue medium in the early grades of formal schooling has been offered. And, all these have been welcomed culturally as well as academically. Meanwhile, a case study undertaken at the Gokana language area of the South-east Nigeria reveals the language attitude and choice of the stakeholders of education in the Village Kegbara Dere. Primary education here is imparted through mother-tongue medium (i.e. Gokana) for the first three years in school and English-medium thereafter, from the fourth grade onwards. Initial findings have viewed the use of Gokana language in school discourse as positive both for educational and societal use.

Language, Parents, and Children

It is noticed worldwide that as a country moves higher and higher on the educational ladder, the number of languages being used becomes less. A language is used in the schooling process either as a subject or as a medium of instruction or both if the students and their parents exercise the right to education through a particular language. Seeking and fighting for the cause of a language is different from practicing or exercising it.

Parents who speak more than one language are generally eager to share their languages with their children. As they undertake this important task, vital questions emerge frequently as to how the second language learning affects reading ability, social skills, and scholastic achievement. Whether or not they speak more than one language themselves, many wonder how best to help their children learn more than one language.

Researches suggest that children who learn a second language are more creative and better at solving complex problems than those who do not. Studies have also shown that bilinguals outperform similar monolingual peers on both verbal and non-verbal tests of intelligence, and tend to achieve higher scores in the standardized tests. Individuals who speak more than one language have the ability to communicate with more people, read more literature, and benefit more from travels through the length and the breadth. Knowing a second language also gives people a competitive advantage at the work place and in the work force. These are some of the compelling reasons for parents to encourage the

development of a second (or third) language in their children. And, the choice of this 'desired language' goes in favour of English in respect of the Nepalese populace.

Conclusions

English is a foreign language for the non-English world, but its lived significance has been on sensational rise globally, particularly in education and civil use. It is seen to be the provider of better life opportunities. It has created a psychological agenda for 'development', 'modernization', and 'better achievement'. Resultantly, there has been an ever-growing craze for English-medium education. People get education of their choice driven by market forces and not in the letter and spirit as codified in the constitution, or in the statutes of the state, framed for that purpose. This is a paradigm shift. So, English that ought to have been an extra language of study in schools has been on the verge of becoming a language substitute for the mother-tongue instruction or vernacular medium.

On the other hand, linguistic critics have been arguing for long that early foreign language education destroys the intellectual balance of learners with their cultural milieu, neutralizes the multi-dimensionality of kinship terms, curbs creativity and innovativeness, and distorts identity. Investigations have revealed that the effect of medium of instruction on different academic subjects is not uniform. English as a subject is improved by English-medium. In science and other creative subjects, however, mother-tongue medium outdoes English medium. As a result, it is fervently advocated that English as a supplement to vernacular education is strength; as substitute it is debilitation. The state is expected to give a solemn thought to this if not the private sector academics.

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Effective Primary School Through In-service Training

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Abstract

Effective school always provides quality education to children. Leadership of this kind of school is professional and visionary. School community relationship is placed high emphasis in effective school. Therefore, members of school community such as head teacher, teachers, School Management Committee (SMC) members and parents are always willing to see the effective school where students' achievement is high. In an effective school there is always purposeful leadership, trained and devoted teachers, enough teaching materials, good working environment, team spirit, high participation of local community etc.

A primary school can be made effective through In-Service Teacher Training (INSET). Although there are other several ways of making a primary school effective, INSET is prominent one. Some of the components of INSET to be considered during delivery of the programme are developing professionalism, visioning of successful school, delivery of effective teaching methods and skills of preparing local and low-cost teaching-learning materials. When a teacher goes back to his/her school from INSET s/he has to try to apply knowledge and skill gained from the training in his/her practical field which would definitely contribute to make the school effective in terms of management, teaching-learning activities, student teacher performance and school community relationship. As a result, student's achievement will be undoubtedly increased leading effective school. After completing Along journey without deviation has to be completed to achieve its goal being an effective school.

Introduction

Primary education is the backbone of the further education. It is the preparation for lower-secondary and secondary schooling. In this stage, the main aim of teaching is to develop some basic skills such as literacy, numeracy, communication and problem solving skills as well as social and personal skills in

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children. The attention is paid to raise the students' achievement that is perhaps only possible through effective school.

Since the advent of democracy, primary schools have increased rapidly. In comparison with the number of schools, trained and experienced teachers are less available although the government is spending a huge amount of money in primary education. Nor are the necessary teaching materials provided to schools. In the rural areas to some extent minimum physical facility is also not available.

In this context, this short essay, will first of all attempt to identify meaning of effectiveness and major characteristics of effective school and it will forward to find out the ways of making primary schools more effective through INSET.

Effective School and Its Key Characteristics

There is a great debate about the meaning of an effective school. Its definition may depend on geographical condition of school, its curriculum, background of children enrolled, economic condition of parents etc. It may be unworthy to define effective schools in same terms for developing and developed countries. Although it will be unwise to look for unanimous view about effective school, there is still some agreement amongst educators and researchers. Morley and Rassool (1999) say that an effective school adds extra value to its students' outcome in comparison with other schools serving similar intakes. In fact the students of an effective school achieve more than general school. Motimore and his friends (1993) explain that "the effective school produces high achievement in the three 'R's as well as personnel and social development". Harris, et.al. (1996) defines effectiveness as being good at achieving the goals of schooling. They further add that when we talk about school effectiveness our judgment is usually made on the basis of comparison with other schools. It follows that in relation to any particular goal such as academic achievement, social behavior, sports. However, there is still question what kinds of goals an effective school should have and how we can measure them. In answering this question Hopkins (1990) highlights the goals of an effective school as below:

For students, such goals increase in knowledge, basic skills, social skills, self-concept, and vocational competence. These vary a great deal from country to country, and indeed school to school. But there are also societal goals for schools or distinct social functions of the educational system such as equity, filling labor market needs, reducing delinquency, responsible citizenship and many others.

Looking at various writers and educators effective school can simply be defined that it should give extra knowledge, skill and attitude to its students. While assessing output we should not forget the input that is provided to the school. Therefore, we should define the effective school keeping the input process and output in the mind.

As we defined above, an effective school in which children achieve higher than children of other school. Kafle et.al. (2003) say that, there should be supporting inputs, enabling working condition, conducive school climate, well teaching-learning processes, encouraging student achievement and professional leader in effective school. Several educators and researchers have tried to introduce some important characteristics of effective school and their nature. Some of essential features that need to be in an effective school are summarized below.

Professional Leadership with Shared Vision and Goals

Among major factors that influence the teaching-learning situation in classroom is the leadership of school. The head teacher is the leader of the school who is a crucial component of an effective school. At the same time management is also crucial aspect of effective head teacher. It is true that through good organization and management most teachers find teaching a rewarding and enjoyable career. If teachers are enjoying with their jobs, it is certain that the learning takes place better than other institution.

Smith (1992:119) has summarized the management roles of a leader as relating to other people, relating to the collection and passing the information and relating to taking decision. As a professional leader one should have peer skills, leadership

skills, conflict resolution skills, information procession skills, resource collection and allocation skills and interpersonal skills.

Nobody perhaps can deny that all effective schools are built around a professional leader who has a clear sense of vision and purpose. Generally vision includes the aspirations for the present and future pupils in the school, the quality of teaching and learning, which is attainable, and values which should influence everything, which happens in the school. Vision is a picture of a better future but not of an unrealistic future. It will be reference point by which parents, teachers, pupils and other make sense of change and face challenges. The most important characteristics of a leader are unity of purpose, consistency of practice and collegiality and collaboration. All these evidences show that an effective leader must have clear vision and attainable goal.

Learning Environment

Teaching and learning seem partly determined by the environment in which the teacher and pupil work. Classroom management, sanitation, enough desk bench, conducive learning environment etc., play vital role in making effective school. For this school management especially head teacher is responsible. Morley and Rassool (1999) say that successful school is more likely to calm rather than chaotic places. They also express that physical environment of a school can also have an effect on both the attitudes and achievement of pupils. Giving emphasis on classroom environment, climate and culture, Anderson (2004) expresses that teacher must create classroom that is conducive to both effective teaching and effective learning. Therefore, it can be said that classroom management, low level of noise, task-oriented children and sufficient physical facilities make a school much more effective.

School as Learning Organization

Effective school is a learning organization with teachers and senior managers continuing to be learners, keeping up to date with their subjects and with advances in understanding about effective school. An effective school always gives importance to staff development. It is a process of INSET. Through the school based INSET teacher can improve the job performance skills that can extend the experience and personal or general education and can develop the

professional knowledge and understanding of individual teacher and whole school staff. The curriculum and the textbooks will not be the same for a long time. They should be changed according to changing needs and demands of community, and changing understanding of education. When the curriculum and the textbooks are changed the main responsibility lies with the teacher, as they are the implementers. Therefore, the teachers need to know about the new curriculum and the textbooks. Thus, this aim can be fulfilled through the school based staff development programmes and through the INSET. These all kinds of professional development activities are conducted only in the learning organization.

Adequate Teaching-learning Materials

In fact, when a learner comes into contact with a particular set of materials or encounters a particular learning situation s/he will feel thrill and effect on his/her potential learning. Children can learn faster and more enduringly when instruction follows a sequence from actual experience and is supported by some or other symbolic representations. Thus, it must be noted in this connection that concrete and direct demonstration in the classroom facilitate learning, and this is true in all the acquisition and productivity. Moreover, it will be also easy for teacher to teach in the classroom. A result of a study conducted by Motimore and his friends (1993) support this idea. In their study they found that “both teacher enthusiasm and the level of interest and challenges in teaching sessions were associated with greater availability of materials and equipments in the school”. Good resource, thus, may help to promote positive attitude amongst the teaching staff. So, an adequate teaching material is one of the characteristics of an effective school. Supporting this view, Anderson (2004) expresses that teacher should create attractive and functional classroom which concerns the availability of the necessary equipment and materials.

Parental Involvement

It is believed that if parents are involved in school activities such as decision making, curriculum development, planning procedure etc. the school may be effective in comparison of those in which parental involvement is neglected. Motimore and his friends (1993) found in their study of junior school that school with an open door policy to parents, teachers were less likely in their guideline

usage. The provision of facilities for parents was related positively to the involvement of staff in decision-making and with the frequency of progress meeting for parents. Townsend (1994) has concluded in his study that an effective school will provide parents with an opportunity to be involved in the development of school policies and progress. Hada (2005) highlights the advantages of parental involvement in school saying, “the children find a wider range of constructive learning situation and the teacher also gets the opportunity to develop his/her professional role as a facilitator through parental involvement”

Purposeful Teaching

Teacher of an effective school always has lesson plan, which clearly states the purpose of that particular lesson. Motimor (1993) has found the positive effect of making lesson plan and efficient management of classroom task that always appears in purposeful teaching. Maximum learning time through well-organized lesson plan makes sure that there is always something of real educational value for the students to do. Anderson (2004) says that to facilitate meaningful learning and retention, teacher should clearly explain and develop the content, putting emphasis on its structure and connections. He also puts emphasis on preparation of students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies.

Classroom Organization and Management

Classroom organization and management refers to academic and social arrangement of students within the classroom. It also covers appropriate placement of blackboard and teaching materials, sitting arrangement of students etc. Placing importance on this Anderson (2004) says that one may reasonably conclude that until teachers are able to properly organize their classrooms and manage their students, they are unable to focus their attention on teaching-learning process. It shows that for effective teaching and learning the first step is to organize and manage classroom and students in effective way.

Ways of Making Primary School

Effective Through In-Service Teacher Training

There are several ways of making primary school effective in our context. This short section will try to look at INSET through which primary school can be made effective. Cheng (1996) and Scheerens (1992) have also emphasized the staff development programme for an effective school. A staff development programme is a planned process of development which enhances the quality of learning by identifying, clarifying and meeting the individual needs of the staff within the context of the institution as a whole (Hopkins, 1994). Bista(2004) also says that only professionally and academically trained cadre of head teacher can drive school reform.

With those teachers who do not know child development and their learning process and methodologies of teaching, there is always doubt whether they teach effectively. In our context, majority of primary teacher do not have academic qualification with the knowledge of child psychology, child development, teaching methods and assessment etc. Thus, INSET needs to be more accessible to them. There may be question that how INSET can assist to make a school effective. Therefore, some ways of making school effective with the help of INSET is being described.

First of all, after the completion of training the teacher should be able to manage their class in such a way that children can take part in every activity in the classroom. This makes the children active and creative. Group work and peer work may be applied in teaching. As a result the students would not feel bore and they may learn effectively and thus will achieve what is expected.

Secondly, inadequacy of instructional materials is a major constraint for effective teaching and learning. This implies that teachers are limited in what they would wish to do and achieve in their teaching. Consequently the classroom activities may be less interesting and children may be less motivated. That's why the teacher needs to have sufficient knowledge and skill of identifying, collecting, preparing and using materials that they can find in their locality. This practical knowledge will be provided in INSET. Therefore, they will be able to construct a variety of local and low-cost teaching materials, which will contribute to make the teaching-learning interesting. In this way the school can be made effective.

Thirdly, training programme will genuinely help the teacher to improve their practice. Moreover, teacher's traditional beliefs and concepts should be changed unconsciously. They would use the techniques and methods the primary textbook and teachers guide suggested. A key determinant of student achievement is the quality of teaching. An effective teacher should possess at least thorough knowledge of the subject matter being taught, an appropriate pedagogical skill and motivation which is the basic of INSET.

In addition, record-keeping system appears to be out of schooling in primary school. In the rural areas we cannot find even student register book. Most teachers seem to be ignorant about record keeping. To change this tradition teacher and head teacher should be aware of the importance of record since well record is considered a symbol of an effective school. For this skill they need training. That's why through INSET they should be familiar with educational administration, record keeping, planning etc. which appear the most important for school development.

Another issue to be considered in primary education is the involvement of parents and local community in school activities. Most parents do not appear to be interested to take part in school activities. It seems that they do not care what is happening in school where their children are studying. It is happening in school because the head teacher neglects the parental involvement in school activities. If this situation is not improved our primary school cannot be effective. In the INSET head teacher will know the importance on parental involvement and the way s/he can attract parents and members of local community to school activities.

Finally, head teacher is the most important person in school. Strong and purposeful professional leadership is one of the key characteristics of an effective school. When a head teacher receives training s/he can lead school in effective way. First of all, s/he can make plan such as operational plan and yearly plan which untrained teacher feel difficult to prepare. Secondly, s/he may involve staff and parents in decision-making process. If teachers and head teacher work collaborately, certainly that school will be effective. Thirdly, a trained head may know about the fund raising process For example: S/he can raise fund from local

community, local business sector etc. Finally a trained head teacher may work according to rules and regulations without political pressure.

In this way INSET will be one of the major components for an effective school in our context.

Conclusions

Members of school community such as head teacher, teachers, members of school management committee and parents are always willing to see high achievement of students. Mainly students' achievement depends on the school. This means school's teaching-learning environment, head teacher, teachers, physical facility, teaching materials and curriculum are the key factors that can make difference in students' learning and their achievement rate. If most of these things are positive the school is an effective.

In fact, in an effective school there is always purposeful leadership, trained and devoted teachers, enough teaching materials, good working environment, team spirit, high participation of local community etc. The combination of all these components results into an effective school.

There are several ways of making a primary school more effective. One of them is INSET. Through INSET head teacher can be professional leader and teachers can use effective teaching methods and they will be able to prepare local teaching materials. In this way our primary schools will be effective and our primary school children will achieve more than before.

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